

**SUDAN ELEMENTARY**  
**Campus Improvement Plan**

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**2021-2022**  
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 Exemplary/Level III Advanced rating in order to achieve lifelong success.**

- Performance Objective 1: The percent of passing STAAR reading scores will increase from 75% to 78%. (76%)
- Performance Objective 2: The percent of passing STAAR math scores will increase from 84% to 86%. (80%)
- Performance Objective 3: The percent of passing STAAR writing scores will increase from 73% to 75%. (60%)
- Performance Objective 4: The percent of passing STAAR science scores will increase from 87% to 89%. (78%)
- Performance Objective 5: The percent of passing STAAR in special programs will increase from 73% to 75%. (67%)

**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 2021-2022 year, and discipline referrals will decrease from 105 to 100.

**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 Populations**

Special 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

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**Planning and Decision Making Team**

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NAME	ROLE
Tara Provence	Business
Tim Rodriguez	Community
Vince Montes	Community
Haley Wilson	Parent
Misty Garza	Parent
Meagan Sowder	Counselor
Breanne Carter	Teacher
Joyce Welty	Teacher
Kami Groetken	Teacher
DeAnn Wilson, Principal	Chairperson

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**Names and Roles of Participants Who Assisted With Development/Review of the CIP May 2021**

NAME	ROLE
Missy Bigham	ELAR/Social Studies Teacher
Stephanie Brashear	ELAR/Social Studies Teacher
Breanne Carter	Science/Math Teacher
Polly Chester	Pre-K Teacher
Holley Cornelius	Dyslexia/Reading Interventionist
Jennifer Edwards	1 <sup>st</sup> Grade Teacher
Kami Groetken	Kindergarten Teacher
Amy Jimenez	RtI/ESL
Leslie Johnson	Math Teacher
Lisa Kelly	ELAR Teacher
Aaron Ledbetter	Social Studies Teacher
Kandis Lloyd	Math Teacher
Staci Lockhart	1 <sup>st</sup> Grade Teacher
Cindy Martin	Math/Science Teacher
Ray Parmer	Math Teacher
Julee Patterson	Art Teacher
Angie Pierce	Science/Social Studies Teacher
Sabrina Reyher	Kindergarten Teacher
Kateland Rogers	Science Teacher
Meagan Sowder	Counselor
Kylee Swofford	Social Studies Teacher
Joyce Welty	ELAR Teacher
Quinci Willoughby	1 <sup>st</sup> Grade Teacher
DeAnn Wilson	Principal
Wendy Young	Special Education Teacher
Lauren Wilson	Pre-K Teacher



Serena Zarate	Elementary Music Teacher
Tara Provence	Parent
Tim Rodriguez	Parent
Vince Montes	Parent
Misty Garza	Parent



**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 1: The percent of passing STAAR Reading scores will increase from 75% to 78%.**

STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Continue Reading Renaissance (RR) for daily practice in reading	Reading Teachers	Daily	Title I, II, IV Local	RR computer Tests Renaissance STAR	STAAR iStation
Continue School-wide Title I program	Principal	Daily	Title I	6 weeks grades	STAAR iStation
Scheduling <ul style="list-style-type: none"> <li>• Schedule 2 or more periods for reading for PK-3 for intense, individualized instruction as needed</li> <li>• Additional Reading practice in Study Hall/tutorials twice weekly for 6<sup>th</sup> &amp; 7<sup>th</sup></li> </ul>	Principal	Daily Twice/weekly		Teacher Observation	
Curriculum & Programs <ul style="list-style-type: none"> <li>• 3 week summer program</li> <li>• Really Great Reading K-2</li> <li>• McGraw Hill Wonders Reading &amp; Phonics Curriculum</li> <li>• Heggerty Phonics Curriculum</li> <li>• iStation PK-7</li> <li>• Reading Eggs K-1</li> </ul>	Principal	Daily and summer	Title I, II, IV Local	Teacher Observation Star Early Literacy iStation Reports RtI Meetings/Reports Education Galaxy Reports	Star Early Literacy iStation Reports RtI Mtgs/Reports Education Galaxy Reports MCLASS EOY Reports



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<ul style="list-style-type: none"> <li>• Education Galaxy</li> <li>• RtI</li> <li>• Education Galaxy</li> <li>• MCLASS K-2</li> <li>• TEKS Resource System</li> <li>• Scholastic Magazines</li> <li>• Reading By Design Dyslexia</li> <li>• Google Classroom, Docs, Slides, Sheets</li> </ul>					
Disaggregate STAAR tests <ul style="list-style-type: none"> <li>• Focus: All Reading objectives</li> <li>• Focus: TEKS, SEs &amp; Process Standards</li> </ul>	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 <ul style="list-style-type: none"> <li>• Eduphoria/TEKS Resource</li> <li>• Released STAAR BOY/MOY Gr 3-7</li> <li>• MCLASS Gr PK-2</li> </ul>	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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**Measurable Performance Objective 1: The percent of passing STAAR Reading scores will increase from 75% to 78%.**

Involve Parents <ul style="list-style-type: none"> <li>• Renaissance Star Reading Reports 2-3</li> <li>• AR Renaissance Reports</li> <li>• iStation Reports</li> <li>• Report Cards</li> <li>• Eduphoria Reports</li> <li>• MCLASS Reports</li> <li>• Education Galaxy Reports</li> </ul>	Reading Teachers	Each 6 weeks	Local	Renaissance Reports Progress Reports iStation Reports Eduphoria Reports RtI Progress Reports	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 For an Exemplary/Level III Advanced rating in order to achieve lifelong success.**

**Measurable Performance Objective 2: The percent of passing STAAR Math scores will increase from 84% to 86%.**

STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Target problem solving strategies and applications <ul style="list-style-type: none"> <li>• Use manipulatives &amp; academic games when appropriate</li> <li>• Peer tutoring</li> <li>• Accelerated instruction</li> <li>• Target all mathematical areas, especially problem solving &amp; process skills</li> </ul>	Math teachers	Daily	Local Title I, II, IV	Progress Reports Imagine Math Reports Eduphoria Reports RtI Progress Reports Education Galaxy Reports Curriculum Based Assessments (CBA)	STAAR EOY Reports
Curriculum & Programs <ul style="list-style-type: none"> <li>• Go Math! Curriculum</li> <li>• Lonestar Target the Question</li> <li>• Lonestar Target Practice</li> <li>• TEKS Resource System</li> <li>• Education Galaxy</li> <li>• Imagine Math 2-8</li> <li>• 3 week summer program</li> </ul>	Principal	Daily Summer	Local Title I, II, IV	Progress Reports Imagine Math Reports Eduphoria Reports RtI Progress Reports Education Galaxy Reports Curriculum Based Assessments (CBA)	STAAR Progress Reports Imagine Math Reports Eduphoria Reports RtI Progress Reports Education Galaxy Reports Curriculum Based Assessments (CBA)



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**Measurable Performance Objective 2: The percent of passing STAAR Math scores will increase from 84% to 86%.**

Scheduling <ul style="list-style-type: none"> <li>Schedule additional period daily for K-4</li> <li>Additional Math practice in Study Hall twice weekly for 6<sup>th</sup> &amp; 7<sup>th</sup></li> </ul>	Principal	Daily Twice/weekly Monthly	Local	Master schedule	STAAR EOY Reports
Disaggregate STAAR tests <ul style="list-style-type: none"> <li>Focus: All Math objectives</li> <li>Focus: TEKS, SEs &amp; Process Standards</li> </ul>	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 Weekly assessments 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 <ul style="list-style-type: none"> <li>Eduphoria/TEKS Resource</li> <li>Released STAAR BOY/MOY Gr 3-7</li> <li>MCLASS Gr PK-2</li> </ul>	Teachers	Biannual	Local	Benchmark Scores	STAAR EOY Reports



