

Sulphur Springs Independent School District

Rowena Johnson Primary

2024-2025 Campus Improvement Plan



Mission Statement

We are Sulphur Springs Independent School District, an innovative, student centered, family-oriented district, preparing ALL students to adapt and excel as citizens of a fast-changing world.

Vision

Educating All Students to Their Fullest Potential

Core Beliefs

We believe all children can learn.

We believe every student's basic needs must be met.

We believe every person should be and feel safe.

We believe every person is unique, valuable, and has worth.

We believe relationships are essential.

We believe in helping all students find success in a changing world.

We believe family and community partnerships are essential.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	9
School Processes & Programs	13
Perceptions	15
Priority Problem Statements	17
Comprehensive Needs Assessment Data Documentation	19
Goals	21
Goal 1: Sulphur Springs ISD will provide meaningful, relevant and innovative learning experiences for all students.	21
Goal 2: SSISD will ensure a physically and emotionally safe environment for our students.	28
Goal 3: Sulphur Springs ISD will attract, recruit, and retain highly qualified professional staff by providing a culture of ongoing learning and continuous growth.	31
Goal 4: Sulphur Springs ISD will enhance the learner experience through community partnerships and interactive communication with all stakeholders.	33
Goal 5: We will ensure fiscal accountability through transparency with our stakeholders.	35
Goal 6: We will monitor, project and plan for district facility needs.	36
State Compensatory	37
Budget for Rowena Johnson Primary	37
Personnel for Rowena Johnson Primary	37
Title I	38
1.1: Comprehensive Needs Assessment	38
2.1: Campus Improvement Plan developed with appropriate stakeholders	38
2.2: Regular monitoring and revision	38
2.3: Available to parents and community in an understandable format and language	38
2.4: Opportunities for all children to meet State standards	38
2.5: Increased learning time and well-rounded education	38
2.6: Address needs of all students, particularly at-risk	39
3.1: Annually evaluate the schoolwide plan	39
4.1: Develop and distribute Parent and Family Engagement Policy	39
4.2: Offer flexible number of parent involvement meetings	39
Title I Personnel	40
Campus Funding Summary	41
Addendums	42

Comprehensive Needs Assessment

Demographics

Demographics Summary

Rowena Johnson Primary is one of four primary campuses in Sulphur Springs ISD. Formerly known as Lamar Primary, Rowena Johnson Primary (RJP), is home to kindergarten, first, second, and third graders with a total enrollment of approximately 310 students. We are located in Hopkins County just 80 miles east of the metroplex. Our campus is located close to our town square and our current building was built in 1967. Twenty-five certified teachers including our Literacy Support Specialist, Math Interventionist, Music, Physical Education, Special Education resource teachers, and Counselor provide instruction and daily support to students. Four paraprofessionals support instruction in the classroom setting and during What I Need (WIN) time. In addition to the general education classroom settings, students are served in special education, dyslexia instruction, Gifted/Talented and/or ESL (English as a Second Language). RJP serves an ethnically diverse student population with economically disadvantaged and at-risk student populations.

The following tables provide comparison from the 2023-2024, 2022-2023, 2021-2022, 2020-2021, 2019-2020, and 2018-2019 school years.

Rowena Johnson Primary Ethnic Distribution and Sub-Demographics 2024-2025

Ethnic Distribution	Percent		Sub-Demographic	Percent
African American	16.99%		Economically Disadvantaged	78.29%
Hispanic	17.97%		English Language Learners	4.25%
White	52.94%		At-Risk	35.29%
American Indian	<1%		Gifted and Talented	3.59%
Asian	<1%		Special Education	19.93%
Pacific Islander	0%		Dyslexia	5.23%
Two or More Races	10.46%			

Rowena Johnson Primary Ethnic Distribution and Sub-Demographics 2023-2024

Ethnic Distribution	Percent		Sub-Demographic	Percent
African American	19.03%		Economically Disadvantaged	74.02%
Hispanic	19.34%		English Language Learners	3.87%
White	53.78%		At-Risk	59%
American Indian	<1%		Gifted and Talented	4%
Asian	<1%		Special Education	18.15%
Pacific Islander	0%		Dyslexia	3.63%

Ethnic Distribution	Percent		Sub-Demographic	Percent
Two or More Races	6.95%			

Rowena Johnson Primary Ethnic Distribution and Sub-Demographics 2022-2023

Ethnic Distribution	Percent		Sub-Demographic	Percent
African American	17%		Economically Disadvantaged	68%
Hispanic	21%		English Language Learners	5%
White	57%		At-Risk	46%
American Indian	<1%		Gifted and Talented	5%
Asian	<1%		Special Education	12%
Pacific Islander	0%		Dyslexia	4%
Two or More Races	5%			

Rowena Johnson Primary Ethnic Distribution and Sub-Demographics 2021-2022

Ethnic Distribution	Percent		Sub-Demographic	Percent
African American	19%		Economically Disadvantaged	>50%
Hispanic	18%		English Language Learners	4%
White	58%		At-Risk	>50%
American Indian	<1%		Gifted and Talented	6%
Asian	<1%		Special Education	12%
Pacific Islander	0%			
Two or More Races	5%			

Lamar Ethnic Distribution and Sub-Demographics 2020-2021

Ethnic Distribution	Percent		Sub-Demographic	Percent
African American	20.96%		Economically Disadvantaged	>80%
Hispanic	20.96%		English Language Learners	5.49%
White	51.89%		At-Risk	>65%
American Indian	0.00%		Gifted and Talented	3.00%
Asian	<1.00%		Special Education	10.30%
Pacific Islander	<1.00%			
Two or More Races	5.49%			

Lamar Ethnic Distribution and Sub-Demographics 2019-2020

Ethnic Distribution	Percent		Sub-Demographic	Percent
African American	18.33%		Economically Disadvantaged	80%(Pending CEP forms)
Hispanic	21.67%		English Language Learners	4.67%
White	46.33%		At-Risk	61.0%
American Indian	0.0%		Gifted and Talented	2.0%
Asian	< 0.0%		Special Education	11.33%
Pacific Islander	0.33%			
Two or More Races	5.67%			

