

San Benito Consolidated Independent School District

Sullivan Elementary School

2025-2026 Campus Improvement Plan



Mission Statement

The mission of SESA is to provide our students with transformational learning experiences that foster college and career readiness as well as environmental stewardship.

Vision

Vision:

The vision of SESA is to be the **Gold** standard in all areas of primary education, while setting the **Green** standard in environmental science education.

Value Statement

#SESACares

At Sullivan ESA, our scholars are held to a very high standard. We believe in, and instill the following core values with all of our SESA community.

Compassion

Accountability

Respect
Environmental Stewardship
Service

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Sullivan Environmental Science Academy is one of 11 Elementary campuses in the San Benito CISD, and one of three schools of choice.

Our current enrollment is 386 and we service Early Childhood Special Education, Prekindergarten, and Kindergarten through 5th grade students. Per TEA's 2023 - 2024 Texas Academic Performance Report (TAPR), our demographics are as follows: 1.6% White and 98.4% Hispanic

Our campus serves 94.3% Economically Disadvantaged students, 18.4% special education students, 6.7% gifted and talented, 4.4% migrant students, 74.6% at risk, and 11.1% Limited English Proficient students.

The most current data indicate the campus has a 10.3% mobility rate. Attendance rates are at 93.8% (2019 - 2020). Post-Covid, there has been a significant decrease in student attendance (covid cases being the variable).

The students at Sullivan ESA are offered a well-balanced curriculum. Courses are offered in all core subject areas, and we have a special emphasis on Environmental Studies. We have units of study designed for each grade level that focus around their grade level standards (TEKS), and we offer various activities such as chess, cheer, National Elementary Honor Society (NEHS), 4H, Junior Master Gardeners, photography, animal science, Student Council, Accelerated Reader, Spelling Bee, Robotics, track, and gardening is done by every grade level. Our instructional programs include academic core subjects at various levels of Rigor, with support for special programs such as Gifted and Talented, Special Education, Resource and Inclusion. We offer support services for students from Migrant families as well as students who are Limited English Proficient.

	Writing	Reading			Math			Science
2012 -2013	71%	3 rd	4 th	5 th	3 rd	4 th	5 th	69%
		56%	72%	74%	56%	66%	69%	
2013 -2014	88%	69%	73%	85%	68%	80%	97%	79%
2014 – 2015	70%	86%	62%	88%	70%	64%	91%	81%
2015 - 2016	58%	64%	76%	77	66%	57%	77%	67%
2016 – 2017	57%	61%	74%	77%	73%	66%	77%	79%
2017 - 2018								
2018 - 2019	79%	59%	86%	70%	79%	84%	86%	52%
2019 - 2020	Did not Assess							
2020 - 2021		49%	61%	64%	35%	47%	51%	43%
2021 - 2022		58%	78%	65%	59%	78%	48%	46%

At Sullivan ESA, current staff is as follows:

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	44.0	100.0%	100.0%	100.0%
Professional Staff:	34.0	77.3%	57.1%	64.3%
Teachers	27.5	62.4%	43.4%	49.6%
Professional Support	4.5	10.3%	10.2%	10.6%
Campus Administration (School Leadership)	2.0	4.5%	2.9%	3.0%
Educational Aides:	10.0	22.7%	12.4%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	13.0	4,290.0
Part-time Librarians	0.0	n/a	2.0	582.0
Full-time Counselors	1.0	n/a	29.0	13,211.0
Part-time Counselors	0.0	n/a	1.0	1,126.0
Total Minority Staff:	41.0	93.2%	94.7%	51.5%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.2%	11.1%
Hispanic	26.5	96.4%	93.3%	28.4%
White	1.0	3.6%	6.3%	56.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.2%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.2%	1.2%
Teachers by Sex:				
Males	1.0	3.6%	31.5%	23.8%
Females	26.5	96.4%	68.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.2%
Bachelors	23.5	85.4%	82.1%	73.0%
Masters	4.0	14.6%	17.0%	25.0%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	0.0%	6.7%
1-5 Years Experience	6.0	21.8%	23.7%	27.8%
6-10 Years Experience	7.5	27.1%	24.4%	20.3%
11-20 Years Experience	10.0	36.3%	33.1%	29.1%
21-30 Years Experience	3.0	11.1%	14.1%	13.0%
Over 30 Years Experience	1.0	3.6%	4.6%	3.1%

