

Fort Bend Independent School District

Sullivan Elementary

2024-2025 Campus Improvement Plan



Mission Statement

FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

Anne Sullivan Elementary will inspire and and equip all learners with the skills and self-confidence to become leaders of their own learning.

Vision

Fort Bend ISD will graduate students who exhibit the attributes of the District’s [Profile of a Graduate](#).

We are here to learn, inspire, and lead. We are ASE!

Other

FBISD's Profile of a Graduate

- ...equipped with skills for life.
- ...a servant leader.
- ...an effective communicator.
- ...a critical thinker.
- ...a compassionate citizen.
- ...a collaborative team member.
- ...a life-long learner.

<https://www.fortbendisd.com/cms/lib/TX01917858/Centricity/Domain/87/ProfileofaGraduate.pdf>

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Anne Sullivan Elementary is a neighborhood school with kindergarten through fifth grade students. This is our 9th year. We are one of the largest elementary schools in Fort Bend ISD. Since its opening, Anne Sullivan has a diverse population of students from all over Texas, the United States and many countries such as Mexico, India, China, Africa, and Canada. Due to our diverse population, we also have 7.97% Special Education students, and 22.42% Gifted and Talented students on our campus. Our overall attendance rate is 97%.

Our At-Risk data indicates that 27.11% of our students are at-risk while 12.01% of our students are Economically Disadvantaged. Enrollment of ESL is 19.61% of the student population at Sullivan Elementary, with 209 students identified speaking English as a Second Language. The number of students served in Special Education has increased by 5% and currently we have over 85 children participating in Special Education programs.

Anne Sullivan Elementary staff will continue to monitor all data points to ensure enrollment concerns are addressed, mobility remains low, and attendance rates remain above the district standard.

School Population	Count	Percent
Student Total	1,066	100%
Early Education	12	1.13%
Kindergarten	122	11.44%
1st Grade	161	15.10%
2nd Grade	176	16.51%
3rd Grade	191	17.92%
4th Grade	198	18.57%
5th Grade	206	19.32%
Student Demographics	Count	Percent
Gender		
Female	551	51.69%
Male	515	48.31%
Ethnicity		
Hispanic-Latino	60	5.63%

Race		
American Indian - Alaskan		
Native	7	0.66%
Asian	775	72.70%
Black - African American	75	7.04%
Native Hawaiian - Pacific		
Islander	2	0.19%
White	87	8.16%
Two-or-More	60	5.63%

Demographics Strengths

Our school diversity allows students to experience unique perspectives that teaches them inclusion and acceptance of others. Our campus attendance rate is 97% and our mobility rate is 6%. These numbers are below district and state averages, which ensures that our students are exposed to the curriculum on a regular basis, and therefore being provided with the tools needed to ensure a successful future.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The number of students qualifying for language acquisition, academic, and social/emotional support services is steadily increasing.
Root Cause: A plan for actively monitoring the formative assessment process with respect to the implementation of differentiated instructional practices and scaffolding the content presented in daily lessons needs to be implemented with fidelity.

Student Learning

Student Learning Summary

Sullivan Elementary earned a letter grade of A earning 96/100 points and three distinctions: Academic Achievement in Mathematics, Postsecondary Readiness, and Top 25%: Comparative Closing the Gaps.

Sullivan Elementary has a high level of student performance. 3rd, 4th, and 5th grade STAAR results for all subject areas were all at or above a --- passing rate. School wide, there was also high evidence of students performing on or above grade level as viewed on the REN 360, Circle TX KEA, and BAS assessments. Many of our emerging bilingual students showed a full year's growth from beginning to end of year based on TELPAS results.

