

Fort Bend Independent School District

Sullivan Elementary

2025-2026 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!

Value Statement

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>

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	7
School Processes & Programs	8
Perceptions	10
Priority Problem Statements	11
Goals	12
Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities	12
Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.	19
Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.	22
Addendums	23

Comprehensive Needs Assessment

Demographics

Demographics Summary

Anne Sullivan Elementary School Overview

Anne Sullivan Elementary is a thriving neighborhood school serving students from Pre-Kindergarten through fifth grade. Now in our 10th year, we are proud to welcome our first Pre-Kindergarten class, marking an exciting milestone in our journey. As one of the largest elementary schools in Fort Bend ISD, our campus reflects the vibrant diversity of our community.

Our student body includes children from across Texas, the United States, and countries around the world such as Mexico, India, China, various nations in Africa, and Canada. This rich cultural diversity enhances our learning environment and supports our commitment to inclusive education.

Currently, 9.69% of our students receive Special Education services, while 22.41% are identified as Gifted and Talented. Our school maintains a strong attendance rate of 97%, reflecting the high level of engagement from both students and families.

Our data also indicates that 23.55% of our students are identified as At-Risk, and 11.11% are Economically Disadvantaged. English as a Second Language (ESL) learners make up 17.85% of our population, with 188 students receiving ESL support. Notably, our Special Education enrollment has increased by 3%, and we now serve more than 102 students in these programs.

Anne Sullivan Elementary remains committed to monitoring enrollment trends, maintaining low mobility rates, and sustaining attendance levels above the district average. We continuously analyze data to inform decision-making and ensure every student receives the support they need to succeed.

Student Demographics
Gender
Female 545
Male 508
Ethnicity
Hispanic-Latino 54
Race
American Indian - Alaskan Native 8
Asian 752
Black - African American 82
Native Hawaiian - Pacific Islander 2
White 92
Two-or-More 63

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.

Problem Statement 2: Instructional practices are not consistently differentiated or scaffolded to meet the diverse needs of students, leading to gaps in support for language development, academic growth, and social-emotional well-being.

Root Cause: Teachers need additional support and training in using formative assessment data to plan and deliver differentiated instruction and scaffolds that address the varying academic, language, and social-emotional needs of students.

Problem Statement 3: A significant number of Special Education students are not achieving mastery on the STAAR assessment, indicating a gap in access to rigorous, appropriately scaffolded instruction aligned to grade-level standards.

Root Cause: Instructional planning and delivery for Special Education students often lack alignment with grade-level TEKS and do not consistently incorporate individualized supports, accommodations, and data-driven interventions needed to close achievement gaps.

Student Learning

Student Learning Summary

Anne Sullivan Elementary students continue to demonstrate strong academic achievement across Math, ELA, and Science in grades 3 through 5.

In third grade, the vast majority of students are performing well, with only 3% not meeting standards in Math and 2% in ELA. Nearly all students are at least Approaching grade-level expectations (97% in Math and 98% in ELA). High percentages of students are meeting standards (89% Math, 91% ELA), and more than half are achieving at the Masters level (56% Math, 66% ELA), highlighting solid foundational skills.

Fourth-grade students maintain strong performance, with 5% not meeting standards in both Math and ELA. Ninety-five percent are Approaching in each subject, while 84% meet standards in Math and 85% in ELA. Mastery rates are 61% in Math and 51% in ELA, indicating good achievement but also an opportunity to increase the number of students reaching the highest levels, especially in ELA.

In fifth grade, students continue to excel with only 1% not meeting standards in Math and ELA, and 4% in Science. Nearly all students are Approaching standards in Math and ELA (99%) and 96% in Science. The percentage meeting grade-level expectations is strong across subjects—95% in Math, 97% in ELA, and 74% in Science. Mastery rates are high in Math (76%) and ELA (74%), with Science showing a lower mastery rate at 43%, suggesting a focus area for growth.

Overall, this data reflects a high level of student achievement and consistent progress across grade levels and subjects. Continued targeted support to increase mastery, particularly in Science for fifth grade and ELA in fourth grade, will further enhance academic outcomes for all students.