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**Measurable Performance Objective 2: The percent of passing STAAR Math scores will increase from 84% to 86%.**

Provide teacher training and Professional Development (PD) as needed	Principal	Ongoing	Local Title II	Training planned & scheduled	Sign-in sheets STAAR EOY Reports
Involve parents <ul style="list-style-type: none"> <li>• Send math progress reports</li> <li>• Enlist parents to help at home with specific objectives</li> <li>• Imagine Math Reports</li> <li>• Eduphoria Reports</li> </ul>	Math teachers	3 week periods	Local	Progress Reports Imagine Math Reports Eduphoria Reports RtI Progress Reports	Math STAAR End of year grades Various Reports



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**Measurable Performance Objective 3: The percent of passing STAAR Writing scores will increase from 73% to 75%.**

STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Provide teacher training and Professional Development (PD) as needed	Principal	Ongoing	Local Title II	Training planned & scheduled	Sign-in sheets STAAR EOY Reports
Scheduling <ul style="list-style-type: none"> <li>Departmental and Cross Curricular Meetings and Workshops</li> <li>Align grades K-7 to implement consistent strategies and target writing objectives</li> </ul>	Principal	August-May	Local	Teacher Observations	Training sign in sheets STAAR writing EOY Reports
Curriculum & Programs <ul style="list-style-type: none"> <li>Use Empowering Writers Program for writing 2<sup>nd</sup> – 4<sup>th</sup></li> <li>TEKS Resource System</li> <li>Education Galaxy</li> <li>McGraw Hill Wonders</li> <li>McGraw Hill Studies Sync</li> <li>iStation PK-7</li> <li>Google Classroom, Docs, Slides, Sheets</li> </ul>	Writing teachers	August-May	Local	Teacher Observation Writing Benchmarks iStation Reports Education Galaxy	STAAR EOY Reports
Disaggregate STAAR tests <ul style="list-style-type: none"> <li>Focus: All Writing objectives</li> </ul>	Writing teachers	Weekly	Local	Lesson Plans	STAAR



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**Measurable Performance Objective 3: The percent of passing STAAR Writing scores will increase from 73% to 75%.**

<ul style="list-style-type: none"> <li>Focus: TEKS, SEs &amp; Process Standards</li> </ul>					
Benchmarking <ul style="list-style-type: none"> <li>Eduphoria/TEKS Resource</li> <li>Released STAAR BOY/MOY Gr 3-7</li> <li>BOY/MOY/EOY Gr K-2</li> </ul>	Teachers	Biannual	Local	Benchmark Scores	STAAR EOY Reports
Encourage participation in UIL, Reading Readiness, Spelling and Grammar	Writing Teachers	Fall	Local	List of students involved	Students participating



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**Measurable Performance Objective 4: The percent of passing STAAR Science scores will increase from 87% to 89%.**

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 STEMScopes 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 <ul style="list-style-type: none"> <li>• Focus: All Science objectives</li> <li>• Focus: Lab activities, manipulatives, and process standards</li> </ul>	Science teachers	Weekly	Local	Lesson Plans	STAAR EOY Reports
Curriculum & Programs <ul style="list-style-type: none"> <li>▪ STEMScopes K-7</li> <li>▪ Science Studies Weekly</li> <li>▪ Education Galaxy</li> <li>▪ TEKS Resource System</li> <li>▪ Coach</li> </ul>	Principal	Monthly	Local Title I, II, IV	Lesson Plans STEMScopes Reports Education Galaxy Reports	STAAR EOY Reports
Benchmarking <ul style="list-style-type: none"> <li>• Eduphoria/TEKS Resource</li> <li>• Released STAAR BOY/MOY Gr 5</li> </ul>	Teachers	Biannual	Local	Benchmark Scores	STAAR EOY Reports



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**Measurable Performance Objective 4: The percent of passing STAAR Science scores will increase from 87% to 89%.**

<ul style="list-style-type: none"> <li>BOY/MOY/EOY Gr K-4 &amp; 6-7</li> </ul>					
Provide teacher training and Professional Development (PD) as needed	Principal	Ongoing	Local Title II	Training planned & scheduled	Sign-in sheets STAAR EOY Reports
Scheduling <ul style="list-style-type: none"> <li>Tutorials/Enrichment 1 period/day</li> <li>Additional Science practice in Study Hall once weekly for 6<sup>th</sup> &amp; 7<sup>th</sup></li> </ul>	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





**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 5: The percent of passing STAAR in special programs will increase from 73% to 75%.  
Dyslexia**

STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE	SUMMATIVE
Identify students with dyslexia or related disorders and provide appropriate services <ul style="list-style-type: none"> <li>• Early identification and intervention</li> <li>• CNA to determine student needs</li> <li>• Services at students' campus</li> <li>• Dyslexia intervention as needed</li> </ul>	Counselor	August – Jan	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 <ul style="list-style-type: none"> <li>• Individualized and intensive</li> <li>• Multi-sensory</li> <li>• Phonetic reading methods</li> <li>• With staff input</li> </ul>	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



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**Measurable Performance Objective 5: The percent of passing STAAR in special programs will increase from 73% to 75%.  
Dyslexia**

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 5: The percent of passing STAAR in special programs will increase from 73% to 75%.  
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 <ul style="list-style-type: none"> <li>• STAAR</li> <li>• STAAR/ Participation</li> <li>• LEP Dropout</li> <li>• Annual Measurable Achievement Objectives (AMAOs)</li> </ul>	Principal	August	BE/ESL Local	Meeting agenda	Data disaggregated
Provide Professional Development <ul style="list-style-type: none"> <li>• Teachers and paraprofessionals</li> <li>• Research-based</li> <li>• Based on staff needs</li> </ul>	Principal	During year and summer	BE/ESL TIII Local	Training scheduled	Sign in sheets Certificates of training
Use English In a Flash	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



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Special Program: English as a Second Language**

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
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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**Measurable Performance Objective 5: The percent of passing STAAR in special programs will increase from 73% to 75%.  
Special Program: Gifted and Talented (GT)**

STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE	SUMMATIVE
Update policies <ul style="list-style-type: none"> <li>Furloughs</li> <li>Exiting and transfers</li> <li>Appeals of placement</li> </ul>	Principal	May – Aug	Local	Agendas	Written policies
Hold annual nomination <ul style="list-style-type: none"> <li>Focus on minorities: ESL, Eco Dis, 504, &amp; SPED</li> </ul>	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 <ul style="list-style-type: none"> <li>Include native language assessment</li> <li>Include non-verbal assessment</li> </ul>	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



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Special Program: Gifted and Talented (GT)**

STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE	SUMMATIVE
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 <ul style="list-style-type: none"> <li>Depth &amp; complexity including 4 core academic areas</li> </ul>	Principal	April – Aug.	Local	Meeting minutes	Curriculum revisions
Determine Professional development needs by staff survey and/or communication	Principal	Spring	Local	Survey	Survey results
Provide students opportunities to work: <ul style="list-style-type: none"> <li>Together as a group</li> <li>With other students</li> <li>Independently</li> </ul>	Classroom Teachers	Weekly	Local	Lesson plans TTESS evidence	STAAR EOY Reports
Evaluate program including surveys of: <ul style="list-style-type: none"> <li>Students and Parents</li> <li>Staff</li> </ul>	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 5: The percent of passing STAAR in special programs will increase from 73% to 75%.  
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 <ul style="list-style-type: none"> <li>Reduce class size</li> </ul>	Principal	Aug. - July	SCE 2 FTEs \$62,050	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, and Response to Intervention	K-3 teachers		SCE Local	iStation reports Imagine Math reports Education Galaxy reports	iStation Imagine Math Education Galaxy STAAR MCLASS
Serve 7 <sup>th</sup> graders who failed 2 or more subjects (previous year or current) with tutorials	Principal	Grading periods	SCE Local	Scheduling iStation reports Imagine Math reports Education Galaxy reports	STAAR Classroom grades
Serve students who have been retained on School-wide program	Principal	Weekly	SCE Local	6 weeks grades iStation reports	STAAR EOY Reports



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**Measurable Performance Objective 5: The percent of passing STAAR in special programs will increase from 73% to 75%.  
Special Program: State Compensatory Education (SCE)**

STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE	SUMMATIVE
				Imagine Math reports Education Galaxy reports	
Serve students who failed STAAR <ul style="list-style-type: none"> <li>Tutorials/RtI</li> <li>Specialized Reading/Math/Science</li> </ul>	Principal	Weekly	SCE	Scheduling 6 weeks grades iStation reports Imagine Math reports Education Galaxy reports	STAAR
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	Principal	May-June	SCE	Semester	STAAR





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**Measurable Performance Objective 5: The percent of passing STAAR in special programs will increase from 73% to 75%.  
Special Program: State Compensatory Education (SCE)**

STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE	SUMMATIVE
<ul style="list-style-type: none"> <li>Compare At-Risk &amp; All students' STAAR scores</li> <li>Reading</li> <li>Math</li> <li>Writing</li> <li>Science</li> </ul>			Local	Grades iStation reports Imagine Math reports Education Galaxy reports Curriculum Based Assessments (CBA)	EOY Reports Local evaluation
Provide staff development <ul style="list-style-type: none"> <li>Get Input from staff on student/teacher needs regarding at-risk population</li> </ul>	Principal	August-July	Local SCE	PD Training calendar	Certificates for training
Encourage Parent & Family engagement <ul style="list-style-type: none"> <li>Conference with parents of at-risk</li> <li>Provide opportunities for parents to participate in school activities</li> <li>Provide training for LPAC parents</li> </ul>	Principal	Year round	SCE Local Title I	Parent & Family Engagement calendar	STAAR Sign-in sheets



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**Measurable Performance Objective 5: The percent of passing STAAR in special programs will increase from 73% to 75%.  
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 <ul style="list-style-type: none"> <li>• Parents assist in planning the training</li> <li>• Site Base Team assists in planning</li> </ul>	Principal	Fall	Local	Staff PD Calendar	Parent Survey
Conduct Comprehensive Needs Assessment to determine needs and plan instruction <ul style="list-style-type: none"> <li>• Special populations STAAR</li> <li>• Special Education</li> <li>• Economically Disadvantaged</li> <li>• Annual Measurable Achievement Objectives (AMAOs)</li> </ul>	Principal	August.	Title I	Data disaggregated	CNA CIP
Plan reform strategies to address student needs <ul style="list-style-type: none"> <li>• Focus: At-risk and low-achievers</li> </ul>	Principal	Quarterly	Title I, II, II, III, IV  ESL, SCE	Lesson Plans PD (ELAR, Math, Science, Social Studies,	STAAR EOY Reports Summer Reading Program Participation



**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 5: The percent of passing STAAR in special programs will increase from 73% to 75%.  
Special Program: Title I, Part A: School-wide (TIA)**

STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE	SUMMATIVE
<ul style="list-style-type: none"> <li>• Focus: Special Education</li> <li>• Focus: Economically disadvantaged</li> <li>• Include extended year</li> <li>• Provide aides for tutoring/acceleration</li> </ul>			Local	Instructional Strategies, Classroom Management, G/T, ESL, Sped, Dyslexia) as needed on instructional strategies iStation reports Imagine Math reports Education Galaxy reports Summer Reading Program Personnel	
Provide instruction by certified teachers and aides <ul style="list-style-type: none"> <li>• Dyslexia/Reading Interventionist</li> </ul>	Principal	August – June	Local Title I, II 2 FTEs TPTR Local	New Hires are appropriately certified	Personnel Files



**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 5: The percent of passing STAAR in special programs will increase from 73% to 75%.  
Special Program: Title I, Part A: School-wide (TIA)**

STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE	SUMMATIVE
<ul style="list-style-type: none"> <li>Limit interviews for new teachers to certified applicants</li> </ul>					
Provide staff development for teachers & paraprofessionals based on input from staff; <ul style="list-style-type: none"> <li>Intensive, sustained, research-based</li> </ul>	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	Counselor	March - May	Local	Event planned on calendar	Sign-in sheet



**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 5: The percent of passing STAAR in special programs will increase from 73% to 75%.  
Special Program: Title I, Part A: School-wide (TIA)**

STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE	SUMMATIVE
information for parents at SPIN meeting.					
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 <ul style="list-style-type: none"> <li>• Involve parents in the evaluation</li> <li>• Distribute survey</li> </ul>	Principal	Spring	Title I	Site base Meeting Agenda Sign in sheet	Survey/Evaluation results



**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 5: The percent of passing STAAR in special programs will increase from 73% to 75%.  
Special Program: Title I, Part A: School-wide (TIA)**

STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE	SUMMATIVE
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 <ul style="list-style-type: none"> <li>• Inform parents of Title I program</li> <li>• Explain parents' rights to be involved</li> <li>• Revise Parent Compact in English/Parents' home language</li> </ul>	Principal	Fall	Local	Meeting agenda Sign in sheet	Agenda and sign-in sheet
Provide parent communications: <ul style="list-style-type: none"> <li>• Conference with parents</li> <li>• Hold flexible number of meetings</li> <li>• Use parents' home language</li> <li>• State assessments &amp; proficiency levels</li> </ul>	Principal	August-July	Title I	Communications to parents each 6 weeks period	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 5: The percent of passing STAAR in special programs will increase from 73% to 75%.  
Special Program: Title I, Part A: School-wide (TIA)**

STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE	SUMMATIVE
<ul style="list-style-type: none"> <li>Curriculum</li> </ul>	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 5: The percent of passing STAAR in special programs will increase from 73% to 75%.  
Special Program: Special Education (SPED)**

<b>STRATEGY</b>	<b>PERSON RESPONSIBLE</b>	<b>TIMELINE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
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 105 to 100.**

STRATEGY	PERSON RESPONSIBLE	TIMELINE	RESOURCES	FORMATIVE	SUMMATIVE
Monitor student attendance with <ul style="list-style-type: none"> <li>• Letters and/or calls to parents</li> <li>• Classroom incentives</li> <li>• Certificates for outstanding attendance</li> </ul>	Classroom teachers	Daily	Local	Quarterly list	End of year attendance records and certificates
Provide for awareness, prevention and education in these areas: <ul style="list-style-type: none"> <li>• Unwanted physical or verbal aggression</li> <li>• Child Abuse and Neglect</li> <li>• Sexual harassment including sexting</li> <li>• Other forms of bullying                             <ul style="list-style-type: none"> <li>○ In schools,</li> <li>○ On school grounds</li> <li>○ In school vehicles</li> </ul> </li> <li>• Dating violence</li> </ul>	Counselor	Year-round	Local TIV	Training calendar Handouts	PEIMS incident records Training certificates Surveys
Improve student fitness and health <ul style="list-style-type: none"> <li>• Implement SHAC/TEA Coordinated School Health Instructional Program</li> <li>• Focus: K-7</li> <li>• Participate in FitnessGram data entry for grades 3-7</li> <li>• Provide parents with data</li> </ul>	Principal	Each 6 weeks	PE Curriculum PE teacher	Curriculum guides Fitness gram Data entry	Fitness gram scores