	Early Literacy				Reading				Math			
	At/Above	On Watch	Intervention	Urgent Intervention	At/Above	On Watch	Intervention	Urgent Intervention	At/Above	On Watch	Intervention	Urgent Intervention
Kindergarten	95%	2%	2%	1%								
1st Grade					93%	2%	3%	2%	96%	1%	2%	0%
2nd Grade					88%	6%	4%	2%	93%	4%	1%	1%
3rd Grade					89%	5%	2%	3%	96%	1%	2%	0%
4th Grade					87%	8%	2%	3%	97%	1%	2%	0%
5th Grade					85%	8%	3%	4%	95%	1%	2%	2%
STAAR												
ASE STAAR Data	Approaches and Above				Meets and Above				Masters			
	2019	2021	2022	2023	2019	2021	2022	2023	2019	2021	2022	2023
3rd Math	97%	92%	94%		88%	75%	80%		62%	46%	55%	
4th Math	94%	93%	90%		79%	74%	73%		62%	57%	62%	
5th Math		97%	97%			91%	89%			74%	73%	
3rd Reading	95%	94%	97%		81%	80%	90%		62%	61%	69%	
4th Reading	94%	91%	93%		76%	72%	84%		53%	43%	68%	

STAAR												
5th Reading		94%	96%			82%	89%			69%	72%	
5th Science	93%	91%	92%		79%	68%	71%		50%		41%	

EOY BAS			
	# of Kids Tested	At/Above Grade Level	% At/ Above Grade Level
Kinder:	149	131	88%
1st Grade	176	125	71%
2nd Grade	216	188	87%

Texas Kindergarten Entry Assessment
School Benchmark Report



Community: Fort Bend ISD

Ass

Language:

School: ANNE MCCORMICK SULLIVAN EL

Clas

School year: 2022-2023

Teach

Ethnicity: All

Sub-populations: All

Grade Le

Measure	On-Track Monitor Support		
Math Part 1 W3	*	*	*
Math Math Part 2 W3	*	*	*
Overall Measure	89%	2%	9%

* Measure has no benchmarks.

Student Learning Strengths

As depicted in the chart above, the rates of ASE Meets and Masters on the STAAR test showed growth across all tested areas for 3rd to 5th grades. Our students' performance in the state accountability domains resulted in an "A" rating for Sullivan, with the following scores:

- Student Achievement Domain - *****
- Student Progress Domain - *****
- Closing the Gaps - *****

ASE demonstrated progress in various assessments, including STAAR, TELPAS, Ren 360, BAS, and CIRCLE. To cater to our students' individual needs, we allocate a dedicated 45-minute block called PAW time for small group intervention. During this time, students receive personalized and targeted instruction. Our teachers consistently engage in Student Support Team (SST) meetings to monitor and track student progress, make informed academic decisions, and set goals to ensure success for all students.

For students requiring early intervention, our staff initiates the Special Education (SPED) referral process to establish appropriate individualized academic plans that promote continuous growth and achievement. The Campus Support Team (CST) plays a vital role in supporting and ensuring student growth across the entire campus. They analyze trends, identify areas that require additional support, and work collaboratively with teachers to secure ongoing success by aligning with the curriculum.

Through these comprehensive efforts, we strive to foster academic growth and success for all students at Sullivan Elementary.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: While our school wide data shows that our student are performing at or above grade level in Math, our campus instructional model for math is not in alignment with district expectations.

Root Cause: While teachers have been trained on Guided Math some are not fully implementing the instructional model with fidelity.

Problem Statement 2: While our 5th grade Science data shows that our students are performing at or above grade level in Science, our campus instructional model for Science is not in alignment with district expectations nor is it being followed.

Root Cause: Teachers need training on the Science instructional model and 5E model.

School Processes & Programs

School Processes & Programs Summary

ASE is dedicated to providing a comprehensive educational program that meets the requirements set by the district. The school implements the district's curriculum through Schoology, and differentiated instruction is regularly employed to cater to the needs of all learners. Grade level teams meet regularly to discuss instructional activities, plan assessments, and ensure student understanding and growth.