Lamar Ethnic Distribution and Sub-Demographics 2018-2019

Ethnic Distribution	Percent		Sub-Demographic	Percent
African American	17.67%		Economically Disadvantaged	82.0%
Hispanic	17.98%		English Language Learners	5.04%
White	55.83%		At-Risk	61.51%
American Indian	0.0%		Gifted and Talented	1.90%

Ethnic Distribution	Percent		Sub-Demographic	Percent
Asian	1.0%		Special Education	10.09%
Pacific Islander	0.0%			
Two or More Races	7.3%			

The district utilizes state compensatory and federal Title I funding to provide supplementary services to provide additional support for students who are economically disadvantaged and/or at risk. The ongoing use of these funding sources helps to ensure that all SSISD students reach their fullest potential.

SSISD views the ethnic diversity of its student population as a strength that enriches learning opportunities for all students.

Attendance: Attendance rate for the current year is 96.4%. Attendance is attributed to a strong partnership with parents and a focus on high-quality education.

RJP has 16 classrooms for grades K-3. Classrooms exist with General Education and Special Ed inclusion. RJP has 4 instructional aides to provide in-class support and intervention during WIN time. Dyslexic students are serviced through the Take Flight Program by 1.5 positions. Two resource teachers provide special education minutes to students as indicated in their IEPs. The Literacy Support teacher and Math Interventionist provide interventions to students in grades K-3. A PE teacher and a Music teacher provide Specials to students 60 minutes daily. Our Library paraprofessional provides 60 minutes of library instruction weekly, as well as an Art extracurricular class biweekly. An Academic Specialist oversees curriculum, discipline, and special programs for the campus.

Campus Data and the rise in special education students and behavioral concerns proves the need for a behavioral interventionist. This additional position would allow students to receive behavioral support to ensure success in the classroom.

Demographics Strengths

Rowena Johnson Primary has many strengths. Some of the most notable demographic strengths include:

1. Highly qualified staff with minimal teacher/staff turnover which provides stability and on-going student support.
2. A supportive Parent/Teacher Organization (PTO) and vested stakeholders who serve in many capacities on campus.
3. Campus Attendance Rates is comparable to similar campuses across the state.
4. Numerous supportive community partners, businesses, and alumni families.
5. Students are valued by staff and make acceptable progress.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 78% of our student population is economically disadvantaged. This is an increase from the 74% economically disadvantaged percentage in 2023-24 school year. **Root Cause:** Our campus zoning includes a large number of lower income housing and poverty areas, which causes a deficit in school-readiness.

Problem Statement 2 (Prioritized): On the 2024 STAAR, 45% of Economically Disadvantaged students scored "Meets" in Reading. **Root Cause:** While this number increased from 38% in 2023, teachers still face the lack of family engagement and awareness regarding the importance of reading support in the home.

Problem Statement 3 (Prioritized): mClass/Amplify Data shows a high number of students scoring "well below" (red) level in their Composite score. **Root Cause:** Lack of phonemic awareness and experiences with text prior to Kindergarten.

Student Learning

Student Learning Summary

RJP will use the 2024 STAAR scores which include performance levels of Masters, Meets, Approaches and Did Not Meet Grade Level Performance to plan for instruction. Other methods of data collection such as the NWEA MAP assessments for Reading and Math, as well as the mClass/Amplify screener, will be used to help monitor and adjust the instruction and interventions. The Approaches, Meets, and Masters levels are all considered passing. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. The Masters category indicates that students have mastered course knowledge and skills and student is on track for college and/or career. For the current Texas Accountability System, the meets and masters categories are the main focus for RJP data analysis.

Sulphur Springs ISD implements a balanced approach to teaching literacy and growing readers. SSISD currently uses mClass /Amplify to determine student reading levels.

In the past, SSISD administered the TPRI to students K-3.

In 2021, we administered TPRI for Kindergarten-1st grade students to assess phonological awareness, phonics, and reading abilities. Beginning 2021-2022, we began to use mClass/Amplify to continue to minimize the percentage of students below reading grade level and to increase the percentage of students on or above reading grade level goals by the end of 3rd grade. Our reading goal is to have 80% of each grade level reading on specific reading level goals.

TPRI (% of students by reporting bands for each grade level)

2020-2021	Kindergarten		1st grade		2nd grade		3rd grade	
	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY
% students MASTER	0.0%	48%	14.7%	45%	17.0%	17%	23%	41%
% students MEETS	11.4%	28%	13.3%	14%	17.0%	17%	40%	36%
% students APPROACHES	27.3%	13%	13.3 %	24%	13.2%	11%	9%	9%
% students DOES NOT MEET +	25.0%	10%	24.0%	14%	20.8%	23%	24.4%	8%
% students DOES NOT MEET -	36.4%	2%	34.7%	3%	32.1%	6%	4.4%	5%

The mClass/Amplify DIBELS assessment for the 2022-23 year codes students as well below benchmark (red), below benchmark (yellow), at benchmark (green), and above benchmark (blue).

Kindergarten	BOY	64%	18%	4%	14%
	EOY	39%	17%	27%	17%

Kindergarten	BOY	64%	18%	4%	14%
1st grade	BOY	50%	23%	23%	4%
	EOY	44%	18%	25%	13%
2nd grade	BOY	53%	16%	19%	12%
	EOY	36%	22%	29%	13%
3rd grade	BOY	43%	19%	12%	26%
	EOY	42%	18%	14%	26%

The mClass/Amplify DIBELS assessment for the 2023-24 year codes students as well below benchmark (red), below benchmark (yellow), at benchmark (green), and above benchmark (blue).