School Colors: Royal Blue, Lime Green, Grey

Mascot: Stingray

- continue to offer interventions throughout the day to ensure academic growth and performance.
- focus on quality Tier I instruction
- train staff on the "Fundamental Five: The Formula for Quality Instruction".

Demographics Strengths

For the 2025 school year, SESA received an accountability rating of "A" from the Texas Education Agency with five distinction designations:

- Academic Achievement in Reading/Language Arts (RLA)
- Academic Achievement in Math
- Top 25 Percent: Comparative Academic Growth
- Top 25 Percent: Comparative Closing the Gaps
- Postsecondary Readiness

Parents are satisfied with school and staff teacher/student ratio is within state guidelines to ensure effective instruction and learning throughout the grade levels. The campus needs assessment assessed program effectiveness and determined that the collaboration of various campus resources and community entities our demographic areas of improvement are being addressed.

School strengths include:

High Reading Scores

Math scores have improved steadily

Staff retention is high

Student traditions and culture remain high

We continue to have the highest parental volunteer hours in the district. The school is a neighborhood school and almost all the children are known to all of the teachers with the exception of the newest and youngest children each school year.

Approximately 85% of the students are long-term Sullivan students so knowledge of each child's physical, socio-emotional and medical wellbeing is well known by administration and staff members.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student attendance has decreased at Sullivan over the years.

Root Cause: Lack of follow up and monitoring of student attendance as well as lack of parent contact.

Problem Statement 2: Various teaching strategies are being used by different teachers in different grade levels leading to a lack in consistency with teaching strategies.

Root Cause: Lack of systematic teaching strategies have led to inconsistencies in the delivery of instruction.

Student Learning

Student Learning Summary

2022 STAAR Accountability Status

Teacher	Grade	State Average	Reading			State Average	Math			State Average	Science		
			# Tested	% Passed	2023 Reading		# Tested	% Passed	2023 Math		# Tested	% Passed	2023 Science
3 rd Grade													
V. Alaniz	3 rd		20	65			20	75					
S. Mata*			20	45			20	37					
C. Mendez			22	64			22	64					
SpEd			12	33			12	50					
EL			13	30			13	30					
Overall			77	62	58		70	62	59				
4 th Grade													
M. Pedraza	4 th		19	94			19	100					
C. Ramirez			19	63			19	53					
M. Tejada*			17	68			16	81					
SpEd			11	36			11	45					
EL			4	50			4	75					
Overall			77	54	78		69	54	78				
5 th Grade													

		Reading				Math				Science		
J. Bermudez	5 th		23	65			23	39			23	39
M. Guevara*			21	48			21	43			21	29
M. Hernandez			22	81			22	64			22	72
SpEd			4	75			4	25			4	25
EL			13	31			13	37			13	8
Overall			80	66	65		75	66	48		66	66

Student Learning Strengths

Our Environmental Science Curriculum enhances the overall student experience. Our units of study are as follows:

PK - Introduction to Nature

K - Petrology

1st - Zoology

2nd - Astronomy and Weather

3rd - Oceanography

4th - Agriculture and Forestry

5th - Botany

Our school has adopted the implementation of the "Fundamental Five - The Formula for Quality Instruction".

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Student tables and desks are cracked, unstable and outdated particularly in grades pk - 2.

Root Cause: Some furniture has been updated, however, the lower grades would still benefit from new seating.