The school places a strong emphasis on recruiting, supporting, and retaining highly qualified staff. Recruitment efforts include participation in the FBISD Job Fair, the use of Taleo, and seeking professional recommendations. New teachers with zero years of experience are assigned a Teachers Advancing Professional Practice (TAPP) mentor to provide structured support. Sullivan Elementary has multiple district-required faculty committees and campus-based faculty committees, led by staff members and administrators. Each grade level and department have a team leader responsible for coordination.

The administrative team at ASE ensures that teachers and staff have the necessary support and information to provide a quality educational experience. They provide regular feedback, communicate expectations, and share important information through various channels such as PLC meetings, email, team leader meetings, faculty meetings, T-TESS observations, and walk-throughs. Walk-throughs and data analysis help track curriculum implementation and instructional rigor. Teachers receive feedback on their instruction to identify areas of strength and areas that need improvement.

Organizational and administrative systems are in place to support teachers and staff. Teachers use formative assessments to guide instructional decisions, and collaboration among teachers, specialists, and administrators takes place during PLC meetings. Student Support Team meetings are every 4-6 weeks to review progress-monitoring data, determine interventions for tiered students, and plan next steps.

ASE also offers opportunities for gifted and talented (GT) students. There are 201 GT students identified at the school. Nine teachers this year were sent to Project Based Learning. Students showcase their academic endeavors at the annual GT Showcase. Additionally, enrichment opportunities are available to all students through activities like the Spelling Bee, Science Fair, Paw Time, and various clubs.

Sullivan Elementary offers a range of before and after-school clubs to allow students to explore their interests and develop leadership skills. These clubs include options like Broadcast, Choir, Coding Club, NEHS, Kid Fit Club, Safety Patrol, Student Council, Tech/Robotics, and Destination Imagination.

Overall, Sullivan Elementary strives to provide a comprehensive educational experience that meets district requirements, supports teachers and staff, and offers opportunities for all students to thrive academically and so

School Processes & Programs Strengths

We have implemented daily PAW time, a dedicated 45-minute period for our students to engage in additional intervention or enrichment activities. This structured time allows students with identified learning gaps to receive targeted support, while others participate in enriching experiences such as independent work or collaborative project-based learning. Throughout the day, our dedicated staff and faculty teach and embody the attributes outlined in the Profile of a Graduate.

To ensure effective instruction and alignment, our teams actively engage in vertical planning during professional learning opportunities throughout the year. This collaborative process involves reviewing previously taught standards and instructional strategies, while also sharing effective tools and practices that promote student ownership of learning.

We are proud to offer a wide range of after-school clubs for students in grades 3 to 5 at ASE. With nearly 20 staff sponsors, these clubs provide opportunities for over 200 students to pursue their interests and develop new skills outside of regular school hours.

One of our primary focuses is fostering student ownership of learning. By embedding individualized goal setting and feedback opportunities into our instruction, we empower our students to successfully navigate grade-level curricular expectations and promote their personal learning growth. These opportunities not only build camaraderie among students but also enhance student engagement and foster a sense of community and belonging.

We are dedicated to providing a supportive and enriching educational environment where students can thrive academically and personally.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Staff needs additional training on de-escalation techniques as well as embedding social emotional learning strategies and opportunities in their lessons to allow students differentiated opportunities for participation and involvement in activities.

Root Cause: When students started returning to school after being online for months, staff immediately noticed that many of our students struggled with appropriately responding to various situations. Some students escalated while others retreated and withdrew.

Perceptions

Perceptions Summary

Anne McCormick Sullivan Elementary School, established in the fall of 2015, has been dedicated to upholding the legacy of Anne Sullivan. Effective communication between teachers and parents plays a vital role in the school's success and enables both parties to prepare students for academic achievement. Parents actively engage in numerous opportunities, including attending campus events and participating in PTA meetings.

The administrators at Anne Sullivan Elementary maintain an open-door policy, fostering approachability for all stakeholders, including teachers and parents. The school has become an integral part of the community, cultivating a genuine sense of family and a shared commitment to educational excellence.