Student Learning Strengths

Students at Anne Sullivan Elementary demonstrate strong academic proficiency across core subjects, with high percentages consistently meeting or exceeding grade-level standards. Across all three grades, the majority of students are performing at the Approaches or Meets levels in both Math and ELA, reflecting solid foundational skills and effective instruction. Notably, a significant portion of students achieve mastery, with more than half of third and fifth graders reaching the Masters level in Math and ELA. This level of achievement reflects the rigorous curriculum and targeted instructional strategies implemented by our teachers. Additionally, fifth graders show strong progress in Science, with nearly three-quarters meeting grade-level expectations and a considerable number demonstrating mastery, underscoring the effectiveness of science instruction on campus. The consistently low percentage of students not meeting standards across all subjects and grade levels highlights the school's success in meeting diverse student needs. These strengths demonstrate that Anne Sullivan provides a supportive and challenging learning environment that prepares students for continued academic success and lifelong learning.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: A notable percentage of students--particularly in fourth-grade ELA and fifth-grade Science--are not reaching mastery levels, indicating a need to strengthen instructional strategies and targeted supports to ensure all students achieve the highest standards of academic success.

Root Cause: The root cause is inconsistent implementation of differentiated instruction and targeted interventions, along with insufficient use of formative assessment data to identify and address specific learning gaps, especially in fourth-grade ELA and fifth-grade Science, which limits students' ability to reach mastery levels.

School Processes & Programs

School Processes & Programs Summary

Anne Sullivan Elementary is committed to delivering a comprehensive educational program that aligns with district standards and fosters student success. The school implements the district curriculum through Schoology, with differentiated instruction regularly utilized to meet the diverse needs of all learners. Grade-level teams collaborate frequently to plan instructional activities, develop assessments, and ensure ongoing student understanding and growth.

ASE places a strong focus on recruiting, supporting, and retaining highly qualified staff. Recruitment strategies include active participation in the Fort Bend ISD Job Fair, use of the Taleo system, and seeking professional recommendations. New teachers with no prior experience are paired with Teachers Advancing Professional Practice (TAPP) mentors, providing structured guidance and support. The school also maintains multiple district- and campus-level faculty committees, each led by staff members and administrators. Every grade level and department is supported by designated team leaders who coordinate collaboration and communication.

The administrative team plays a vital role in supporting teachers and staff by providing clear expectations, regular feedback, and timely communication. Information is shared through various platforms, including Professional Learning Community meetings, email, team leader meetings, faculty meetings, T-TESS observations, and instructional walk-throughs. Walk-throughs and data analyses are integral in monitoring curriculum implementation and instructional rigor, enabling targeted feedback to help teachers refine their practices.

Organizational systems at ASE support effective teaching and learning. Formative assessments guide instructional decisions, while collaboration among teachers, specialists, and administrators is facilitated through PLC meetings. The Student Support Team meets every 4-6 weeks to review progress-monitoring data, identify intervention needs for tiered students, and plan next steps.

ASE also offers robust opportunities for Gifted and Talented students, with 201 students currently identified. This past year, nine teachers received professional development in Project-Based Learning to enhance instructional strategies. Students showcase their talents annually at the GT Showcase. Additionally, enrichment activities such as the Spelling Bee, Science Fair, Paw Time, and various clubs provide all students with opportunities to explore interests and build skills.

Before- and after-school clubs further enhance the student experience by promoting leadership and personal growth. These clubs include Broadcast, Choir, Coding Club, National Elementary Honor Society, Safety Patrol, Student Council, Tech/Robotics, and Destination Imagination.

Overall, Anne Sullivan Elementary is dedicated to providing a well-rounded educational experience that meets district expectations, supports staff excellence, and offers diverse opportunities for every student to thrive academically and personally.

School Processes & Programs Strengths

Anne Sullivan Elementary demonstrates a strong commitment to delivering high-quality instruction through well-established and collaborative processes. The consistent use of Schoology to implement the district curriculum, combined with regular differentiated instruction, ensures that all students' diverse learning needs are addressed effectively. Grade-level teams meet routinely to plan lessons and assessments, fostering a culture of collaboration focused on student growth.

The school's strategic approach to recruiting and supporting highly qualified staff is a significant strength. New teachers benefit from the structured mentorship provided by the Teachers Advancing Professional Practice (TAPP) program, which promotes professional growth and instructional excellence. Additionally, the presence of faculty and campus-based committees, along with designated team leaders, ensures strong communication and shared leadership across the campus.

Administrative support at ASE is robust and proactive. Teachers receive timely feedback through walk-throughs, observations, and data analysis, which supports continuous improvement in instructional practices. Regular communication via PLCs, team meetings, and faculty gatherings keeps staff informed and aligned with school goals.

Collaboration among teachers, specialists, and administrators is another key strength, with formative assessments and Student Support Team meetings driving data-informed decision-making and targeted interventions. This collaborative structure enhances the effectiveness of tiered support systems.