Problem Statement 2: Students identified as Special Education in grades third thru fifth and not performing satisfactorily on the STAAR test. Data for the 2024 STAAR indicates the following passing percentages in ELAR: 3rd Grade - 51%, 4th Grade 13%, and 5th Grade 34%.

Root Cause: Lack of mastery at the fundamental levels of reading such as vocabulary, phonemic awareness, decoding, and fluency.

School Processes & Programs

School Processes & Programs Summary

Staff Quality, Recruitment, and Retention Summary

In order to offer an effective, experienced, well-trained, and well-prepared staff, it is important that all teachers are state certified and that all instructional paraprofessionals are highly qualified.

Paraprofessional staff at Sullivan are required to complete at least two years of study at an institute of higher education which is equivalent to 48 hour of college coursework or an applicable number of semester hours as defined by the institution of higher education attended. Paraprofessionals must possess an associate's degree or higher, meet a rigorous standard of quality, have knowledge of and the ability to assist in instructing reading, writing and mathematics. The general data at Sullivan reflects that 100% of core academic classes are taught by highly qualified teachers and highly qualified staff.

Follow-up data regarding teacher performance is provided to teachers through their T-TESS evaluation and conferences, walk-throughs, PLCs, and grade level meetings.

At Sullivan ESA hiring individuals who are committed and passionate about work in service organizations is vital in order to deliver positive outcomes for our children, families and our community. SBCISD recruits state certified and highly qualified and effective staff. SBCISD offers a competitive pay rate so more highly qualified individuals are attracted to work at our school.

7 of our staff members are pending certification from the Texas Environmental Educators Association.

Another need is to update our campus website page with important information about our school and

highlighting important facts about our campus. Sullivan ESA has a high retention rate with a low teacher turnover. This, in turn, allows students and families at Sullivan to feel comfortable and secure with the individuals who are instructing their children.

Offering incentives to teachers with perfect attendance would improve teacher attendance rates and retention could be improved if the district would offer incentives to those teachers who stay with the district for various numbers of years. Highly effective staff are assigned to work with the highest need students. Staff are assigned based on students' needs and certification qualifications.

SBCISD and Sullivan ESA has various systems in place to support new teachers, for example: a new teacher orientation day at the beginning of the

school year, an assigned mentor to guide and assist new teachers through their first year, a variety of professional development opportunities throughout the year aimed at new teachers, and an end of the school year evaluation. Offering a stronger mentor program to new teachers would be beneficial and creating a

“Welcome Bag” with various supplies, etc for new teachers would be a welcoming gesture to those new to the profession. New staff is supported through effective opportunities for training in all aspects of being a teacher including but not limited to GT training, teaching strategies, technology training and many other topics. New members to the profession are also supported by administration proving an open door policy when it comes to questioning. The feedback that is provided is swift and allows for the work place to run smoothly. The needs of a new teacher could be more effectively met if new teachers and their mentors would meet on a regular basis throughout the school year.

At Sullivan ESA our campus has systems in place to create capacity and support the notion of continuous improvement by giving one teacher per grade level the opportunity to represent their grade level through being a grade level representative. Grade Level representatives strengthen the communication between

teachers and administration and provide teachers the opportunity to have a leadership role. In order to improve capacity and

communication grade level meetings should be held frequently with the principal, assistant principal, RtI teacher , etc. to discuss grade level needs and concerns.

In order to provide the most effective and successful methods of instruction to our students, we analyze data from Istation, campus benchmarks, Circle/TPRI, and STAAR to determine student and teacher needs. Decisions are also based on the Campus Improvement plan. Teacher T-TESS evaluations may also play a role in

determining individual decisions regarding professional development. Grade level needs and certain skills or test subjects can determine collective professional development.