Kindergarten	BOY	55	14	13	18
	EOY	21	14	26	39
1st grade	BOY	60	17	16	7
	EOY	38	23	16	23
2nd grade	BOY	59	9	18	14
	EOY	31	24	24	21
3rd grade	BOY	43	34	17	6
	EOY	36	21	20	23

2017-2018 STAAR	DID NOT MEET	APPROACHES	MEETS	MASTERS
All Students	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE
3 rd Reading	33%	67%	30%	19%
3 rd Math	41%	59%	27%	9%
2018-2019 STAAR	DID NOT MEET	APPROACHES	MEETS	MASTERS
All Students	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE
3 rd Reading	32%	68%	38%	21%
3 rd Math	37%	63%	31%	9%

2019-2020 STAAR	DID NOT MEET	APPROACHES	MEETS	MASTERS
All Students	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE
3 rd Reading	N/A	N/A	N/A	N/A
3 rd Math	N/A	N/A	N/A	N/A
2020-2021 STAAR	DID NOT MEET	APPROACHES	MEETS	MASTERS
All Students	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE
3 rd Reading	35%	65%	31%	17%
3 rd Math	44%	56%	21%	10%

2021-22 STAAR	DID NOT MEET	APPROACHES	MEETS	MASTERS
All Students	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE
3 rd Reading	21%	79%	43%	22%
3 rd Math	38%	62%	29%	12%

2022-23 STAAR	Did Not Meet Grade Level Performance	Approaches Grade Level Performance	Meets Grade Level Performance	Masters Grade Level Performance
All Students				
3rd Reading	30%	70%	45%	20%
3rd Math	21%	79%	56%	28%
2023-24 STAAR	Did Not Meet Grade Level Performance	Approaches Grade Level Performance	Meets Grade Level Performance	Masters Grade Level Performance
All Students				
3rd Reading	31%	69%	51%	9%
3rd Math	25%	75%	47%	17%

STAAR results are not available for the 2019-2020 school year. Due to the COVID-19 pandemic, the third grade reading and math tests were not administered.

Student Learning Strengths

- Rowena Johnson Primary uses data-driven decisions supported through the Effective Schools Framework to provide targeted instruction to meet individual student needs.
- The campus schedule allows for maximum learning time for all students during WIN intervention groups so that targeted interventions can be utilized.
- With guidance from the teachers, students set and track their own personal data for MAP testing, unit tests, and mClass/Amplify Benchmark tests.
- Our staff supports high expectations that all students can learn.
- High-yield instructional practices focus on individual needs and our educators understand the importance of individualized instruction.
- RJP employs a math interventionist and reading interventionist to provide targeted math and reading support to maximize student growth.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on the mClass/Amplify DIBELS benchmark given at the beginning of the 2024 school year, only 30% of Kindergarten students began the school year at grade level in reading. **Root Cause:** Students lack phonemic awareness and experiences with text prior to Kindergarten.

Problem Statement 2 (Prioritized): On 2023-24 STAAR, 51% of 3rd grade students scored "Meets" Grade level in Reading and 9% of 3rd grade students scored "Masters" Grade level in Reading. **Root Cause:** 3rd grade students lack educational opportunities with text at an early age that causes delays in student achievement.

School Processes & Programs

School Processes & Programs Summary

Students are encouraged and challenged to meet their full educational potential through vertically-aligned and TEKS-based curriculum. The curriculum includes depth and rigor to involve all students in learning opportunities. Supplemental programs and student opportunities in reading, math, writing, science, and social studies, as well as Elementary Summer School and after-school tutoring for those who are performing below grade level in reading, is provided. An engaging and rigorous instructional program that includes resources for math and reading is utilized daily. Sharon Wells Math, Pearlized Math, and Amplify are implemented with training opportunities to ensure fidelity. Teachers are self-contained for grades Kindergarten to 2nd grade to allow for less interruptions.

Rowena Johnson Primary PLCs meet weekly for ninety minutes. Campus staff collaborates with the district Curriculum Department to develop formative and summative assessment tools that are used to measure student growth and success. Teachers have direct input through the district's professional learning environment model to affect and guide district and campus assessment practices. Assessment data is analyzed for purposes of specific, targeted instruction for differentiation and to drive the instruction. Additional data is obtained and disaggregated to drive instructional practices to promote student achievement. The data obtained from the CogAT is used to help in determining eligibility for the Gifted and Talented program; serves as good predictors of success in school; and estimates the student's reasoning and problem-solving abilities, which is administered to Kindergarten-2nd grade students.

The Mission Statement for Sulphur Springs ISD promotes personal growth and lifelong learning. Instructional staff will participate in training based on their own learning needs as well as the needs of all students. Training on instructional strategies and technology integration is offered. All teachers and campus administrators are receiving on-going training in PBIS, which promotes building relational capacity with students, staff, and stakeholders. Through our Effective Schools Framework, specific lesson observation and re-teach observations will provide needed feedback for teachers to further promote targeted instructional practices for all students.

Highly qualified and certified instructional staff will participate in training to utilize technology to meet the needs of all students. Technology training includes but is not limited to: NewLine boards, iPads, Chromebooks, and software programs. Faculty/staff will be proficient in using the Skyward and Eduphoria systems. The district technology initiative for a 1:1 student and device ratio continues through the district's ongoing purchase plan for iPads.

RJP implements the Response to Intervention (RtI) process to identify, intervene, and monitor students who are struggling academically and/or behaviorally to ensure that all students reach their full potential.

Critical instructional and assessment programs will continue. Many of these are supplemental programs are funded through federal funding or special state allotments. Critical programs include Amplify, IXL, CogAT, and Prodigy.

Rowena Johnson Primary is committed to hiring and retaining highly-qualified teachers. Support systems, such as SSISD's New Teacher Academy as well as RJP's New Teacher Mentor Program are implemented to support new teachers. PLCs and mentoring will equip all teachers to be successful educators.