A unique and positive culture permeates the school, encompassing the staff, students, and families. Parents enjoy being involved on campus and frequently join their children for lunch. With a high attendance rate, students eagerly look forward to coming to school each day. Through the implementation of attendance incentives, Sullivan Elementary consistently maintains an attendance rate above 95% throughout the school year.

Incidents of student discipline remain consistently low throughout the entire academic year. Each campus committee includes a team member representative to ensure that all voices are heard and represented. The Climate and Culture committee, one of these committees, is responsible for organizing school-wide morale-boosting events and promoting various incentives for the staff.

Sullivan Elementary places great importance on parent and community engagement, offering over 15 different opportunities for involvement. This has resulted in a significant number of parent volunteers, exceeding 200, who actively participate in various engagement activities throughout the year. These opportunities include PTA meetings, spirit nights at local restaurants, award celebrations, class parties, Meet the Teacher and Open House events, Field Day, field trips, and the ASE Festival—a day of food, fun, and an auction that brings the community together.

At Anne Sullivan Elementary, the collaborative efforts of teachers, parents, and community members create a thriving educational environment where students can flourish and achieve success.

Perceptions Strengths

Based on the ASE Student Engagement Survey, our school received a high Overall Emotional Engagement Score of ----. This indicates that our students feel emotionally connected to their learning and the school environment. Additionally, the survey revealed that a significant percentage of ASE teachers, ----, were recognized as honest by the students, while ----were acknowledged for their care and concern for the students as individuals, not just as learners. This reflects the strong relationships and positive rapport fostered between teachers and students at ASE.

In terms of cognitive engagement, the survey yielded an Overall Cognitive Engagement Score of ---- for Sullivan. This score indicates that our students recognize the importance of continued learning beyond high school and possess a sense of hope for their future. It highlights their belief in the value of education and their motivation to succeed academically.

Discipline numbers at our school remained impressively low throughout the year, with only --- instances of In-School Suspension (ISS). Among these instances, --- were related to ---- behavior. Additionally, we had one student placed in Out-of-School Suspension (OSS) for --- days. To address behavior concerns, Special Education Behavior Intervention Plans were reviewed and made available to the relevant staff members for implementation.

The PBIS (Positive Behavior Interventions and Supports) Committee played a crucial role in improving various aspects of our school. Meeting every 4-6 weeks, the committee worked tirelessly to enhance school processes, behavior incentives, and attendance rates. Each team at our school has a representative on the committee, ensuring that diverse perspectives are taken into account and contributing to the comprehensive efforts of the committee.

Overall, the ASE Student Engagement Survey results, low discipline numbers, and the commitment of our PBIS Committee reflect a positive and engaging school environment that supports the emotional and cognitive well-being of our students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is an increase in the number of identified student discipline instances compared to previous school years.

Root Cause: Students are struggling with acquiring appropriate social skills, while staff is sometimes inconsistent in implementing appropriate classroom and hallway expectations for students.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data
- Dyslexia data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 1: By June 2025, Anne Sullivan will improve the effectiveness of literacy, math, and science instruction through the implementation of aligned curriculum, professional learning communities, student ownership of learning practices as evidenced through the indicators of success.

High Priority

HB3 Goal

Indicators of Success: Formative & Summative Indicators of Success

Beginning August 2024, all math teachers will engage in professional learning with their grade level math content during each of their PLCs.

Beginning August 2024, all math teachers will engage in professional learning with the campus on essential best practices in mathematics instruction.

By September 2024, walk-through and T-TESS data will indicate daily phonics instruction is occurring in all K-3rd classrooms.

By September 2024, walk-through and T-TESS data will indicate guided/small group instruction in ELA and Math is occurring in all K-5 classrooms.

By September 2024, lesson plans and PLC agendas will reflect PLC learning around math content and best practices in mathematics instruction.

By October 2024, all GT teachers will have participated in professional learning on GT Learning Plans, individualized goal setting, and progress monitoring

Beginning October 2024, all K-3rd teachers will differentiate the "apply" portion of their grade level phonics lessons for their individual classrooms.