Currently, staff at Sullivan ESA have attended various professional developments including DMR Reading Strategies, Google Classroom, Google Drive, TEKS Resouce System and taining in environemental science topics by the Texas Wildlife Assiciation and Texas Parks and Wildlife. There are a variety of structures in place to ensure that teachers and others implement what they learn during PLC meetings, staff meetings, and professional developments. This also is evident through teachers discussing and planning in the implementation process with the guidance from administration. Sullivan administration ensures implementation of what teachers and paraprofessionals learn through PLCs, staff meetings and classroom observations. Sullivan ESA would benefit more from make and take professional developments, a more explicit math intervention program, and more resources for our Social Studies curriculum.

School Processes & Programs Strengths

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

All teacher assistant meet the required 48 college hours.

High retention rate, low staff turnover

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: New teachers to the district are assigned a mentor, but they are only required to meet three to four times a year.

Root Cause: SBCISD has failed to maintain a mentor program.

Perceptions

Perceptions Summary

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

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

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

At Sullivan ESA, staff and students participated in an anonymous survey regarding school culture and climate. The results clearly showed that the

majority of the staff and students felt respected, felt a sense of belonging, felt they fit in, get help when needed, felt supported, felt safe, and were content

with the facilities at Sullivan ESA.

In an effort to increase our perceptions of campus culture and climate, we have initiated "Team Building" days at staff meetings, where our sole purpose is to build on adult inter relationships.

We also motivate and encourage, through the use of respect agreements, building student - student and student-teacher relationships. We strongly feel that this does positively affect our school culture.

Perceptions Strengths

Parents and visitors are welcomed and encouraged to participate in our schools.

Students like being at school.

Teachers enjoy teaching at school.

Students in our schools have adults who want them to do well.

Adults are accessible to help students, and students know who these adults are.

Clear rules and expectations for behavior are in place in our schools.

Adults in our schools treat students with respect.

Counselor conducts required training on conflict resolution; preventing identifying and responding to bullying, suicide prevention, and PBIS

Principal conducts required training on conflict resolution, discipline strategies, student code of conduct, and teacher evaluations.

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
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Communications data

Goals

Goal 1: SBCISD/Sullivan Environmental Science Academy will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 1: ESSA: By June 2026, 80% of all students, with a focused effort on special populations, will meet or exceed state assessment standards. This goal will be achieved through the implementation of targeted instructional strategies, including Professional Learning Communities (PLCs), leadership coaching, effective feedback practices, and the Effective Schools Framework, to ensure continuous improvement and equitable outcomes for all students

