

# Sulphur Springs Independent School District

## Travis Primary

### 2025-2026 Campus Improvement Plan

**Accountability Rating: B**

**Distinction Designation**

Academic Achievement in English Language Arts/Reading

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



**Board Approval Date:** October 13, 2025

**Public Presentation Date:** October 16, 2025

# Mission Statement

Sulphur Springs ISD Mission Statement (Why do we exist?)

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

In partnership with families and our community, we provide opportunities for ALL students to attain personal growth and become lifelong learners.

## Vision

Sulphur Springs ISD Vision Statement (What kind of school do we hope to become?)

Developing Confident Lifelong Learners

## Value Statement

SSISD Core Belief Statements (What do we believe as a district?)

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.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Travis Primary is a Kindergarten through third grade Title I campus in the Sulphur Springs ISD which serves 242 students and is located in Hopkins County, Texas. The campus has a total classroom count of 16 and is the designated Dual Language Enrichment (DLE) campus for the district serving all bilingual students in a two-way program. The 16 two-way DLE classrooms are comprised of native Spanish speakers and native English speakers. Travis Primary serves an ethnically diverse student population with economically disadvantaged and at-risk student populations higher than state averages. Travis Primary views the ethnic diversity of its student population as a strength that enriches learning opportunities for all students.

Travis Primary Ethnic Distribution and Sub-Demographics

Ethnic Distribution	Percent		Sub-Demographic	Percent
African American	2%		Economically Disadvantaged	56%
Hispanic	80%		English Language Learners	68%
White	18%		At-Risk	80%
American Indian	0%		Gifted and Talented	7%
Asian	0%		Special Education	12%
Pacific Islander	0%			
Two or More Races	0%			

Travis Primary's staff consists of 23 highly qualified, certified teachers that includes our Literacy Support Specialist, Math Interventionist, Dyslexia teacher, PE teacher, Music teacher and Counselor. Five paraprofessionals provide instructional support and intervention for our students. Travis shares a bilingual Special Education teacher who travels to Sulphur Springs Elementary School daily to provide instruction to students. Our office personnel consists of our campus secretary, academic secretary, academic specialist and principal. All staff members work diligently to provide high-quality instruction and daily support to the students of Travis Primary. This is made possible by an attendance rate higher than the state and district rates. The campus attributes this achievement to a strong partnership with parents and a focus on student-centered education.

Travis Yearly Attendance

	2019- 2020	2020- 2021	2021-2022	2022- 2023	2023 - 2024	2024 - 2025
All Students	97.4%	96.7%	95.4%	96%	97.1%	95.6%

The campus utilizes state compensatory and federal Title funding to provide supplementary services that 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 Travis Primary students reach their fullest potential.

### **Demographics Strengths**

Travis Primary has many strengths. Some of the most notable demographics strengths include:

1. We have many supportive parents and students who are committed to success and a strong Parent/Teacher Organization (PTO).
2. Strong school-home connections are maintained with families for multiple years.
3. We have a highly-qualified staff with minimal turnover.
4. Students at Travis Primary are very accepting of new students regardless of race or ethnicity.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Only 42% of 3rd grade Economically Disadvantaged students scored Meets or above on the 2024-2025 Math STAAR test.

**Root Cause:** Teachers need curriculum materials at the level of rigor of the STAAR test.

**Problem Statement 2 (Prioritized):** 41% of 3rd grade Hispanic students scored Meets or above on the 2024-2025 Math STAAR test.

**Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

**Problem Statement 3 (Prioritized):** 61% of Hispanic students scored Meets or above on the 2024-2025 STAAR Reading.

**Root Cause:** Spanish materials have been limited and not as readily available as English materials.

# Student Learning

## Student Learning Summary

The State of Texas Assessment of Academic Readiness (STAAR) program was implemented in 2012 and includes annual assessments in reading, mathematics, writing, science, and social studies for grades 3-12. In addition to STAAR testing for third grade students, Travis Primary students are assessed in math and reading with assessments provided in the Bluebonnet Learning curriculum. Emergent Bilingual (EB) students are assessed with the Texas English Language Proficiency Assessment System (TELPAS). Results are disaggregated and used to measure progress as well as drive instruction. Individual students' data is used to differentiate individual instruction, and measure the success of interventions.