**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 105 to 100.**

<p>Reduce retention rate</p> <ul style="list-style-type: none"> <li>• Increase Parent &amp; Family Engagement                             <ul style="list-style-type: none"> <li>○ Conferences/meetings/assemblies for student recognition</li> </ul> </li> <li>• Invite parents to volunteer</li> <li>• Provide re-teach sessions</li> <li>• Provide summer programs</li> </ul>	Principal	Daily	Local	Progress reports	End of year grades/Retention records
<p>Reward student behavior with recognition through the Positive Behavioral Intervention System (PBIS).</p>	Classroom Teacher	Daily	Local	Daily discipline referrals & overall positive behavior.	End of year decrease in total number of discipline referrals.
<p>Use ISS and detention time as a deterrent to inappropriate behavior</p> <p>Ensure all behavioral strategies are attempted &amp; monitor ISS &amp; detention rates among special education students</p>	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.**

<b>STRATEGY</b>	<b>PERSON RESPONSIBLE</b>	<b>TIMELINE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
Provide training in technology <ul style="list-style-type: none"> <li>• Integration in the classroom</li> <li>• Integration in administration</li> </ul>	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
Train in Benchmarking for STAAR success	Principal	June	Local	PD agenda Sign in sheet	Sign in Sheets



**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.**

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.**

<b>.STRATEGY</b>	<b>PERSON RESPONSIBLE</b>	<b>TIMELINE</b>	<b>RESOURCES</b>	<b>FORMATIVE EVALUATION</b>	<b>SUMMATIVE EVALUATION</b>
Provide communications for parents in home language of parents <ul style="list-style-type: none"> <li>• Progress reports in core subjects</li> </ul>	Principal	3 <sup>rd</sup> & 6 <sup>th</sup> 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 <ul style="list-style-type: none"> <li>• Regular SPIN Meetings</li> <li>• Meet the Teacher Night</li> <li>• Back to School Night</li> <li>• Parent Conferences</li> <li>• LPAC Parent Meetings</li> <li>• Doughnuts with Dads/Muffins with Moms/ Granola with Grandparents</li> <li>• Field Trips</li> <li>• Classroom activities</li> <li>• Holiday programs</li> <li>• End of year programs</li> </ul>	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 <ul style="list-style-type: none"> <li>• Review Parent &amp; Family Engagement Policy</li> <li>• With parent input</li> </ul>	Principal	Spring	Local	Site base meeting 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.**

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
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 <ul style="list-style-type: none"> <li>• By newspaper and posted bulletins</li> <li>• In English/Spanish</li> </ul>	Principal	Spring	Local	Notification draft	Notification documents



Comprehensive Needs Assessment

### HB 3 Goals & Plans

Early Childhood Literacy Board Outcome Goal													
The percent of 3 <sup>rd</sup> grade students that score meets grade level or above on STAAR Reading will increase from 45% to 49% by June 2024.													
Yearly Target Goals													
2020	2021	2022	2023	2024									
45%	46%	47%	48%	49%									
Closing the Gaps Student Groups Yearly Targets													
	African 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
2020		36	56						36			46	
2021		37	57						37			47	
2022		38	58						38			48	
2023		39	59						39			49	
2024		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/CIRCLE Assessment will increase from 42% to 46% by June 2024.				
Yearly Target Goals				
2020	2021	2022	2023	2024
42%	43%	44%	45%	46%

Early Childhood Literacy Progress Measure 2				
The percent of K students that score on grade level or above in Reading on the iStation/MCLASS will increase from 45% to 49% by June 2024.				
Yearly Target Goals				
2020	2021	2022	2023	2024
45%	46%	47%	48%	49%

Early Childhood Literacy Progress Measure 3				
The percent of 1 <sup>st</sup> grade students that score on grade level or above in Reading on the iStation/MCLASS will increase from 39% to 43% by June 2024.				
Yearly Target Goals				
2020	2021	2022	2023	2024
39%	40%	41%	42%	43%





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/MCLASS will increase from 46% to 50% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
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/MCLASS will increase from 53% to 57% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
53%	54%	55%	56%	57%



Comprehensive Needs Assessment

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/CIRCLE Assessment will increase from 42% to 46% by June 2024.													
Yearly Target Goals													
2020	2021	2022	2023	2024									
42%	43%	44%	45%	46%									
Closing the Gaps Student Groups Yearly Targets													
	African 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
2020-2024													
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/MCLASS will increase from 45% to 49% by June 2024.													
Yearly Target Goals													
2020	2021	2022	2023	2024									
45%	46%	47%	48%	49%									



Comprehensive Needs Assessment

## Closing the Gaps Student Groups Yearly Targets

	African Amer	Hisp	White	Amer Indian	Asian	Pac Island	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020-2024													

## 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/MCLASS will increase from 39% to 43% by June 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
39%	40%	41%	42%	43%

## Closing the Gaps Student Groups Yearly Targets

	African Amer	Hisp	White	Amer Indian	Asian	Pac Island	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020-2024													



Comprehensive Needs Assessment

### Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 63% to 67% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
63%	64%	65%	66%	67%

### Closing the Gaps Student Groups Yearly Targets

	African 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
2020		44	73						46			64	
2021		45	74						47			65	
2022		46	75						48			66	
2023		47	76						49			67	
2024		48	77						50			68	



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/CIRCLE will increase from 60% to 64% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
60%	61%	62%	63%	64%

**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 61% to 64% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
61%	62%	63%	64%	65%

**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 54% to 58% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
54%	55%	56%	57%	58%



Comprehensive Needs Assessment

**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 59% to 63% by June 2024.

**Yearly Target Goals**

2020	2021	2022	2023	2024
59%	60%	61%	62%	63%

**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 46% to 50% by June 2024.

**Yearly Target Goals**

2020	2021	2022	2023	2024
46%	47%	48%	49%	50%



Comprehensive Needs Assessment

### 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 60% to 64% by June 2024.

#### Yearly Target Goals

2020	2021	2022	2023	2024
60%	61%	62%	63%	64%

#### Closing the Gaps Student Groups Yearly Targets

	African 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
2020-2024													

### 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 61% to 64% by June 2024.

#### Yearly Target Goals

2020	2021	2022	2023	2024
61%	62%	63%	64%	65%



Comprehensive Needs Assessment

Closing the Gaps Student Groups Yearly Targets

	African 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
2020-2024													

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 54% to 58% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
54%	55%	56%	57%	58%

Closing the Gaps Student Groups Yearly Targets

	African 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
2020-2024													





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 59% to 63% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
59%	60%	61%	62%	63%

### Closing the Gaps Student Groups Yearly Targets

	African 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
2020													
2021													
2022													
2023													
2024													



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 2024.

**Yearly Target Goals**

2020	2021	2022	2023	2024
46%	47%	48%	49%	50%

**Closing the Gaps Student Groups Yearly Targets**

	African 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
2020													
2021													
2022													
2023													
2024													



## 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.
Special Program: Title I School-wide	Provide certified instructional aides to work with at-risk students needing acceleration; Continue to assess the needs of all students.	Parent & Family engagement including SPIN meetings and parent/teacher conferences.	Local  TIA 2 FTEs 62,050 TIIA TIV
Special Program: English Language Learners LEP & Title III	To improve regarding ELL students' academic results; To continue to increase parental involvement.	Knowing and understanding the current ESL population and ways in which to instruct them effectively.	Training staff on TELPAS writing samples and professional development. Local TIA
Special Program: At-Risk	Small class size for at-risk; Technology to accelerate learning; Assistance for parents	Effectively addressing the needs of at-risk students through instruction and assessment. Effectively addressing the needs of parents of at-risk students through	Federal and state funds used  Technology is used to help at-risk students.