School Processes & Programs Strengths

Rowena Johnson Primary has identified the following strengths in school processes and programs:

- Campus wide implementation of PBIS to build positive relational capacity with all staff, students, and stakeholders.
- PLCs effectively analyze student performance data to maximize learning opportunities.
- What I Need (WIN) time provides efficient and effective interventions and enrichment for all students each day. This intervention time built into the school day will allow performance gaps to be lessened effectively and efficiently.
- All content area PLCs report strong skills for designing and implementing campus curriculum and assessments.

- Teachers and staff demonstrate a commitment to use data driven instruction with a focus on effective instructional strategies to teach content.
- Teacher and staff are committed to building relationships with students and staff.
- 100% of teachers participated in professional development opportunities focused on the content taught.
- On-going communication with campus stakeholders through our Campus Site-Based Team.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): New and inexperienced teachers are not equipped with behavioral processes to adequately ensure student management issues. **Root Cause:** We have a new system for building relationships and managing behaviors by using the PBIS system. It takes time to implement and practice new strategies.

Problem Statement 2 (Prioritized): 11/16 teachers are new to using the Pearl/Sharon Wells math curriculum. Returning teachers are in their second year using the Amplify Reading curriculum. **Root Cause:** 4/16 general education teachers are brand new to the Reading curriculum and did not receive training during the summer prior to the school year.

Perceptions

Perceptions Summary

In alignment with the beliefs of SSISD, one of the core beliefs at RJP is students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. The staff works very hard at maintaining a culture of high expectations for student learning. RJP is committed to narrowing the performance gaps among all student groups, and particularly the Economically Disadvantaged, African American, and SPED student populations. With this in mind, the message that the entire staff is asked to constantly convey to students, parents, and community members is to show ownership for students - ALL students. The staff (teachers and instructional aides included) take students where they are and immediately begin to move them as quickly and as far as possible.

RJP Climate Staff Survey indicates a strong emphasis is placed on high expectations and an aligned curriculum. Also, students are able to get extra help and teachers and staff believe all students can learn. Our staff feels appreciated for their work and receive appropriate feedback for their instruction. Some areas to focus on this year include ESF Lever 4.1 "High-Quality Instructional Materials" and 5.2 "Observation/Feedback".

Rowena Johnson Primary places a priority on building a climate and culture focused on building relationships and a sense of community among teachers, staff, students, and parents. Communication is key to parent involvement. Typical methods of communication include: student conduct cards, student folders, notes home, contact by the teacher, contact by the school administrators and secretary, Skyward emails, RJP Facebook, Remind, RJP website, SSISD Facebook, Blackboard Connect.

Our campus welcomes both parent and community volunteers through our Parent/Teacher Organization (PTO), our Book Buddies from the First United Methodist Church, and our Support our Campus and Kids (SOCK) from Clayton Homes. Typical methods of communication include: Take-Home Folders, nine-week calendar/conduct card, notes home, contact by the teacher, contact by the school administrators and secretary, Skyward emails with weekly Parent Newsletter, Rowena Primary Facebook, SSISD Facebook, Remind, Blackboard Connect, and our RJP Marquee.

We ensure student safety through our district-wide safety initiatives including our Emergency Preparedness Manual Log. Our district policy and Bully reporting system reinforces safety for all.

Perceptions Strengths

Strengths in the Data Analysis Area of Perceptions:

1) Parents and staff agree that the school is a safe environment for children.

- 2) Parents agree that campus staff genuinely care about students and their futures.
- 3) Parents agree that campus staff treat children with respect and dignity.
- 4) Parents and staff agrees that academic achievement is a top priority at Rowena Johnson Primary.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Instructional time is sometimes interrupted by behavioral needs. Some teachers are limited in their ability to find a way to handle students who have more severe behavioral needs. **Root Cause:** Teachers need more training in PBIS so they can maximize their effectiveness during instruction.

Problem Statement 2 (Prioritized): Some parents are not cognizant of weak areas in their child's learning and/or are reluctant to partner with the school in the education of their child. **Root Cause:** Parents feel under-qualified to help their child with homework and deficits in academic learning. Some parents reported in the latest parent survey that they will like a "how-to" meeting in regards to homework and helping their child if they are below grade level.

Priority Problem Statements

Problem Statement 1: Based on the mClass/Amplify DIBELS benchmark given at the beginning of the 2024 school year, only 30% of Kindergarten students began the school year at grade level in reading.

Root Cause 1: Students lack phonemic awareness and experiences with text prior to Kindergarten.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: On 2023-24 STAAR, 51% of 3rd grade students scored "Meets" Grade level in Reading and 9% of 3rd grade students scored "Masters" Grade level in Reading.

Root Cause 2: 3rd grade students lack educational opportunities with text at an early age that causes delays in student achievement.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 78% of our student population is economically disadvantaged. This is an increase from the 74% economically disadvantaged percentage in 2023-24 school year.

Root Cause 3: Our campus zoning includes a large number of lower income housing and poverty areas, which causes a deficit in school-readiness.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Instructional time is sometimes interrupted by behavioral needs. Some teachers are limited in their ability to find a way to handle students who have more severe behavioral needs.

Root Cause 4: Teachers need more training in PBIS so they can maximize their effectiveness during instruction.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: On the 2024 STAAR, 45% of Economically Disadvantaged students scored "Meets" in Reading.

Root Cause 5: While this number increased from 38% in 2023, teachers still face the lack of family engagement and awareness regarding the importance of reading support in the home.

Problem Statement 5 Areas: Demographics

Problem Statement 6: mClass/Amplify Data shows a high number of students scoring "well below" (red) level in their Composite score.

Root Cause 6: Lack of phonemic awareness and experiences with text prior to Kindergarten.

Problem Statement 6 Areas: Demographics

Problem Statement 7: New and inexperienced teachers are not equipped with behavioral processes to adequately ensure student management issues.

Root Cause 7: We have a new system for building relationships and managing behaviors by using the PBIS system. It takes time to implement and practice new strategies.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Some parents are not cognizant of weak areas in their child's learning and/or are reluctant to partner with the school in the education of their child.