By December 2024, K - 3rd core content grade teachers will calibrate their grade level at least twice each semester during PLC to ensure consistent phonics implementation is being implemented during the literacy instructional block.







By January of 2025 the percentage of students showing growth in literacy on the district screener will increase the number of students at or above grade level from BOY to MOY.




By January of 2025 the math performance level of students at or above grade level will increase from BOY to MOY.








By January of 2025 the reading level of students on or above level will increase from BOY to MOY.

By January of 2025 the reading level of Tier 2 and Tier 3 students taking BAS will increase from BOY to MOY.

Strategy 1 Details		Reviews			
Strategy 1: Professional learning on K-3 phonics practices and tools will be conducted throughout the year. Strategy's Expected Result/Impact: By September 2024, walk-through and TTESS data will indicate daily phonics instruction is occurring in all K-3rd classrooms. Beginning October 2024, all K-3rd teacher will differentiate the "apply" portion of their grade level phonics lessons for their individual classrooms. By December 2024, K-3rd core content grade teachers will calibrate their grade level at least twice per semester to ensure consistent phonics implementation is being implemented during the literacy instructional block. By March 2025, K-3rd teachers will calibrate in vertical teams to identify missing gaps in phonics instruction and ensure consistent implementation of phonics in all K-3rd literacy classrooms. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Formative			Summative
		Oct	Dec	Feb	June
					
Strategy 2 Details		Reviews			
Strategy 2: Through PLC meetings, teachers will review multiple forms of student data to determine intervention needs and enrichment opportunities to provide targeted Tier 2 & 3 interventions using CFAs, MAP, BAS (Tier 2/3), to plan small group instruction. Strategy's Expected Result/Impact: By January 2025, the percentage of students showing growth in literacy will increase from BOY to MOY. By January of 2025, the math performance level of students at or above grade level will increase from BOY to MOY. By May 2025, the percentage of special education students meeting Approaches in STAAR reading will increase by 1%. By May 2025, the math performance level of students at or above grade level will increase from BOY to EOY. By May 2025, the percentage of students showing growth in literacy will increase from BOY to EOY. Staff Responsible for Monitoring: Administration, Math Specialist, Literacy Intervention Teacher TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Formative			Summative
		Oct	Dec	Feb	June
					

Strategy 3 Details		Reviews			
<p>Strategy 3: Professional Learning on Student Ownership practices and tools, including practices and tools for progress monitoring of individualized student goal setting will be conducted throughout the year</p> <p>Strategy's Expected Result/Impact: By October 2024 100% of core content teachers will participate in professional learning on individualized goal setting and progress monitoring across content areas.</p> <p>By October 2024, walk-through and TTESS data will indicate that students are developing individualized goals and monitoring their progress in 75% of the classrooms.</p> <p>By December 2024, walk-through and TTESS data will indicate that students are developing individualized goals and monitoring the progress in 95 % of classrooms.</p> <p>By May 2025, walk-through and TTESS data will indicate that students are developing individualized goals and monitoring the progress in 100% of classrooms.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>		Formative			Summative
		Oct	Dec	Feb	June
					
Strategy 4 Details		Reviews			
<p>Strategy 4: All GT teachers will participate in professional learning on GT Learning Plans, Innovation Hour, individualized goal setting and progress monitoring towards goal attainment.</p> <p>Strategy's Expected Result/Impact: By October 2024, all GT teachers will have participated in professional learning on Innovation Hour, GT Learning Plans, individualized goal setting, and progress monitoring.</p> <p>By December 2024, 100% of identified GT teachers will have an academic and effective co-constructed SMART goal in their GT Learning Plan.</p> <p>By February 2025, 100% of GT teachers will have identified and began implementing 10 or more individualized instructional interventions using the Gifted Learning Plan Programming Services/Instructional Intervention Rubric.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>		Formative			Summative
		Oct	Dec	Feb	June
					