High Priority

HB3 Goal

Evaluation Data Sources: STAAR reports for grades 3rd - 5th Grade

Strategy 1 Details	Reviews			
<p>Strategy 1: K - 5th grade students will be provided with a minimum of 90 minutes daily of Reading and Bluebonnet Math instruction. K- 1st grade will follow Scope and Sequence for Write Connection. K- 5th grade will follow the scope and sequence of the TEKS Resource System utilizing resources such as HMH, Accelerated Reader, GF Educators, Lowman Consulting, Lone Star Learning Plus, Saxon Phonics and Heggerty.</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION: Year long</p> <p>IMPACT:</p> <p>Staff Responsible for Monitoring: Teachers Librarian Assistant Principal Principal RTI Teacher SPED Teachers</p> <p>Funding Sources: Consumable Workbooks - 211 - Title I, Part A - \$15,000</p>	Formative			Summative
	Dec	Mar	May	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Continue Professional Learning Communities (PLCs) to unpack TEKS, review student data, student progress, and plan collaboratively to meet the needs of all students.</p> <p>Strategy's Expected Result/Impact: District and Campus Based Benchmarks STAAR Scores (3rd-5th) Amplify (MClass), iReady, and NWEA Reports</p> <p>Staff Responsible for Monitoring: Campus Leadership Team</p> <p>Funding Sources: General Supplies - 199 - General Fund - 199-13-6399-00 - \$2,500</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: RTI teacher to assist teachers in identifying students in need of intervention, provide interventions to students, and provide guidance to teachers in completing required documentation and make intervention recommendations.</p> <p>Strategy's Expected Result/Impact: Increase the number of students that are receiving intervention and making progress.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal RTI Teacher</p> <p>Funding Sources: - 211 - Title I, Part A - 211-11-6119-00-110-8-30-A-00 - \$53,569</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Students in K-2nd Grade will use Saxon Phonics and Heggerty to build a strong foundation in reading.</p> <p>Strategy's Expected Result/Impact: Students will see an increase in reading fluency.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal RTI Teacher</p> <p>Funding Sources: - 199 - General Fund - 199-11-6399-00-110-8-30-! - \$9,950</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Campus book fairs will be held twice a year to provide access to a variety of book titles and engage parents in selection of books for household use.</p> <p>Strategy's Expected Result/Impact: Students will have develop a love for reading and have a range of titles to read at home.</p> <p>Staff Responsible for Monitoring: Librarian</p>	Formative			Summative
	Dec	Mar	May	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Analyze student performance and attendance data to guide instruction, improve programs, and recognize strong attendance.</p> <p>Strategy's Expected Result/Impact: Improved student performance through minimizing student absences.</p> <p>Staff Responsible for Monitoring: Principal Asst. Principal RTI Teacher Teachers Counselor Parent Specialist</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide flexible scheduling through inclusion and/or resource classes for our special education students.</p> <p>Strategy's Expected Result/Impact: Special Education students will meet system safeguards.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Special Education Teachers</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 8 Details	Reviews			
<p>Strategy 8: In order to serve all students' needs, all eligible students with parental consent will have the opportunity to receive needed eye exams and glasses.</p> <p>Strategy's Expected Result/Impact: Detecting and correcting vision problems</p> <p>Staff Responsible for Monitoring: School Nurse</p>	Formative			Summative
	Dec	Mar	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: SBCISD/Sullivan Environmental Science Academy will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 2: Provide ample opportunities for students and teachers to utilize technology to support classroom instruction and improve areas requiring enrichment and remediation.

Evaluation Data Sources: STAAR Reports, Benchmark Reports, Weekly Assessments

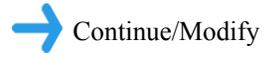
Strategy 1 Details	Reviews			
<p>Strategy 1: Acquire new technologies and train teachers to utilize these technologies for classroom instruction and regular scholar use. Including but not limited to: Epson Smart Projectors SMART Notebook Software</p> <p>Strategy's Expected Result/Impact: Higher student engagement Staff Responsible for Monitoring: Principal Assistant Principal Technology Representative</p> <p>Funding Sources: Epson Projectors - 211 - Title I, Part A - 211.11.6396.00.110.0.23.000 - \$5,688.92</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Laptops will be purchased for Science Lab and other instructional settings</p> <p>Strategy's Expected Result/Impact: Students will be able to view samples of work in color. Staff Responsible for Monitoring: Science Lab Teacher RTI Teacher Assistant Principal</p> <p>Funding Sources: Color Printers - 199 - General Fund</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: All qualifying students in grades three thru five will be taught how to use online embedded supports.</p> <p>Strategy's Expected Result/Impact: Increase in Special Education students passing the STAAR. Staff Responsible for Monitoring: Principal Assistant Principal RTI Teacher Resource Teacher</p>	Formative			Summative
	Dec	Mar	May	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: SBCISD/Sullivan Environmental Science Academy will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 3: Title III: By June 2026, 80% of all students, with a concentrated effort on Bilingual students, will meet established standards on the state assessments.