ASE's comprehensive Gifted and Talented program, enriched by professional development in Project-Based Learning and celebrated through the annual GT Showcase, reflects the school's dedication to meeting advanced learner needs. Furthermore, a wide variety of enrichment activities and before- and after-school clubs provide students with ample opportunities to explore interests, develop leadership skills, and engage in meaningful extracurricular experiences.

Together, these strengths in processes and programs create a supportive, dynamic, and student-centered learning environment that empowers teachers and inspires student success.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Staff require further training in de-escalation techniques and in integrating social-emotional learning strategies into their lessons to provide students with differentiated opportunities for engagement and active participation.

Root Cause: The root cause is a lack of ongoing professional development and coaching focused on effective de-escalation methods and the purposeful integration of social-emotional learning strategies within daily instruction, limiting staff's ability to support diverse student needs.

Perceptions

Perceptions Summary

Anne McCormick Sullivan Elementary School is widely perceived as a welcoming and inclusive community where strong relationships among staff, students, and families contribute to a positive and supportive learning environment. The school's commitment to open and effective communication fosters trust and collaboration between teachers and parents, enabling a shared focus on student success. Parents feel valued and engaged through numerous opportunities to participate in campus events, volunteer activities, and school celebrations, which strengthens their connection to the school community.

The approachable leadership team, with its open-door policy, reinforces a culture of transparency and accessibility, making all stakeholders feel heard and involved. The school's culture is described as warm and family-like, where students are enthusiastic about attending school and consistently maintain high attendance rates, supported by thoughtful incentive programs.

Low discipline incidents and active participation in committees, such as the Climate and Culture committee, reflect a respectful and positive school climate. Staff morale is supported through regular recognition and school-wide events that promote a sense of belonging.

Overall, the strong parent and community engagement, coupled with collaborative efforts among teachers, families, and administrators, cultivates an environment where students are encouraged to thrive academically, socially, and emotionally. Anne Sullivan Elementary is perceived as a cornerstone of the community that fosters educational excellence and collective responsibility for student achievement.

Priority Problem Statements

Goals

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 1: By May 2026, there will be an increase in academic achievement in math as evidenced by a 4% increase in End-of-Year Math MAP Growth scores. (Average, High Average, and High were combined)

Evaluation Data Sources: NWEA Student Growth Summary Report
 NWEA Student Progress Report
 NWEA School Profile Report
 Common Formative Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Ongoing professional development will be provided throughout the year to strengthen teacher capacity in implementing effective student goal-setting practices and feedback cycles, with a focus on fostering student ownership of learning and supporting continuous academic growth.</p> <p>Strategy's Expected Result/Impact: PD practices to strengthen teacher capacity</p> <p>Staff Responsible for Monitoring: Administrators Lit Specialist Math Specialist EB Specialist</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: All GT teachers will participate in professional learning on GT Learning Plans and individualized goal setting and progress monitoring towards goal attainment.</p> <p>Strategy's Expected Result/Impact: PD practices to strengthen teacher capacity as it relates to GT students</p> <p>Staff Responsible for Monitoring: Administration Ms. Lauer</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			

Strategy 3 Details	Reviews			
<p>Strategy 3: ASE will implement a campus-wide structured feedback and goal-setting cycle that includes setting individualized student goals based on MAP data, providing regular teacher-student conferences to review progress, and using ongoing formative assessments to monitor growth. Teachers will support students in tracking their own progress and reflecting on their learning, fostering ownership and promoting a growth mindset.</p> <p>Strategy's Expected Result/Impact: Students will take greater ownership of their own learning so progress can be targeted.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Lit Specialist Math Specialist EB Specialist</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide coaching for teachers on effective goal-setting practices, data analysis, and student conferencing. This will ensure consistent implementation of progress monitoring strategies across all grade levels and equip teachers with tools to empower students to set meaningful goals and take an active role in their math achievement.</p> <p>Strategy's Expected Result/Impact: PD practices to strengthen teacher capacity and student ownership of learning</p> <p>Staff Responsible for Monitoring: Administrators Lit Specialist Math Specialist EB Specialist</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
Strategy 5 Details	Reviews			
<p>Strategy 5: EB students identified as needing additional support through TELPAS and MAP data will receive differentiated small group instruction targeting listening, speaking, reading, and writing skills as needed.</p> <p>Strategy's Expected Result/Impact: EB students will show growth in their TELPAS domains over the course of the year.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Lit Specialist EB Specialist</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 2: By May 2026, there will be an increase in the the percentage of 5th-grade students achieving Meets Grade Level on the STAAR Science assessment from 74% to 77%.