Comprehensive Needs Assessment

		parental involvement and conferences.	
Special Program: SPED	Purchase additional curriculum as needed for inclusion students. Continue to follow each student's IEP.	Closely following IEP and modification sheets. Teachers and staff are aware of instructional strategies that enhance the learning of all students including those with special needs.	Lamb County Special Education Coop Funds.
State Compensatory Education for At-Risk Academic Achievement	<p>To provide aides for tutoring and small group acceleration; To maintain high scores in all STAAR subjects.</p> <p>To increase all students' math and science scores</p> <p>To improve results for At-Risk students including English Language Learners, students with disabilities and students in poverty.</p> <p>Continue Class Size Reduction Practices</p>	<p>ELA STAAR scores</p> <p>RtI</p> <p>We have many transfer students that want to attend our school system.</p>	<p>Local SCE</p> <p>TIA 2 FTEs 62,050 - Hiring of Aides to help reduce class size stresses.</p>



## Comprehensive Needs 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.	Purchase additional curriculum as needed using state funds.
Instruction, Assessment, & Curriculum	To maintain quality instructional strategies and assessments for the academic improvement of all students. To continue to align the TEKS with curriculum taught in classrooms. Vertically align curriculum between grade levels.	Teachers use a variety of instructional strategies and assessments on a daily basis. Professional development is provided to assist in areas of instruction and assessment as needed. Benchmarks and assessments are closely monitored to ensure alignment between TEKS and curriculum is occurring.	Local funds 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.	Professional development through ESC using local funds.
Family and Community Involvement	To build capacity and outreach to all parents of students. To assist parents in ways to help their students at home.	SPIN meetings are well attended. The school includes all parents in school activities and functions. Information is provided to parents in their native language.	Local funds as needed



Comprehensive Needs Assessment

		Parents are given information on state assessments and proficiency levels.	
School Culture, Climate & Organization	School vision	Positive culture and climate is attained through focusing on positive and affirmative behavior. Random acts of kindness are rewarded. Positive Behavioral Interventions and Support (PBIS) implemented	Local funds as needed
Technology	To continue to provide technological assistance to staff. To continue to provide technological instruction to students and staff.	Technology resources available to students and staff including Chromebooks for all 6 <sup>th</sup> -7 <sup>th</sup> grade students.	Federal, state, and local funds as needed for additional technology and/or programs.
Title II, Part A: TPTR	Train staff on TELPAS; Continue to provide professional development as needed in areas of need.	High quality professional development and training is provided to all staff members; Training staff on TELPAS writing samples and professional development.	Local
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 / Education Galaxy / Teacher Observations			

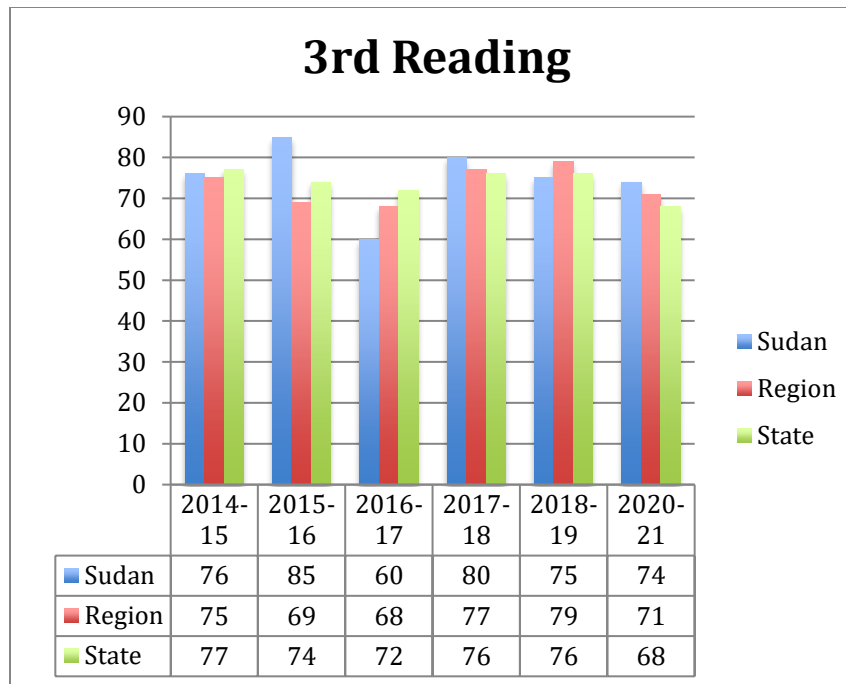


Comprehensive Needs Assessment

**3<sup>rd</sup> Grade Reading**



Comprehensive Needs Assessment



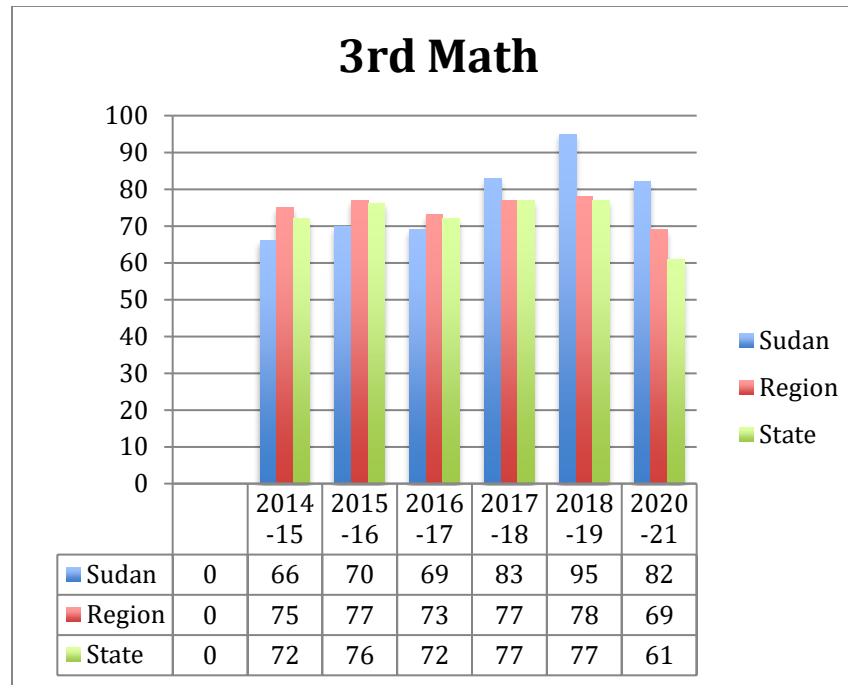
Due to COVID-19, there is no data for the 19-20 school year.