Root Cause 8: Parents feel under-qualified to help their child with homework and deficits in academic learning. Some parents reported in the latest parent survey that they will like a "how-to" meeting in regards to homework and helping their child if they are below grade level.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: 11/16 teachers are new to using the Pearl/Sharon Wells math curriculum. Returning teachers are in their second year using the Amplify Reading curriculum.

Root Cause 9: 4/16 general education teachers are brand new to the Reading curriculum and did not receive training during the summer prior to the school year.

Problem Statement 9 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- 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
- 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment data

- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Goal 1: Sulphur Springs ISD will provide meaningful, relevant and innovative learning experiences for all students.

Performance Objective 1: 70% of all students will read on level by third grade according to end of year mClass/Amplify benchmark testing.

High Priority

Evaluation Data Sources: EOY mClass/Amplify testing in May 2025.

Strategy 1 Details	Reviews			
Strategy 1: Continued use of Amplify reading curriculum. (Title I SW: 2,8,9) (Target Group: All, At risk, Dyslexia) (NCLB: 1) Strategy's Expected Result/Impact: Teachers will increase rigor in the classroom and will provide quality reading instruction and practice. The expected impact will be for student reading levels and overall proficiency to increase by May 2025. Staff Responsible for Monitoring: Principal Academic Specialist Literacy Support Specialist Special Education Teachers ELAR Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: IXL - 211 Title I, Part A, Amplify - 211 Title I, Part A	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details		Reviews			
Strategy 2: Classroom teachers and principals will deepen their understanding of and ability to address the specific academic needs of all student groups. Strategy's Expected Result/Impact: Increase in student's academic achievement as demonstrated by: (1) the use of data assessment from the Universal Reading Screener (2) teacher implementation of IXL computer program as an intervention to student needs (3) the use of Amplify data and Amplify interventions (4) Utilize the District Primary Literacy Coach to support ELAR instructional practices (5) Instruction delivery through 1:1 I-pad initiative (6) the use of master scheduling for optimum classroom instruction time Staff Responsible for Monitoring: Principal Academic Specialist Literacy Support Math Interventionist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Salary - 199 General Fund, Salary - 211 Title I, Part A		Formative			Summative
		Nov	Feb	Apr	June
Strategy 3 Details		Reviews			
Strategy 3: The Instructional Leadership Team (ILT) will complete walkthroughs and provide weekly feedback to support high-yield instructional practices. Strategy's Expected Result/Impact: Academic Growth in all student populations Staff Responsible for Monitoring: Principal Academic Specialist ILT team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 1: Sulphur Springs ISD will provide meaningful, relevant and innovative learning experiences for all students.

Performance Objective 2: With a focus on rigor in the classroom, 90% of all student groups will score at Approaches or higher on district level assessments.

High Priority
Evaluation Data Sources: District Based Assessments

Strategy 1 Details	Reviews			
Strategy 1: (1) Provide supplementary services; including but not limited to IXL, Amplify Intervention, Do the Math to increase the academic achievement of special student populations in all core content areas by end of year. Strategy's Expected Result/Impact: All student sub-populations will increase their academic achievement according to EOY campus and district assessments. Staff Responsible for Monitoring: Principal Academic Specialist Literacy Support Math Interventionist Resource teachers Paraprofessionals Classroom Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: CogAT - 288 Title IV, Part A, Summer Acceleration - 199 PIC 30 State Comp Ed, Title IA, Schoolwide, SuccessEd - 211 Title I, Part A	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: 2) Use variety of data measures including Amplify and math 6-week Benchmarks to develop instructional groups for WIN time based on varying levels of student intervention needs for reading and math. Strategy's Expected Result/Impact: Students will receive targeted instruction in a small group setting allowing interventions to be achieved for all students. Staff Responsible for Monitoring: Principal Academic Specialist Literacy Support Specialist Math Intervention Specialist Paraprofessionals Classroom Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 1: Sulphur Springs ISD will provide meaningful, relevant and innovative learning experiences for all students.

Performance Objective 3: With a focus on rigor in classroom instruction, student achievement will increase to 90% Approaches, 60% Meets, and 30% Masters in the "All student" groups on the 2024-25 STAAR.

High Priority
Evaluation Data Sources: 2024-25 STAAR results

Strategy 1 Details		Reviews			
Strategy 1: 3rd grade classroom teachers and support staff will ensure that quality instruction is maintained in the classroom as well as WIN intervention time. Strategy's Expected Result/Impact: Teachers and Interventionists will differentiate instruction based on data and student need. Student achievement will increase to 90% Approaches, 60% Meets, 30% Masters on STAAR. Staff Responsible for Monitoring: Principal Academic Specialist Classroom teachers Math Interventionist Paraprofessionals Literacy Support Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Formative			Summative
		Nov	Feb	Apr	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>					

Goal 1: Sulphur Springs ISD will provide meaningful, relevant and innovative learning experiences for all students.

Performance Objective 4: Students will set academic goals and track their own progress using an individualized Data Folder.

Evaluation Data Sources: Goal-setting folders, data discussions

Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide a data folder and data collection forms for students to use. Goals will be set by students, with the help of the teacher, and the data folders will be utilized before and after unit tests, MAP assessments, and Amplify/mClass benchmark testing. Strategy's Expected Result/Impact: Students will become goal setting oriented and maintain high expectations for learning. Staff Responsible for Monitoring: Teachers Principal Academic Specialist	Formative			Summative
	Nov	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 2: SSISD will ensure a physically and emotionally safe environment for our students.

Performance Objective 1: During the 2024-25 school year, RJP will sustain a focus on maintaining safety as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Sources: Emergency Preparedness Manual Log

Strategy 1 Details	Reviews			
Strategy 1: Continue utilizing the safety support systems, including but not limited to the school officer, safety drills, the Raptor System, security cameras, two-way radios, and Emergency Preparedness Plan. Strategy's Expected Result/Impact: To ensure 100% safe and secure campus for all students and staff. Staff Responsible for Monitoring: Principal Campus Security Officer	Formative			Summative
	Nov	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				





Goal 2: SSISD will ensure a physically and emotionally safe environment for our students.