- Evaluation Data Sources:** NWEA Student Growth Summary Report
 NWEA Student Progress Report
 NWEA School Profile Report
 Common Formative Assessments
 Anecdotal Notes
 District Assessments
 STAAR Interim

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will meet during PLC's to analyze student data, unpack TEKS, and plan aligned instruction using the district's curriculum and assessment tools.</p> <p>Strategy's Expected Result/Impact: More rigorous lesson plans targeted to the needs to each student</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will design and administer Common Formative Assessments aligned to the science TEKS every 4-6 weeks. Data from these assessments will be used to plan targeted small group instruction and implement appropriate student interventions.</p> <p>Strategy's Expected Result/Impact: More rigorous small group lesson plans targeted to the needs to each student</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 3: By May 2026, there will be an improvement in the instructional effectiveness as evidenced by a 4% increase in End-of-Year Reading MAP Growth scores. (Average, High Average, and High combined)

- Evaluation Data Sources:** NWEA Student Growth Summary Report
 NWEA Student Progress Report
 NWEA School Profile Report
 Common Formative Assessments
 Anecdotal Notes
 District Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will follow an established and consistent PLC schedule where grade-level teams analyze MAP data, Common Formative Assessments (CFAs), and classroom performance using a campus protocol to plan targeted instruction, differentiate lessons, and identify students in need of intervention or enrichment.</p> <p>Strategy's Expected Result/Impact: More rigorous lesson plans and small group lesson plans targeted to the needs to each student</p> <p>Staff Responsible for Monitoring: Administration Teachers</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Administrators will provide ongoing professional development for PLC leaders focused on high-impact practices, including unpacking standards, developing clear learning targets and analyzing student work to support continuous instructional improvement.</p> <p>Strategy's Expected Result/Impact: PD practices to strengthen teacher capacity</p> <p>Staff Responsible for Monitoring: Administration Lit Specialist Math Specialist</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			

Strategy 3 Details	Reviews			
<p>Strategy 3: Campus leadership team will provide timely feedback to teams, and facilitate coaching sessions to ensure alignment with campus expectations and to support instructional decision-making.</p> <p>Strategy's Expected Result/Impact: Grow teacher capacity</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Oct	Dec	Feb	June
	 <p>Moderate Progress</p>			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 4: By May 2026, there will be improved data-driven small group interventions and enrichment aligned to student needs during Paw Time, as evidenced by a 3% increase in STAAR Meets Grade Level scores for Reading and Math.

- Evaluation Data Sources:** NWEA Student Growth Summary Report
 NWEA Student Progress Report
 NWEA School Profile Report
 Common Formative Assessments
 Anecdotal Notes
 District Assessments
 STAAR Interim

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use MAP, STAAR and Common Formative Assessment data to create and regularly adjust small groups for intervention and enrichment during Paw Time, ensuring instruction is aligned to each student's specific academic needs.</p> <p>Strategy's Expected Result/Impact: Data is monitored and used to adjust small groups to ensure student needs are met.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Lit Specialist EB Specialist</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Administrators will provide teachers with structured, TEKS-aligned intervention and enrichment resources, including leveled readers, digital platforms, and hands-on materials to support meaningful instruction during Paw Time. Staff will receive training on how to effectively implement these tools.</p> <p>Strategy's Expected Result/Impact: These resources are used to enhance and support instruction and support student growth.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Lit Specialist EB Specialist</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			

Strategy 3 Details	Reviews			
<p>Strategy 3: Campus leadership team will monitor the impact of Paw Time through classroom walkthroughs, progress monitoring tools, and data reviews. Feedback and coaching will be provided to ensure fidelity of implementation and continuous improvement.</p> <p>Strategy's Expected Result/Impact: Student performance will increase and reflect their growth.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Lit Specialist EB Specialist</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 1: By May 2026, there will be an increase in campus culture and climate by increasing the overall staff satisfaction rating from 79% to 84%.

Evaluation Data Sources: Culture and Climate Survey
Informal feedback from staff

Strategy 1 Details	Reviews			
<p>Strategy 1: CPAC meetings and team leader meetings will provide a structured forum for staff to share input, collaborate on campus initiatives, and participate in decision-making. Meeting outcomes and action steps will be communicated transparently to all staff.</p> <p>Strategy's Expected Result/Impact: Increase positive feedback from staff</p> <p>Staff Responsible for Monitoring: Administration Specialists Counselors Team Leaders</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Administrators will implement team-building activities and wellness initiatives designed to promote belonging, boost morale, and reinforce a culture of appreciation. Feedback from CPAC and staff surveys will be used to inform and adjust these efforts.</p> <p>Strategy's Expected Result/Impact: Increase positive feedback from staff</p> <p>Staff Responsible for Monitoring: Administration Specialists Counselors Team Leaders</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 2: By May 2026, there will be improvement in campus culture and climate by increasing the overall parent satisfaction rating from 95% to 97% through the implementation of PAC, as measured by the district's Culture, Climate, and Student Engagement Survey.