### 3rd Grade Math





Comprehensive Needs Assessment

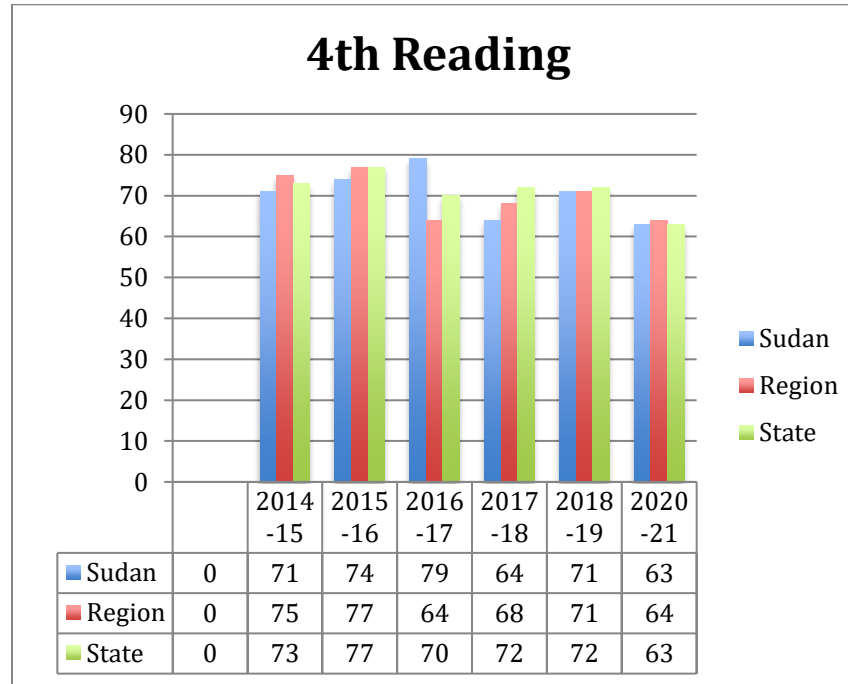


Due to COVID-19, there is no data for the 19-20 school year.



Comprehensive Needs Assessment

# 4<sup>th</sup> Grade Reading

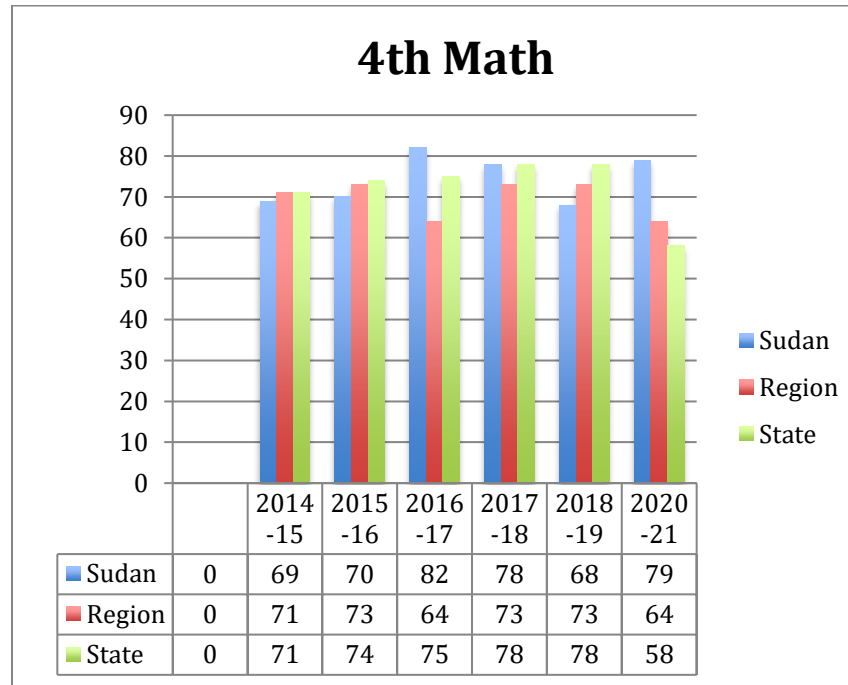


Due to COVID-19, there is no data for the 19-20 school year.



Comprehensive Needs Assessment

4<sup>th</sup> Grade Math

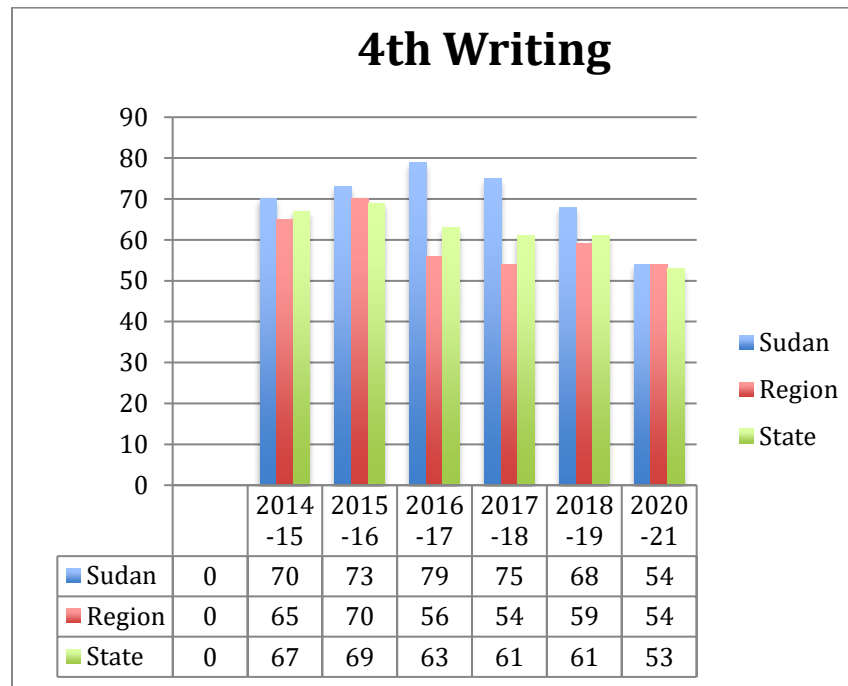


Due to COVID-19, there is no data for the 19-20 school year.



Comprehensive Needs Assessment

# 4<sup>th</sup> Grade Writing

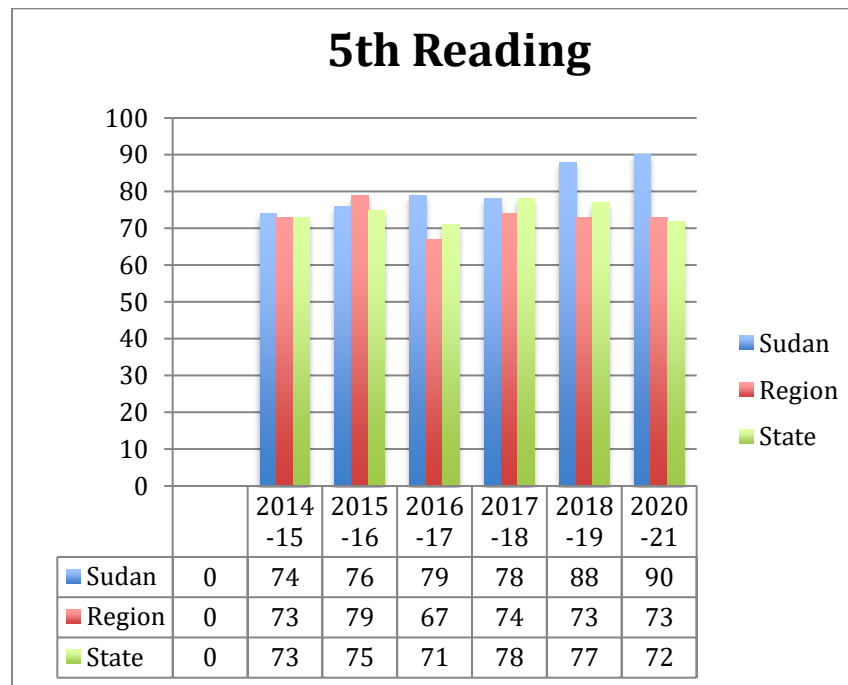


Due to COVID-19, there is no data for the 19-20 school year.