Performance Objective 2: Utilize programs that increase the percentage of time spent with students regarding academic, social, and mental health needs by 5%.

High Priority

Evaluation Data Sources: Counseling logs, Office referral data, Behavioral Support documentation

Strategy 1 Details	Reviews			
Strategy 1: Training on the implementation of the PBIS system school wide, as well as other campus behavior incentives for all grade levels. Strategy's Expected Result/Impact: Increase in an overall safe and secure campus, increase positive learning environments through PBIS, while decreasing office referrals. Staff Responsible for Monitoring: Principal Counselor Process Champions Classroom Teachers Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Funding Sources: CIS - 199 General Fund	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide targeted support for Social Emotional Learning (SEL) campus wide including all stakeholders. Strategy's Expected Result/Impact: Through a variety of SEL activities highlighted and organized by the campus counselor and principal along with support from the CIS Liaison, all stakeholders will receive adequate SEL assistance. Staff Responsible for Monitoring: Principal Counselor Communities in Schools (CIS) Social Worker Funding Sources: CIS - 199 PIC 24 State Comp Ed, Accelerated Ed	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Utilize district Communities in Schools to surround students with a community of support, empowering them to stay in school and achieve in life. Targeted areas to increase success in school are academics, attendance, and behavior. Strategy's Expected Result/Impact: To offer community support to At Risk students, students and families in poverty, and students struggling with attendance, academics, and behavior. Staff Responsible for Monitoring: CIS Worker Principal	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Facilities, classrooms, and guidance that equip students to pursue their passions and fulfill their needs will be provided. Strategy's Expected Result/Impact: Recruit, support, retain teachers and principals Improve low-performing schools Staff Responsible for Monitoring: Principal Academic Specialist TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Sulphur Springs ISD will attract, recruit, and retain highly qualified professional staff by providing a culture of ongoing learning and continuous growth.

Performance Objective 1: RJP will mentor, coach, and retain highly qualified and exceptionally trained staff. RJP will strive to decrease the turnover rate for non-retirees.

High Priority
Evaluation Data Sources: Teacher Certification Data, retention rate, STRIVE feedback

Strategy 1 Details	Reviews			
Strategy 1: New Teachers with 0-1 years experience will participate in the New Teacher Mentor Program. Strategy's Expected Result/Impact: Teacher retention will improve, tools are provided for success, improve students learning Staff Responsible for Monitoring: Principal Academic Specialist Mentors Director of Professional Learning Assistant Superintendent Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide staff with appropriate professional development opportunities to ensure effective delivery of instructional strategies for academic achievement in all content areas and increase knowledge of grade-level curriculum. Strategy's Expected Result/Impact: Staff members will be trained effectively and efficiently use the campus designed instructional delivery process to reach all students. Staff Responsible for Monitoring: Principal Academic Specialist Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Feb	Apr	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

Goal 3: Sulphur Springs ISD will attract, recruit, and retain highly qualified professional staff by providing a culture of ongoing learning and continuous growth.

Performance Objective 2: Teachers will be provided high quality/research based professional development opportunities to 100% of teachers and administrators

High Priority
Evaluation Data Sources: Curriculum and Instructional Department Training Logs

Strategy 1 Details	Reviews			
Strategy 1: Meaningful professional development opportunities will be made available to new and veteran teachers to ensure success in classroom management, data keeping/analysis and instructional strategies. Strategy's Expected Result/Impact: Quality professional development on T-TESS goals Staff Responsible for Monitoring: Principal Academic Specialist Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Complete individualized training based on teacher's specific needs Strategy's Expected Result/Impact: Increase teacher instructional knowledge and ability within their content area as well as classroom management skills Staff Responsible for Monitoring: Principal Academic Specialist	Formative			Summative
	Nov	Feb	Apr	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

Goal 4: Sulphur Springs ISD will enhance the learner experience through community partnerships and interactive communication with all stakeholders.

Performance Objective 1: RJP will effectively communicate meaningful information to ensure the community of stakeholders is well informed.

Evaluation Data Sources: RJP Parent and Staff Surveys

Strategy 1 Details		Reviews			
Strategy 1: Campus will continue providing multiple opportunities for parents and community members to volunteer and participate in campus activities funded through Parent and Family Engagement Budget. Strategy's Expected Result/Impact: Increase in overall support and positive interaction with all stakeholders. Staff Responsible for Monitoring: Principal Academic Specialist Counselor Title I: 4.1, 4.2 Funding Sources: Blackboard Connect - 211 Title I, Part A, PFE - 211 Title I, Part A		Formative			Summative
		Nov	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>					

Goal 4: Sulphur Springs ISD will enhance the learner experience through community partnerships and interactive communication with all stakeholders.

Performance Objective 2: Students will be provided with opportunities to pursue their passion in partnership with families and community.

High Priority
Evaluation Data Sources: Community and parent involvement sign-in sheets

Strategy 1 Details	Reviews			
Strategy 1: Teachers utilize parent volunteers and involvement during the culmination of their Amplify unit celebrations. Strategy's Expected Result/Impact: Increase student opportunities and family/community support. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: A volunteer program that engages families and community will be established. Strategy's Expected Result/Impact: Increase in parent and community involvement. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Feb	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

Goal 5: We will ensure fiscal accountability through transparency with our stakeholders.

Performance Objective 1: RJP will allocate funds for professional development to improve staff competencies and student outcomes.

Evaluation Data Sources: Evaluate the impact of PD training on teacher effectiveness and student achievement through walkthrough and observation data.

Strategy 1 Details	Reviews			
Strategy 1: School Improvement budget money will be used in partnership with Region 8 TIL to access consultants that will partner with the campus to provide coaching, training, and mentorship. Strategy's Expected Result/Impact: Teachers will become better equipped to provide quality instruction by use of district-chosen curriculum. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: RJP will partner with Texas Lesson Study for PLC guidance in the areas of lesson planning and data-driven instruction. Strategy's Expected Result/Impact: Teachers will make data-driven decisions to guide instruction. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Feb	Apr	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> Continue/Modify <div><div><div></div></div><div></div></div> Discontinue				

Goal 6: We will monitor, project and plan for district facility needs.