Travis utilizes mCLASS for English and Lectura for Spanish to assess the many components of reading to help determine which students are in need of intervention and which students are in need of enrichment services. Our goals are to minimize the percentage of students who score Well Below Benchmark or Below Benchmark and to increase the percentage of students who score At Benchmark or Above Benchmark on mCLASS in English and Lectura in Spanish..

### mCLASS (% of students by reporting category for each grade level in English)

<b>2022-2023</b>	<b>Kindergarten BOY</b>	<b>EOY</b>	<b>1st Grade BOY</b>	<b>EOY</b>	<b>2nd Grade BOY</b>	<b>EOY</b>	<b>3rd Grade BOY</b>	<b>EOY</b>
% Above Benchmark	24%	31%	17%	47%	26%	24%	5%	44%
% At Benchmark	26%	30%	37%	25%	26%	40%	54%	19%
% Below Benchmark	21%	21%	29%	19%	14%	18%	23%	22%
% Well Below Benchmark	29%	18%	17%	9%	34%	18%	18%	15%
<b>2023-2024</b>	<b>Kindergarten BOY</b>	<b>EOY</b>	<b>1st Grade BOY</b>	<b>EOY</b>	<b>2nd Grade BOY</b>	<b>EOY</b>	<b>3rd Grade BOY</b>	<b>EOY</b>
% Above Benchmark	41%	72%	21%	34%	23%	41%	NA	NA
% At Benchmark	23%	14%	21%	38%	39%	29%	NA	NA
% Below Benchmark	9%	0%	27%	6%	19%	12%	NA	NA
% Well Below Benchmark	27%	14%	31%	22%	19%	18%	NA	NA
<b>2024-2025</b>	<b>Kindergarten BOY</b>	<b>EOY</b>	<b>1st Grade BOY</b>	<b>EOY</b>	<b>2nd Grade BOY</b>	<b>EOY</b>	<b>3rd Grade BOY</b>	<b>EOY</b>
% Above Benchmark	22%	40%	22%	61%	27%	27%	NA	NA

<b>2022-2023</b>	<b>Kindergarten BOY</b>	<b>EOY</b>	<b>1st Grade BOY</b>	<b>EOY</b>	<b>2nd Grade BOY</b>	<b>EOY</b>	<b>3rd Grade BOY</b>	<b>EOY</b>
% At Benchmark	16%	24%	52%	17%	17%	42%	NA	NA
% Below Benchmark	19%	6%	13%	9%	29%	23%	NA	NA
% Well Below Benchmark	43%	30%	13%	13%	27%	8%	NA	NA

**Lectura: (% of students by reporting category for each grade level in Spanish)**

<b>2022-2023</b>	<b>Kindergarten BOY</b>	<b>EOY</b>	<b>1st Grade BOY</b>	<b>EOY</b>	<b>2nd Grade BOY</b>	<b>EOY</b>	<b>3rd Grade BOY</b>	<b>EOY</b>
% Above Benchmark	35%	27%	10%	16%	19%	23%	29%	40%
% At Benchmark	50%	37%	45%	36%	47%	54%	39%	48%
% Below Benchmark	9%	24%	6%	16%	6%	10%	19%	7%
% Well Below Benchmark	6%	12%	39%	32%	28%	13%	13%	5%
<b>2023-2024</b>	<b>Kindergarten BOY</b>	<b>EOY</b>	<b>1st Grade BOY</b>	<b>EOY</b>	<b>2nd Grade BOY</b>	<b>EOY</b>	<b>3rd Grade BOY</b>	<b>EOY</b>
% Above Benchmark	11%	29%	14%	24%	20%	24%	NA	NA
% At Benchmark	66%	40%	26%	27%	30%	41%	NA	NA
% Below Benchmark	6%	14%	9%	3%	7%	21%	NA	NA
% Well Below Benchmark	17%	17%	51%	46%	43%	14%	NA	NA
<b>2024-2025</b>	<b>Kindergarten BOY</b>	<b>EOY</b>	<b>1st Grade BOY</b>	<b>EOY</b>	<b>2nd Grade BOY</b>	<b>EOY</b>	<b>3rd Grade BOY</b>	<b>EOY</b>
% Above Benchmark	18%	22%	8%	12%	19%	28%	NA	NA
% At Benchmark	53%	42%	28%	38%	17%	31%	NA	NA
% Below Benchmark	8%	14%	22%	15%	11%	11%	NA	NA
% Well Below Benchmark	21%	22%	42%	35%	53%	30%	NA	NA