Evaluation Data Sources: STAAR Reports for grades 3rd-5th grade

Goal 1: SBCISD/Sullivan Environmental Science Academy will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 5: To improve reading, Saxon Phonics and Spelling will be implemented in Kinder - 2nd Grade for 60 minutes daily. (Title I SW: 2)
(Target Group: All) (NCLB: 1,2,3,4,5)

High Priority

HB3 Goal

Evaluation Data Sources: Teacher Observations, Walkthroughs, Lesson Plans, End of Unit Assessments, Progress Monitoring Checklist

Strategy 1 Details	Reviews			
<p>Strategy 1: To improve reading, Saxon Phonics and Spelling will be implemented in Kinder - 2nd Grade for 60 minutes daily. (Title I SW: 2) (Target Group: All) (NCLB: 1,2,3,4,5)</p> <p>Strategy's Expected Result/Impact: Students will acquire a solid foundation in reading which will increase overall reading performance.</p> <p>Staff Responsible for Monitoring: RtI Teacher Assistant Principal Principal</p> <p>Funding Sources: Saxon Phonics - 199 - General Fund - 199.e.11.6399. .110.0.30.100 - \$2,000, Saxon Phonics - 211 - Title I, Part A - 211.11.6399.00.110.9.30.100</p>	Formative			Summative
	Dec	Mar	May	June
	Empty review cells			
<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: SBCISD/Sullivan Environmental Science Academy will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 5: ESSA: Develop College and Career readiness skills through learning activities for 100% of students on grades PK-5TH

High Priority

HB3 Goal

Evaluation Data Sources: Lesson Plans, School Wide Events

Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional Materials will be purchased to supplement the Bilingual Curriculum from vendors such as Lakeshore, School Specialty and EAI Education.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p>	Formative			Summative
	Dec	Mar	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: SBCISD/Sullivan Environmental Science Academy will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 6: An emphasis on Environmental Education will be required of all professional teaching staff through the acquisition of Certification by the Texas Association of Environmental Educators.

Evaluation Data Sources: Portfolios

Strategy 1 Details	Reviews			
<p>Strategy 1: 80% of teachers at SESA will obtain certification from the National Association of Environmental Educators. Yearly dues will be paid for each teacher.</p> <p>Strategy's Expected Result/Impact: NAEE Certification status.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Funding Sources: Teacher Certification Fees - 289 - Title IV - 289.E.11.6399 - \$3,000</p>	Formative			Summative
	Dec	Mar	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: SBCISD/Sullivan Environmental Science Academy will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 7: School counselors will contribute to increasing the percentage of students who meet College, Career, and Military Readiness (CCMR) indicators through targeted academic advising, guidance services, and postsecondary planning support.

Evaluation Data Sources: School Counselor Conference logs

Goal 1: SBCISD/Sullivan Environmental Science Academy will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 8: Strengthen early childhood literacy and math foundations to ensure long term student success

Evaluation Data Sources: CLI diagnostic report

MAP reports

Amplify reports

Goal 1: SBCISD/Sullivan Environmental Science Academy will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

Performance Objective 9: By the end of the academic year (June 2026), increase overall campus safety by implementing targeted improvements in infrastructure, training, and communication systems. This will be measured through a 20% reduction in safety-related incidents, as well as the completion of safety training for 100% of staff, and the installation of additional security features (e.g., surveillance cameras, emergency exits, lighting upgrades) in at least 3 high-risk areas of the campus.

Evaluation Data Sources: Safety Audits

Crisis Safety Plan documentation

Drills

Training sign in sheets

Safety checks will be conducted daily conducted by SRO

Goal 2: SBCISD/Sullivan Environmental Science Academy will build a high performing compliant and supportive workforce