Strategy 5 Details	Reviews			
<p>Strategy 5: All math teachers will participate in professional learning on K-5 math content, Math Research-based Instructional Strategies (RBIS), and tools in PLCs throughout the year.</p> <p>Strategy's Expected Result/Impact: By September 2024, all math teachers will have participated in professional learning around RBIS in mathematics instruction.</p> <p>By September 2024, PLC agendas and lesson plans will indicate implementation of strategic formative assessments that will be used to check for student understanding and related to the CRA model of instruction.</p> <p>By November 2024, grades 1-5 will review data on the fall DLA in math and plan for targeted instruction and any additional PD around this content as necessary.</p> <p>By January 2025, all grades will have participated in additional campus PD related to math teaching and learning.</p> <p>By March 2025, grades 1-5 teachers will review data on the spring DLA/Interim in math and plan for targeted instruction.</p> <p>By May 2025, all grades will review EOY data in math and plan for targeted PD for the following year.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: All science teachers will participate in professional learning on K-5 science content, instructional practices and lesson planning in PLCs throughout the year.</p> <p>Strategy's Expected Result/Impact: By August 2024, all science teachers will have participated in professional learning around the new science TEKS and the 5E model.</p> <p>By September 2024, all science lesson plans will reflect the 5E model of implementation.</p> <p>By November 2024, all grades will review data on the fall DLA in science and plan for targeted instruction.</p> <p>By January 2025, all grades will have participated in campus PD related to science teaching and learning.</p> <p>By March 2025, 5th grade teachers will review data on the spring DLA Interim in science and plan for targeted instruction.</p> <p>By May 2025, all grades will review data on the spring DLA in science and plan for targeted instruction for the following year.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Feb	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				




Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 2: By June 2025 ASE will improve the daily Paw intervention and enrichment instructional block through targeted intervention and enrichment as evidenced through the indicators of success.

High Priority

Indicators of Success: Formative & Summative Indicators of Success

- By October 2024, K-5 PLC teams will review student performance in literacy, math, and science and plan for intervention/enrichment for whole group and small group instruction during Paw Time.
- By December 2024, K-5 teachers will PLC teams will review student performance in literacy, math, and science and plan for intervention/enrichment for whole group and small group instruction during Paw Time.
- By March 2025, K-5 PLC teams will review student performance in literacy, math, and science and plan for intervention/enrichment for whole group and small group instruction during Paw Time.
- By May 2025, K-5 teachers will PLC teams will review student performance in literacy, math, and science and plan for intervention/enrichment for whole group and small group instruction during Paw Time.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
<p>Strategy 1: All K-5 teachers will participate in professional learning on Paw menus and lesson planning during PLC time.</p> <p>Strategy's Expected Result/Impact: By August 2024, all teachers will have participated in professional learning around Paw menus and lesson planning.</p> <p>By September 2024, all lesson plans will reflect Paw intervention/enrichment opportunities for students.</p> <p>By November 2024, grades 1-5 will rotate students based on Paw intervention/enrichment needs.</p> <p>By January 2025, all grades will rotate students based on Paw intervention/enrichment needs.</p> <p>By March 2025, all lesson plans will reflect Paw intervention/enrichment opportunities for students.</p> <p>By May 2025, Tier 2/3 students will be finalized for the following year based on Paw intervention/enrichment data.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>				



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

Performance Objective 1: By May 2025, Anne Sullivan will improve campus culture and climate and social emotional learning through PBIS practices and professional learning as evidenced through the indicators of success.

High Priority

Indicators of Success: Formative and Summative Indicators of Success

By August 2024, ASE will create campus-wide behavior expectations for common areas and post the expectations throughout the school.

By August 2024, teachers will engage in professional development on PBIS and understand how to teach behavior expectations to students - 100% of classrooms will have co-created respect agreements in use.