Comprehensive Needs Assessment

# 5<sup>th</sup> Grade Reading

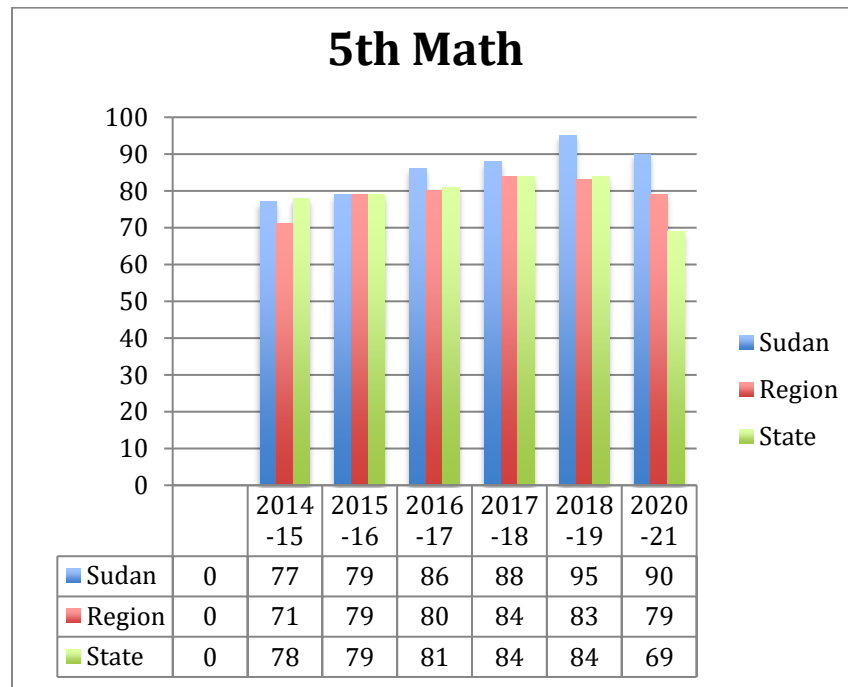


Due to COVID-19, there is no data for the 19-20 school year.



Comprehensive Needs Assessment

# 5<sup>th</sup> Grade Math

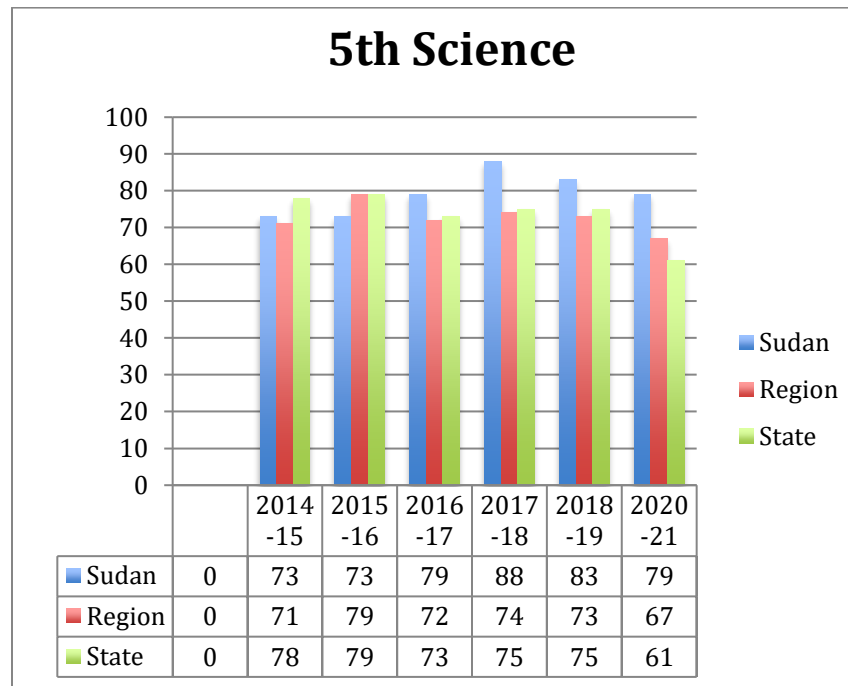


Due to COVID-19, there is no data for the 19-20 school year.



Comprehensive Needs Assessment

5<sup>th</sup> Grade Science

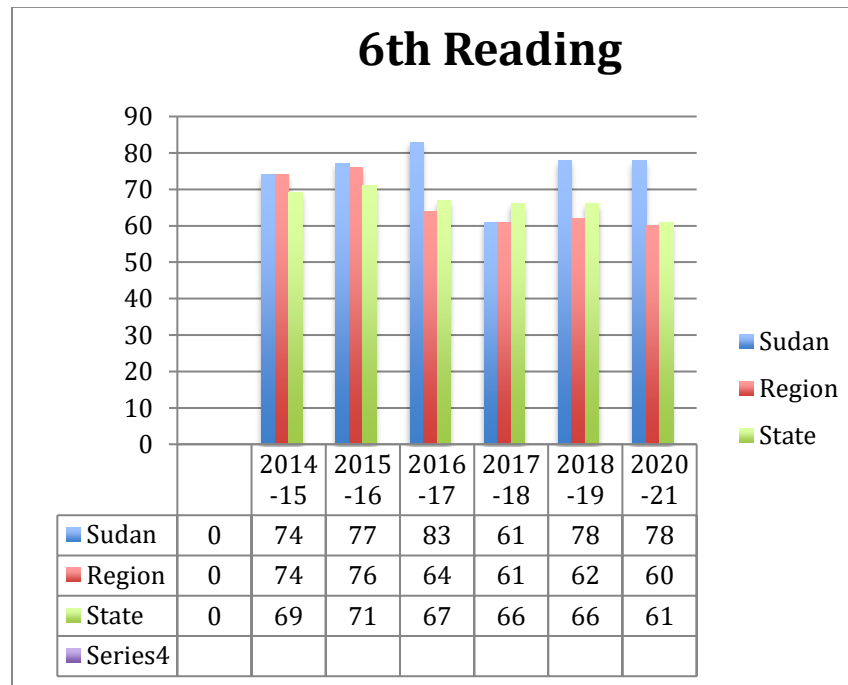


Due to COVID-19, there is no data for the 19-20 school year.



Comprehensive Needs Assessment

# 6<sup>th</sup> Grade Reading



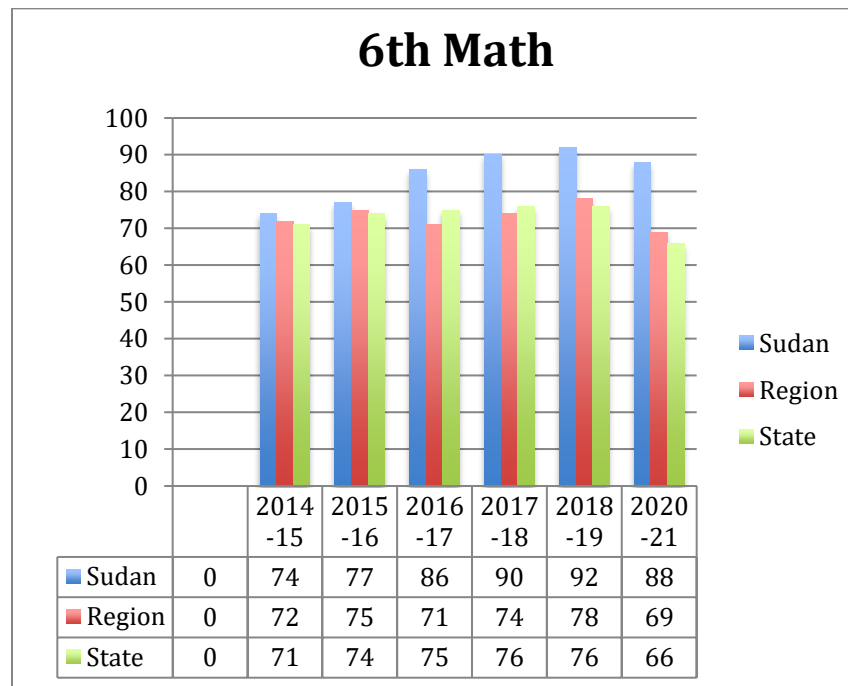
Due to COVID-19, there is no data for the 19-20 school year.