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

Evaluation Data Sources: Staff development attendance, surveys, and feedback

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers in need of professional development will be provided a variety of training opportunities. Strategy's Expected Result/Impact: Students will be instructed in a setting that has consistent and effective routines and procedures as well as appropriate content. Staff Responsible for Monitoring: Teacher Assistant Principal Principal</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: San Benito CISD Staff Development department will provide meaningful, scientifically researched based professional development for all teachers and paraprofessionals so that a better understanding of the TEKS can be had by all stakeholders. Strategy's Expected Result/Impact: Increase the scores on standardized assessments. Staff Responsible for Monitoring: Principal Asst. Principals Teachers Support Staff</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Administrators will attend professional development, conferences, and trainings on topics to increase student performance and data analysis. Strategy's Expected Result/Impact: Increased knowledge of instructional practices. Staff Responsible for Monitoring: Administrators Funding Sources: - 199 - General Fund, - 255 - Title II, Part A, TPTR</p>	Formative			Summative
	Dec	Mar	May	June

Strategy 4 Details	Reviews			
<p>Strategy 4: All school staff to include professionals, teacher assistants, cafeteria employees and custodians will receive training on Bullying Prevention strategies. These strategies will concentrate on identifying, how to respond to, and reporting incidents of student bullying.</p> <p>Strategy's Expected Result/Impact: Bullying prevention knowledge helps staff foster a more inclusive and safer learning environment for students.</p> <p>Staff Responsible for Monitoring: Administrators Counselor Teachers Teacher Assistants</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 5 Details	Reviews			
<p>Strategy 5: All school staff to include professionals, teacher assistants, cafeteria employees and custodians will receive training on Suicide Prevention strategies. These strategies will concentrate on identifying, how to respond to, and reporting incidents of student outcry of suicide.</p> <p>Strategy's Expected Result/Impact: Suicide prevention training helps school staff recognize and respond to the warning signs of suicide, creating a supportive environment for students and potentially saving lives. Since teachers and other school personnel interact with students daily, they are in a prime position to identify and help vulnerable youth.</p> <p>Staff Responsible for Monitoring: All school personnel</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 6 Details	Reviews			
<p>Strategy 6: In order to meet the needs of all students, training opportunities will be provided to all teachers and campus administrators on providing accommodations to students to be used during STAAR testing.</p> <p>Strategy's Expected Result/Impact: Increased scores.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p>	Formative			Summative
	Dec	Mar	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: SBCISD/Sullivan Environmental Science Academy will build a high performing compliant and supportive workforce

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

Evaluation Data Sources: SBEC Certification Records

Strategy 1 Details	Reviews			
<p>Strategy 1: 80% of professional teachers at SESA will acquire certification from the Texas Association of Environmental Educators.</p> <p>Strategy's Expected Result/Impact: Teachers will become state certified in the area of EE.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>Funding Sources: - 289 - Title IV - 289.11.6411 - \$3,000</p>	Formative			Summative
	Dec	Mar	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: SBCISD/Sullivan Environmental Science Academy will build a high performing compliant and supportive workforce

Performance Objective 3: 100% of the teaching staff will be highly qualified. 30% of all staff will be bilingually certificated and 90% of all teachers will be gifted and talented certified.

Evaluation Data Sources: SBEC Teacher Certifications

Strategy 1 Details	Reviews			
<p>Strategy 1: Sullivan Environmental Science Academy will follow all district guidelines for hiring to ensure all teachers meet state requirements for certification in the area they are teaching.</p> <p>Strategy's Expected Result/Impact: 100% of teachers will be properly certified.</p> <p>Staff Responsible for Monitoring: Administrators Counselor Teachers</p>	Formative			Summative
	Dec	Mar	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: SBCISD/Sullivan Environmental Science Academy will improve public relations, communications, and community engagement skills and parent/ community engagement

Performance Objective 1: Objective 3.1 Improve and diversify all communication methods with stakeholders, including campus website, social media, print publications, and various media outlets.