By September 2024, Sullivan Elementary will have a Wellness Committee that meets 6 times per year to promote school wide wellness events as well as a Sullivan Wellness Newsletter that is sent to all staff four times per school year.

By September 2024, the counselor will engage the teachers in professional learning on Learner Dispositions as well as how to increase positive student emotional engagement with peer support.







By December 2024, all students will have engaged in two guidance lessons related to student ownership of behavior.

By January 2025, ASE will have an increase from 76% to 81% noted "In my school, data summarizing patterns of social emotional behavioral data is regularly shared with staff for active decision making and action planning" per the FBISD SAS survey.

By May 2025, ASE will have an increase from 76% to 81% noted "My school has a documented system for responding to behaviors that interfere with academic and or social successes that is linked to schoolwide expectations and used across settings" per the FBISD SAS survey.

By May 2025, all students will have engaged in two additional guidance lessons related to student ownership of behavior.

By May 2025, 90% of Sullivan teachers will embed Learner Dispositions into a lesson at least once per week.

Strategy 1 Details	Reviews			
<p>Strategy 1: The staff will participate in ongoing professional development on the implementation of PBIS campus-wide expectations, the Student Ownership of Behavior Framework, and positive behavior intervention strategies.</p> <p>Strategy's Expected Result/Impact: By August 2024, teachers will participate in professional learning on PBIS strategies and understanding how to teach behavior expectations to students.</p> <p>By September 2024, teachers will have already taught the SPOT-ON behavior matrix and will be using it with fidelity.</p> <p>By December 2024, the counselor will have embedded Learner Dispositions into the monthly guidance lessons.</p> <p>By May 2025, teachers will have participated in professional learning on the impact and improvement of effective implementation of positive behavior supports.</p> <p>Staff Responsible for Monitoring: Admin, teachers, PBIS Committee</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will engage in guidance lessons related to student ownership of behavior to promote goal setting and monitoring of goal attainment.</p> <p>Strategy's Expected Result/Impact: By August 2024, students will attend grade level talks to initiate learning about the SPOT-ON matrix and school wide expectations.</p> <p>By October 2024, students will engage in at least one guidance lesson from the school counselor.</p> <p>By December 2024, the counselor will have embedded Learner Dispositions into the monthly guidance lessons.</p> <p>By January 2025, all students will set at least one personal behavioral goal.</p> <p>By May 2025, students will demonstrate an increased level of ownership of learning and behavior as evidenced through maintaining low discipline referrals and high academic achievement.</p> <p>Staff Responsible for Monitoring: Counselors, teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Feb	June
				



No Progress



Accomplished






Continue/Modify
















Discontinue

Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

Performance Objective 2: By June 2025, ASE will improve tier 1 instruction as it relates to supporting emergent bilingual students through professional learning that would increase in: access to content especially academic vocabulary, targeted language development, and EB students' performances when compared to non-EBs as evidenced through the indicators of success.