Performance Objective 1: We will develop a plan for regular maintenance and upkeep of school facilities.

Evaluation Data Sources: Ensure that funds are allocated for unexpected repairs or emergencies.

Strategy 1 Details	Reviews			
Strategy 1: Staff will use the Eduphoria HelpDesk app to log work orders that involve the upkeep and functioning of the school building. Strategy's Expected Result/Impact: Repairs will be done in a timely manner to ensure the building is given the attention necessary to keep it functioning properly. Staff Responsible for Monitoring: Principal Secretary Classroom teachers	Formative			Summative
	Nov	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

State Compensatory

Budget for Rowena Johnson Primary

Total SCE Funds: \$120,435.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

State Compensatory Education funds students at risk of dropping out of school. Instructional aides and interventionists are hired at each level to help provide learning support for at-risk students. In addition, Communities in Schools is supported by SCE in order to provide social work support to the At-Risk students on all campuses.

Personnel for Rowena Johnson Primary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Allison Miesse	Behavior Interventionist	1
Pam Hooten	Academic Paraprofessional	1

Title I

1.1: Comprehensive Needs Assessment

The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards and any other actors as determined y the Local Educational Agency (LEA).

The Campus Needs Assessment was reviewed and revised on September 28, 2023.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessional present in the school, administrators (including administrators of programs described in other parts of this title). the local educational agency to the extent feasible, tribes and tribal organizations, present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school.

2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.

2.3: Available to parents and community in an understandable format and language

The CIP is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

The Campus Improvement Plan is available on the Sulphur Springs ISD website as well as the RJP campus web page.

It is available in English and Spanish.

2.4: Opportunities for all children to meet State standards

Schoolwide Reform Strategies that the school will be implementing to address school needs, including a description of how such strategies: i. will provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards.

2.5: Increased learning time and well-rounded education

Schoolwide Reform Strategies that the school will be implementing to address school needs, including a description of how such strategies: ii. will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

2.6: Address needs of all students, particularly at-risk

Schoolwide Reform Strategies that the school will be implementing to address school needs, including a description of how such strategies: iii. will address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

3.1: Annually evaluate the schoolwide plan

An annual evaluation will be conducted at the end of the year. The data will be reviewed and shared with all stakeholders. Student data will be collected from scores that are obtained from the State of Texas Assessments of Academic Readiness (STAAR), Amplify m-Class, and NWEA MAP to determine the progress of our campus objectives and strategies.

4.1: Develop and distribute Parent and Family Engagement Policy

Campuses shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. The campus must provide a list of the individuals and their roles who assisted with the development of Parent and Family Engagement Policy.

The Parent and Family Engagement Policy is distributed in the first six weeks each school year.

The Parent and Family Engagement Policy was distributed in English and Spanish.

4.2: Offer flexible number of parent involvement meetings

Campus shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement. Rowena Johnson Primary provides numerous opportunities for Parent and Family Engagement participation.

- Meet the Teacher/Welcome the Wildcats
- Campus Advisory Council
- Parent Committee Meeting
- Literacy Nights
- Math/Science Nights
- Fall & Spring Parent Conferences

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Deloris Smith	Academic Paraprofessional	Title 1 Schoolwide	1
Jurreka Timmons	Academic Paraprofessional	Title 1 Schoolwide	1
Kim Gillem	Math Specialist	Title 1 Schoolwide	1
Mindy Page	Literacy Support	Title 1 Schoolwide	1
Misty Cline	Academic paraprofessional	Title 1 Schoolwide	1
Nadia Orozco	Academic Paraprofessional	Title I Schoolwide	1
Rachel Kistler	Academic Specialist	Title 1 Schoolwide	1

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Salary		\$0.00
2	2	1	CIS		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$41,000.00
+/- Difference					\$41,000.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	IXL		\$0.00
1	1	1	Amplify		\$0.00
1	1	2	Salary		\$0.00
1	2	1	SuccessEd		\$0.00
4	1	1	Blackboard Connect		\$0.00
4	1	1	PFE		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$243,100.00
+/- Difference					\$243,100.00
288 Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	CogAT		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,637.00
+/- Difference					\$3,637.00
Grand Total Budgeted					\$287,737.00
Grand Total Spent					\$0.00
+/- Difference					\$287,737.00

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the campus/district's ability to focus on a limited number of targeted initiatives in this improvement plan, the campus/district will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the Person Responsible will report progress to the campus/district site-based committee.

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
1. Bullying <ul style="list-style-type: none"> Prevention, identification, response to and reporting of bullying or-bully-like behavior 	Board Policy FFI(Local) TEC 11.252(a)(3)(E)	Campus Principals	Student Handbook, 806Tech Bully Reporter, Skyward
2. Coordinated Health Program <ul style="list-style-type: none"> Student fitness assessment data Student academic performance data Student attendance rates Percentage of students who are Economically Disadvantaged Use and success of methods of physical activity Other indicators 	TEC 11.253(d) Board Policy FFA(Local)	Assistant Superintendent for Elementary Education, Assistant Superintendent for Secondary Education	Office of Assistant Superintendents, Eduphoria, Skyward, SHAC Minutes
3. DAEP Requirements <ul style="list-style-type: none"> Student groups served – monitoring over-representation Attendance rates Pre- and post- assessment results Dropout rates Graduation rates Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Campus Principal	AAC Office