Travis Primary utilized Pearlized Math assessments to assess student progress in math in kindergarten and first grade and Sharon Wells Math assessments to assess student progress in math in second grade and third grade up until 2024-2025. These assessments assess mastery of the content taught during a specific time period, and are not growth indicators. Travis consistently performs at or above the district percentage for students passing, or percentage of students who met standards on the assessments. Beginning 2025-2026, Bluebonnet Learning is used for both reading and math for Tier I instruction.

#### Bluebonnet Math Assessments:

<b>% Meets Grade Level or Above</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b>
<b>Kindergarten</b>				
2nd Six Weeks	45%	76%	81%	
3rd Six Weeks	47%	54%	66%	
5th Six Weeks	60%	68%	76%	
End Of Year Assessment	61%	67%	92%	
<b>Grade 1</b>				
2nd Six Weeks	39%	38%	55%	
3rd Six Weeks	54%	51%	60%	
5th Six Weeks	43%	35%	51%	
End Of Year Assessment	48%	50%	58%	
<b>Grade 2</b>				



<b>% Meets Grade Level or Above</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b>
2nd Six Weeks	52%	65%	61%	
3rd Six Weeks	58%	28%	46%	
5th Six Weeks	29%	49%	51%	
End Of Year Assessment	33%	32%	35%	
<b>Grade 3</b>				
1st Six Weeks	26%	22%	34%	
3rd Six Weeks	48%	46%	58%	
4th Six Weeks	NA	29%	NA	
Simulation	34%	32%	23%	

## STAAR

<b>2021-2022 STAAR</b>	<b>DID NOT MEET</b>	<b>APPROACHES</b>	<b>MEETS</b>	<b>MASTERS</b>
<b>All Students</b>	<b>GRADE LEVEL PERFORMANCE</b>	<b>GRADE LEVEL PERFORMANCE</b>	<b>GRADE LEVEL PERFORMANCE</b>	<b>GRADE LEVEL PERFORMANCE</b>
3 <sup>rd</sup> Reading	7%	93%	76%	48%
3 <sup>rd</sup> Reading Spanish	50%	50%	37%	13%
3 <sup>rd</sup> Math	41%	59%	13%	7%