Strategy 1 Details	Reviews			
<p>Strategy 1: Indications of Achievement of Performance Objective: The following data points will demonstrate achievement of ASE performance objective:</p> <p>EB program reclassification data - By May 2025, ASE will increase the percentage of 3rd - 5th grade EB students meeting program reclassification by five percent. The LPAC administrator, EL Specialist, and classroom teacher will monitor the progress of EB students using PLDs, formative assessments, STAAR Interim ELA results and through ongoing ELA PLC teacher discussion of their EB student.</p> <p>EB performance on STAAR R--By May 2025,ASE will increase the percentage of EB students moving from approaches grade level to meets grade level and from meets grade level to masters grade such that the percent gap in performance between EB and non-EB students is not larger than12% at third and fourth grades and is smaller than 8% by fifth grade. The leadership team will meet every six weeks to review formative and summative assessment data. The EL Specialist will use the results to build capacity in content-based language instruction for teachers whose EB students are in danger of not meeting this indicator.</p> <p>EB performance on TELPAS--By May 2025, ASE will increase the percentage of EB students achieving one level of growth on TELPAS composite such that 60% of second graders improve one level and 50% of third grade, 60 % of fourth grade, and 70 % of fifth grade EB students rate as advanced high composite. The principal, LPAC administrator, and EL Specialist will develop a campus language goal that identifies specific language domains as well as content-based language instruction practices that will be used to guide lesson planning for EBs as well as guide the direction of campus formative and summative assessments.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details	Reviews			
Strategy 2: Provide professional learning during campus and district development days, PLCs, and through second language acquisition coaching in accordance with the campus's yearlong professional learning plan as it relates to supporting emergent bilingual students. (Professional learning topics, such as QSSSA, Talking Chips, activating prior knowledge, and building background knowledge). TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 3 Details	Reviews			
Strategy 3: All data reports will be delineated by special populations, which includes a category specifically for emergent bilingual students (teacher-level, team-level, and campus assessments). There will be professional learning on how to edit data reports in Eduphoria by special student populations. Failure reports should also identify emergent bilingual student performance so that actions can be taken to review the efficacy of current linguistic accommodations TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 4 Details	Reviews			
Strategy 4: Implement language intention in success criteria which align to the campus's language goal of increasing the use of academic language across content areas through structured conversation. Professional learning will be provided to all staff regarding the implementation of structured conversations in tier one instruction. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

State Compensatory

Budget for Sullivan Elementary

Total SCE Funds: \$7,764.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

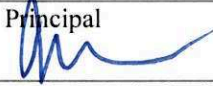
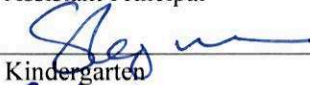
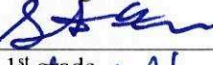
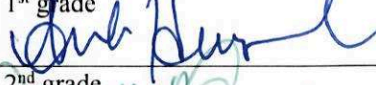


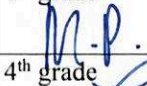
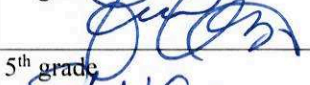

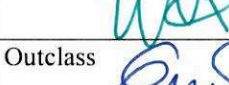

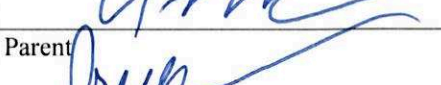

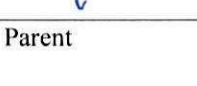



Funds will be used to fund before/after school tutorials and purchase resources to use for Tier II instruction. We will use the SCE funds for the following: consumable math and literacy supplies, tutorials, and STAAR materials. We offer accelerated instruction and intervention in math and literacy to identified students.

Addendums

CAMPUS PLANNING ADVISORY COMMITTEE (CPAC)

Anne Sullivan Elementary

9.27.23

NAME	POSITION
Donna Whisonant	Principal 
Stefanie Roach	Assistant Principal 
Stephanie Toledo	Kindergarten 
Anh Huynh	1 st grade 
Joyce Blackshire	2 nd grade 
Emerald Evans	3 rd grade 
Maris Payne	4 th grade 
Farah Aziz	4 th grade 
Samantha Warner	5 th grade 
Victoria Hobbs	Special Education 
Emi Smith	Outclass 
Yogesh Danak	Parent 
Priya Ghael	Parent 
Sohag Maitra	Parent 
Saima Haroon	Parent
Himanshi Raizada	Parent
Smita Sumar	Parent 
Lisha Betancourt	Parent 
Kimberly Taylor	FBISD representative 

LOC_DESCR	Location	POS #	POSN_DESCR	MAX HEADC	VACANT	LAST_NAME_SRCH	FIRST_NAME_S	JOB CODE	FTE	Column1	PIC	STATUS	.IDAY_SCHED
SULLIVAN ELI152	SULLIVAN ELEM	00010200	SPECIALIST MATH ELEM	1	0	CROSKREY	PATRICIA	T00355	1	199.11.1000.00.152.2024.24	24	A	187SEP

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