Evaluation Data Sources: Campus web page and social media platforms

Strategy 1 Details	Reviews			
<p>Strategy 1: GT students will receive enhanced academic opportunities and will work in collaborative groups or individually to complete a project using the Texas Performance Standards and that meets the Texas State Plan for the Education of Gifted Students.</p> <p>Funding Sources: - 199 - General Fund - Gifted and Talented Funds - \$300</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Thursday will be designated as College & Military Awareness Day at Sullivan Environmental Science Elementary. Students and staff may wear a college or military T-shirt on this day.</p> <p>Strategy's Expected Result/Impact: Students will become more aware of colleges/universities.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p>	Formative			Summative
	Dec	Mar	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: College Awareness Week will be held in conjunction, with our Career Fair. Activities, will be planned for the Spring semester. This will include speakers such as local community leaders, etc. which will speak on the value of education.</p> <p>Strategy's Expected Result/Impact: Students will receive experiences and motivation to see out educational success and college preparation.</p> <p>Staff Responsible for Monitoring: Administrators Counselor Teachers</p>	Formative			Summative
	Dec	Mar	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: SBCISD/Sullivan Environmental Science Academy will improve public relations, communications, and community engagement skills and parent/community engagement

Performance Objective 2: Parent-Teacher Communication, Ensure 100% of teachers use at least one standardized communication tool with families consistently throughout the year.

Evaluation Data Sources: Branching minds weekly logs

Goal 3: SBCISD/Sullivan Environmental Science Academy will improve public relations, communications, and community engagement skills and parent/community engagement

Performance Objective 3: Newsletter Consistency Publish a digital and/or print parent calendar at least once per month highlighting campus events, student achievements, and upcoming deadlines.

Evaluation Data Sources: Monthly calendars

Goal 4: SBCISD/Sullivan Environmental Science Academy will work to increase staff and student attendance by 1.8% by the end of the 2025 - 2026 school year by providing a safe and clean environment in support of higher educational achievement.

Performance Objective 1: Recognize and reward perfect attendance for students and staff

Evaluation Data Sources: attendance logs/reports

Goal 4: SBCISD/Sullivan Environmental Science Academy will work to increase staff and student attendance by 1.8% by the end of the 2025 - 2026 school year by providing a safe and clean environment in support of higher educational achievement.

Performance Objective 2: Implement monthly and quarterly student attendance recognition (certificates, prizes, special events).

Evaluation Data Sources: Daily attendance

Goal 4: SBCISD/Sullivan Environmental Science Academy will work to increase staff and student attendance by 1.8% by the end of the 2025 - 2026 school year by providing a safe and clean environment in support of higher educational achievement.

Performance Objective 3: Provide professional development for staff on strategies to foster a safe and supportive school climate.

Evaluation Data Sources: Capturing Kids Hearts

State Compensatory

Budget for Sullivan Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

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Personnel for Sullivan Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Banelos, Maria Consuelo	PK Teacher Assistant	0.5
Banelos, Maria Consuelo	PK Teacher Assistant	0.5
Mendez, Cora	4th Grade Teacher	1
Rosalez, Felicitas	PK Teacher Assistant	0.5
Rosalez, Felicitas	PK Teacher Assistant	0.5

Title I Personnel

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

Campus Funding Summary

289 - Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Teacher Certification Fees	289.E.11.6399	\$3,000.00
2	2	1		289.11.6411	\$3,000.00
Sub-Total					\$6,000.00
199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	General Supplies	199-13-6399-00	\$2,500.00
1	1	4		199-11-6399-00-110-8-30-!	\$9,950.00
1	2	2	Color Printers		\$0.00
1	5	1	Saxon Phonics	199.e.11.6399. .110.0.30.100	\$2,000.00
2	1	3			\$0.00
3	1	1		Gifted and Talented Funds	\$300.00
Sub-Total					\$14,750.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Consumable Workbooks		\$15,000.00
1	1	3		211-11-6119-00-110-8-30-A-00	\$53,569.00
1	2	1	Epson Projectors	211.11.6396.00.110.0.23.000	\$5,688.92
1	5	1	Saxon Phonics	211.11.6399.00.110.9.30.100	\$0.00
Sub-Total					\$74,257.92
255 - Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			\$0.00
Sub-Total					\$0.00