<b>2021-2022 STAAR</b>	<b>DID NOT MEET</b>	<b>APPROACHES</b>	<b>MEETS</b>	<b>MASTERS</b>
<b>All Students</b>	<b>GRADE LEVEL PERFORMANCE</b>	<b>GRADE LEVEL PERFORMANCE</b>	<b>GRADE LEVEL PERFORMANCE</b>	<b>GRADE LEVEL PERFORMANCE</b>
<b>2022-2023 STAAR</b>	<b>DID NOT MEET</b>	<b>APPROACHES</b>	<b>MEETS</b>	<b>MASTERS</b>
<b>All students</b>	<b>GRADE LEVEL PERFORMANCE</b>	<b>GRADE LEVEL PERFORMANCE</b>	<b>GRADE LEVEL PERFORMANCE</b>	<b>GRADE LEVEL PERFORMANCE</b>
3rd Reading	NA	NA	NA	NA
3rd Reading Spanish	NA	NA	NA	NA
3rd Math	NA	NA	NA	NA
<b>2023-2024 STAAR</b>	<b>DID NOT MEET</b>	<b>APPROACHES</b>	<b>MEETS</b>	<b>MASTERS</b>
<b>All students</b>	<b>GRADE LEVEL PERFORMANCE</b>	<b>GRADE LEVEL PERFORMANCE</b>	<b>GRADE LEVEL PERFORMANCE</b>	<b>GRADE LEVEL PERFORMANCE</b>
Reading Combined	22%	78%	60%	38%
3rd Reading	6%	94%	83%	53%
3rd Reading Spanish	48%	52%	24%	17%
3rd Math	20%	80%	44%	14%
<b>2024-2025 STAAR</b>	<b>DID NOT MEET</b>	<b>APPROACHES</b>	<b>MEETS</b>	<b>MASTERS</b>
<b>All students</b>	<b>GRADE LEVEL PERFORMANCE</b>	<b>GRADE LEVEL PERFORMANCE</b>	<b>GRADE LEVEL PERFORMANCE</b>	<b>GRADE LEVEL PERFORMANCE</b>
3rd Reading Combined	12%	87%	67%	38%
3rd English Reading	6%	94%	88%	44%
3rd Spanish Reading	18%	82%	46%	32%
3rd Math	23%	77%	51%	16%
<b>2025-2026 STAAR</b>	<b>DID NOT MEET</b>	<b>APPROACHES</b>	<b>MEETS</b>	<b>MASTERS</b>
<b>All students</b>	<b>GRADE LEVEL PERFORMANCE</b>	<b>GRADE LEVEL PERFORMANCE</b>	<b>GRADE LEVEL PERFORMANCE</b>	<b>GRADE LEVEL PERFORMANCE</b>
3rd Reading Combined				
3rd English Reading				
3rd Spanish Reading				

2021-2022 STAAR All Students	DID NOT MEET GRADE LEVEL PERFORMANCE	APPROACHES GRADE LEVEL PERFORMANCE	MEETS GRADE LEVEL PERFORMANCE	MASTERS GRADE LEVEL PERFORMANCE
3rd Math				

Travis utilizes the Texas English Language Proficiency Assessment System (TELPAS) to measure English language acquisition of all EB (Emergent Bilingual) students. EB students are served on our campus in the Dual Language Enrichment (DLE) classrooms by Bilingual certified and ESL (English as a Second Language) certified teachers. Students are rated in four areas: listening, speaking, reading and writing and receive an overall composite proficiency score.

#### Texas English Language Proficiency Assessment System (TELPAS)

#### Yearly Progress in TELPAS Composite Rating:

	Progressed One Proficiency Level	Progressed Two Proficiency Levels	Progressed Three Proficiency Levels	Progressed At Least One Proficiency Level
<b>Grade 1</b>				
2021 Matched Students (46)	82%	6%	0%	88%
2022 Matched Students (49)	55%	5%	0%	60%
2023 Matched Students (40)	NA	NA	NA	NA
2024 Matched Students (38)	NA	NA	NA	NA
2025 Matched Students (35)	32%	0%	0%	32%
2026 Matched Students (?)				
<b>Grade 2</b>				
2021 Matched Students (39)	13%	0%	0%	13%
2022 Matched Students (48)	31%	0%	0%	31%
2023 Matched Students (40)	NA	NA	NA	NA
2024 Matched Students (40)	NA	NA	NA	NA
2025 Matched Students (38)	44%	6%	0%	50%
2026 Matched Students (?)				

	Progressed One Proficiency Level	Progressed Two Proficiency Levels	Progressed Three Proficiency Levels	Progressed At Least One Proficiency Level
<b>Grade 3</b>				
2021 Matched Students (42)	21%	0%	0%	21%
2022 Matched Students (38)	37%	0%	0%	37%
2023 Matched Students (46)	NA	NA	NA	NA
2024 Matched Students (38)	NA	NA	NA	NA
2025 Matched Students (41)	49%	3%	0%	51%
2026 Matched Students (?)				

### **Student Learning Strengths**

Travis Primary has a population of hard working, high achieving students. The campus is proud of many different student achievement strengths including:

1. Over 50% of Travis students are meeting Benchmark Level or Above Benchmark Level on mCLASS reading assessments.
2. 3rd grade students scored above the state, region, and district average scores on the Reading 2024-2025 STAAR Test.
3. Students track their own academic progress and set personal goals.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** 61% of Hispanic students scored Meets or above on the 2024-2025 STAAR Reading.