Comprehensive Needs Assessment

# 6<sup>th</sup> Grade Math

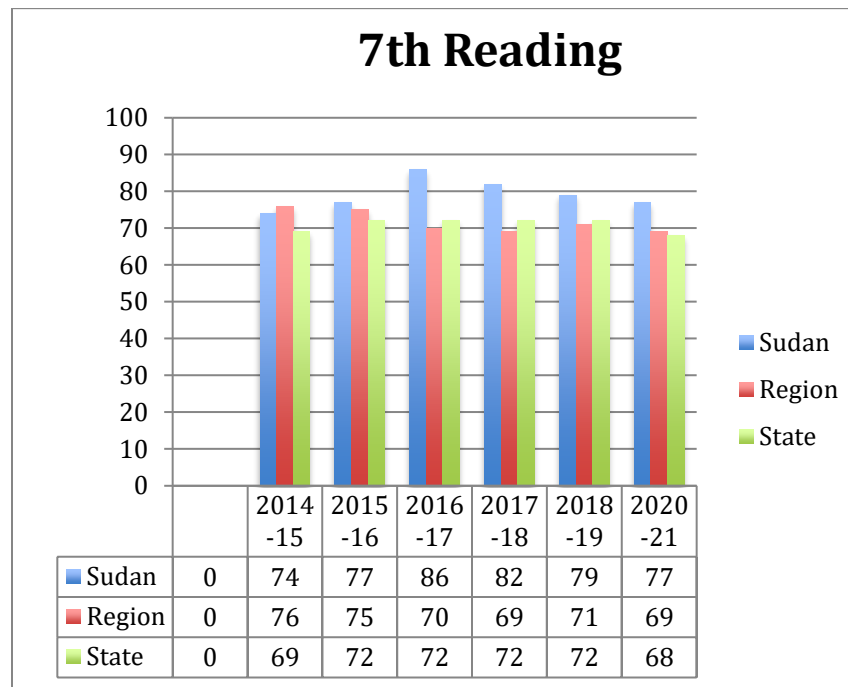


Due to COVID-19, there is no data for the 19-20 school year.



Comprehensive Needs Assessment

# 7<sup>th</sup> Grade Reading

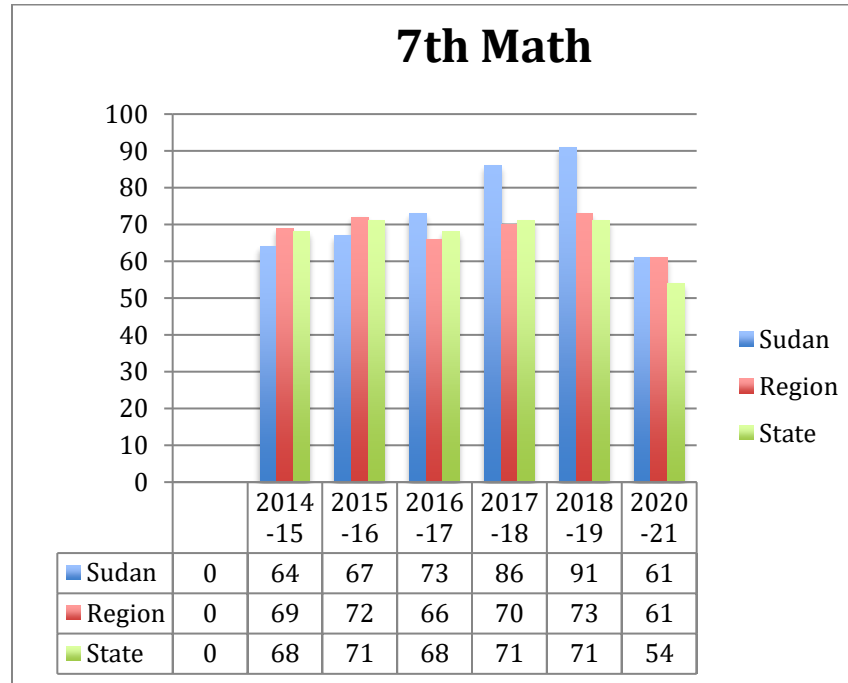


Due to COVID-19, there is no data for the 19-20 school year.



Comprehensive Needs Assessment

# 7<sup>th</sup> Grade Math

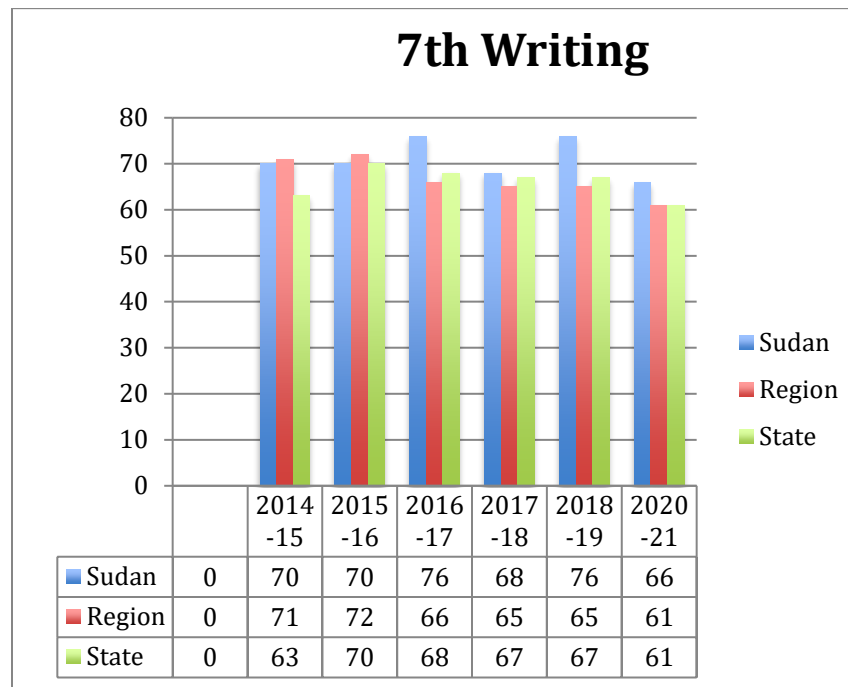


Due to COVID-19, there is no data for the 19-20 school year.



Comprehensive Needs Assessment

# 7<sup>th</sup> Grade Writing



Due to COVID-19, there is no data for the 19-20 school year.1



Comprehensive Needs Assessment

**Sudan Elementary**

**Campus Parent & Family Engagement Policy 2021-22**

***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



### Comprehensive Needs Assessment

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.

### ***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



### Comprehensive Needs Assessment

- 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
- 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.