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
4. District's Decision-Making and Planning Policies <ul style="list-style-type: none"> Evaluation – every two years 	TEC 11.252(d)	Assistant Superintendent for Secondary Education	Office of Superintendent, DAC Minutes
5. Dropout Prevention	TEC 11.252	Assistant Superintendent for Secondary Education	State and Federal Programs Office
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Director of Special Services	Office of Special Services
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> An identification and recruitment plan New Generation System (NGS) Early Childhood Education Parental Involvement Graduation Enhancement Secondary Credit Exchange and Accrual Migrant Services Coordination A priority services action plan with instructional interventions based upon disaggregated migrant student data 	P.L. 107-110, Section 1415(b)	Director of Bilingual and ESL Education	Office of Director
8. Pregnancy Related Services <ul style="list-style-type: none"> District-wide procedures for campuses, as applicable 		High School Counselors	High School Office
9. Post-Secondary Preparedness/Higher Ed Information/Career Education	TEC 11.252(4) TEC 11.252(3)(G)	Director of College and Career Readiness	District Improvement Plan Goal 1

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
<ul style="list-style-type: none"> Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> Higher education admissions and financial aid, including sources of information TEXAS grant program Teach for Texas grant programs The need to make informed curriculum choices for beyond high school Sources of information on higher education admissions and financial aid Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 			
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <ul style="list-style-type: none"> Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers Ensuring that teachers are receiving high-quality professional development Attracting and retaining certified, highly effective teachers 	ESSA	Assistant Superintendent for Human Resources	District Improvement Plan Goal 3
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9) Board Policy FFG(Exhibit)	Assistant Superintendent for Elementary Education, Assistant	Student Handbooks, Employee Handbook

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
		Superintendent for Secondary Education	
12. Student Welfare: Crisis Intervention Programs & Training <ul style="list-style-type: none"> District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> Early mental health intervention Mental health promotion and positive youth development Substance abuse prevention Substance abuse intervention Suicide prevention and suicide prevention parent/guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel. 	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal)	Assistant Superintendent for Elementary Education	Student Handbooks
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> Methods for addressing <ul style="list-style-type: none"> Suicide prevention including parent/guardian notification procedure Conflict resolution programs Violence prevention and intervention programs Unwanted physical or verbal aggression Sexual harassment Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) Board Policy FFH(Legal), FFH(Local) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Assistant Superintendent for Secondary Education	Student Handbooks, Code of Conduct
14. Texas Behavior Support Initiative (TBSI)	TEC 21.451(d)(2) Board Policy DMA(Legal)	Director of Special Services	Office of Special Services

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
<ul style="list-style-type: none"> • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 			
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Director of Curriculum and Instruction	Office of Director, Eduphoria

Early Childhood Literacy Progress Measure 1

EXAMPLE: The percent of PreK students that score on grade level or above in Cognitive Skills and Language Skills on the LAP-3 will increase from 77% and 65% to 85% and 75% by June 2024.

Yearly Target Goals

Cog
Lang

2020			2021			2022		2023		2024	
BOY	MOY	EOY	62%	73%	77%	XX%	80%	XX%	83%	XX%	85%
			47%	55%	65%	XX%	68%	XX%	71%	XX%	75%

Early Childhood Literacy Progress Measure 2

EXAMPLE: The percent of K, 1st, and 2nd grade students that score on grade level or above in Reading on the M-Class (was TPRI) will increase from XX% to XX% by June 2024.

Yearly Target Goals

K
1st
2nd
3rd

2020	2021	2022	2023	2024
XX%	78%	83%	87%	90%
XX%	67%	83%	87%	90%
XX%	67%	83%	87%	90%
XX%	76%	83%	87%	90%

Early Childhood Literacy Progress Measure 3

The percent of 2nd and 3rd grade students that score on level or above in Reading on the Reading A to Z benchmark assessments will increase from 73% to 90% by June 2024.

Yearly Target Goals

2nd
3rd

2020	2021	2022	2023	2024
	80% (80%)	83%	87%	90%
76%	80% (78%)	83%	87%	90%

On Grade Level Readers (non SPED) + SPED Students not on Grade level

Total Studnets

227 + 28

317

227 On Grade level
90 not on Grade level
28 of them SPED

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 35% to 50% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
38%	41% (20%)	44%	47%	50%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	18%	33%	42%					22%	30%		31%	38%	36%
2021	21% (15%)	35% (10%)	46% (25%)					26% (0%)	33% (11%)		34% (10%)	41%	39%
2022	24%	37%	50%					30%	36%		38%	44%	42%
2023	27%	39%	55%					33%	39%		41%	47%	45%
2024	31%	41%	60%					36%	42%		44%	50%	48%

All

Std.	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%
2019	35%	15%	31%	38%					18%	27%		28%	35%	33%

9/30/2019 Presented to the board in a workshop

10/7/2019 Reviewed Early Childhood Math Goals with Iron Team

11/11/2019 Shared with Board work done by Iron Team on ECM Goals - Not complete at this time

Early Childhood Math Progress Measure 3

EXAMPLE: The percent of **1st grade** students that score **75%** or above in math on the **Computational Fluency Screener** (Monitor MOY, goal set for EOY) will increase from 63% to 80% by June 2024.

Yearly Target Goals

2020			2021			2022			2023			2024		
Goal 66%	MOY	EOY	69%	17%	40%	73%	xx%	76%		xx%		80%	xx%	xx%

Early Childhood Math Progress Measure 3

EXAMPLE: The percent of **2nd grade** students that score **75%** or above in math on the **Computational Fluency Screener** (Monitor MOY, goal set for EOY) will increase from 52% to 60% by June 2024.

Yearly Target Goals

2020			2021		2022			2023			2024		
Goal	MOY	EOY	16%*	52%*	55%	xx%	xx%	58%	xx%	xx%	60%	xx%	xx%

*Actual

Early Childhood Math Progress Measure 3

EXAMPLE: The percent of **3rd grade** students that score **75%** or above in math on the **Computational Fluency Screener** will increase from 44% to 60% by June 2024.

Yearly Target Goals

2020		2021			2022			2023			2024		
Goal 47%	MOY	EOY	50%	24%	37%	53%	xx%	56%	xx%		60%	xx%	xx%