Evaluation Data Sources: Parent Survey Results
Informal feedback from parents and PTA

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents will actively serve on our CPAC Committee to help identify and implement family engagement initiatives informed by parent feedback. These initiatives may include workshops, family nights, and enhanced communication strategies that strengthen the partnership between families and the school.</p> <p>Strategy's Expected Result/Impact: Increase positive feedback from parents</p> <p>Staff Responsible for Monitoring: Administration Specialists Counselors All Staff</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: ASE will strengthen two-way communication with families by sharing regular updates through newsletters, social media, and parent meetings. We will actively gather input through surveys and feedback forms and use that feedback to inform decisions and enhance school practices.</p> <p>Strategy's Expected Result/Impact: Increase positive feedback from parents</p> <p>Staff Responsible for Monitoring: Administration Specialists Counselors All Staff</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 3: By May 2026, there will be improvement in campus culture and climate by increasing the overall student satisfaction rating from 84% to 89% through the implementation of PAC, as measured by the district's Culture, Climate, and Student Engagement Survey.

Evaluation Data Sources: Student Survey
Feedback from teachers, parents, and counselors

Strategy 1 Details	Reviews			
<p>Strategy 1: ASE will establish regular opportunities for students to share their perspectives through the district student survey, classroom discussions, and student leadership groups such as Student Council. We will use this feedback to guide schoolwide initiatives that promote a positive and inclusive learning environment.</p> <p>Strategy's Expected Result/Impact: Positive feedback from students</p> <p>Staff Responsible for Monitoring: Administration Specialists Counselors All Staff</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: ASE will implement campus-wide programs and events that build community, celebrate student achievements, and promote positive behavior (e.g., spirit days, assemblies, shout-outs, and recognition systems). These efforts will be guided by feedback from students and discussed regularly to ensure alignment with student needs and interests.</p> <p>Strategy's Expected Result/Impact: Positive feedback from students and parents</p> <p>Staff Responsible for Monitoring: Administration Specialists Counselors All Staff</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

Performance Objective 1: By May 2026, we will demonstrate fiscal responsibility by implementing transparent budgeting practices and ensuring all campus expenditures align with the district's strategic plan and campus priorities.

Evaluation Data Sources: Weekly budget reports

Strategy 1 Details	Reviews			
<p>Strategy 1: The principal will meet weekly with the EA to review budget allocations and spending. These meetings will ensure that all expenditures align with the district's strategic plan and campus goals, with adjustments made as needed to address evolving priorities.</p> <p>Strategy's Expected Result/Impact: Funds used appropriately for operating purposes</p> <p>Staff Responsible for Monitoring: Principal Executive Assistant</p>	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Addendums

LOCATION	LOC_DESCR	DEPT_DESCR	POSN_DESCR	HEADCOUNT	LAST_NAME_SRCH	FIRST_NAME_SRCH	FTE	PROGRAM_CODE	DEPTID_CF	EMPL_STA	REPORTS_TO_DESCR
152 SULLIVAN	SULLIVAN EL	SULLIVAN EL	TEACHER LIT INTRVN	1	HOCHSTETLER	MISSY	1 24		152	A	PRINCIPAL ELEM
152 SULLIVAN	SULLIVAN EL	SULLIVAN EL	SPECIALIST MATH ELEM	0.5	ASTORGA	SUNNY	1 24		135	A	PRINCIPAL ELEM
152 SULLIVAN	SULLIVAN EL	SULLIVAN EL	SPECIALIST MATH ELEM	0.5	ASTORGA	SUNNY	1 24		152	A	PRINCIPAL ELEM
152 SULLIVAN	SULLIVAN EL	SULLIVAN EL	TEACHER GRADE PK	0.5	CRICK	JUSTINE	1 24		152	A	PRINCIPAL ELEM
152 SULLIVAN	SULLIVAN EL	SULLIVAN EL	AIDE PRE-KINDERGARTEN	0.5	GUERRA	XIOMARA	1 24		152	A	PRINCIPAL ELEM
152 SULLIVAN	SULLIVAN EL	SULLIVAN EL	AIDE PRE-KINDERGARTEN	0.5	SHARMA	RICHA	1 24		152	A	PRINCIPAL ELEM
152 SULLIVAN	SULLIVAN EL	SULLIVAN EL	TEACHER GRADE PK	0.5	KRZEMINSKI	KATHERINE	1 24		152	A	PRINCIPAL ELEM