**Root Cause:** Spanish materials have been limited and not as readily available as English materials.

**Problem Statement 2 (Prioritized):** Only 42% of 3rd grade Economically Disadvantaged students scored Meets or above on the 2024-2025 Math STAAR test.

**Root Cause:** Teachers need curriculum materials at the level of rigor of the STAAR test.

**Problem Statement 3 (Prioritized):** 41% of 3rd grade Hispanic students scored Meets or above on the 2024-2025 Math STAAR test.

**Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

**Problem Statement 4 (Prioritized):** Instruction is not reaching the level of rigor required to fully cover TEKS.

**Root Cause:** Curriculum support has not been as developed in Spanish as in English to provide TEKS clarification and support for instruction.

**Problem Statement 5 (Prioritized):** Students not working collaboratively with peers and in an effective manner.

**Root Cause:** Students have inability to regulate emotions and solve problems with best outcome.

**Problem Statement 6 (Prioritized):** 64% of parents feel staff give timely and appropriate feedback on student work.

**Root Cause:** Breakdown in communication regarding observations of daily classroom progress by staff and sending home completed student work.

**Problem Statement 7 (Prioritized):** 77% of parents feel students are able to get extra help from teachers when needed.

**Root Cause:** Breakdown in communication regarding daily opportunities for support provided to students.

**Problem Statement 8 (Prioritized):** Travis Primary is a 72 year old facility which is causing issues with technology, security, and repair.

**Root Cause:** Age of building along with technology advances, safety mandates, and wear and tear.

# School Processes & Programs

## School Processes & Programs Summary

The curriculum, instruction, and assessment department works with teachers and administrators on the Travis Primary campus to develop and implement a guaranteed and viably aligned curriculum based on state standards and student needs. The department provides ongoing and relevant professional development to support curriculum implementation and promote the effective use of research-based instructional practices. Travis teachers and support staff members continue to modify and implement the vertically aligned curriculum documents.

At Travis Primary, Professional Learning Communities (PLCs) meet 1 time per week for a total of 1 1/2 hours for common planning times. PLCs are used to discuss the expectations of the state standards, ensure the activities and lessons are at the appropriate rigor to address the state standards, ensure that students' needs are met based on data analysis, build common assessments and checkpoints, and to ensure that data drives instruction. Teachers utilize data to drive their planning and instruction. Our district wide database for storing student data, AWARE, provides teachers the capability to plan student interventions based on each student's data and performance.

Professional development is an on-going activity planned with the input of teacher/staff surveys, requests, and feedback as tracked through Eduphoria. Extensive professional development is provided for best instructional practices, curriculum development, and special programs. Additional staff development is tailored to meet students' individual needs. All ELAR teachers have participated in the Reading Academy provided by TEA to reinforce reading instruction. Travis Primary will continue the practice of Wildcat Wisdom Walks which allow teachers to observe other teachers effectively implementing best practices or strategies. Our district provides innovative trainings specific to student and classroom needs including but not limited to technology and product-based learning. Teachers also attend trainings offered through our Region VIII service center.

Travis is committed to retention of highly-qualified teachers. Programs are in place to support both experienced and new teachers to better equip them to be successful educators. These include our district level New Teacher Academy, our campus level New Teacher Mentor program and Wildcat Wisdom Walks to observe and learn from other educators both on our campus and across other campuses. The idea behind these initiatives is to build relational capacity between teachers and build a culture of unity among Travis teachers and staff.

The Travis Primary campus operates as a professional learning community which is a critical part of ongoing staff development and training activities. Staff development in the areas of instructional technology and effective discipline techniques remain a critical component of the campus's educational process.

## School Processes & Programs Strengths

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

1. Teachers demonstrate a commitment to use data to drive instruction and are focused on effective instructional strategies to teach content.
2. 100% of teachers participated in multiple professional development opportunities.
3. On-going communication with campus stakeholders through our Campus Advisory Committee.
4. All PLCs report strong skills for designing and implementing campus based assessments.

## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Instruction is not reaching the level of rigor required to fully cover TEKS.

**Root Cause:** Curriculum support has not been as developed in Spanish as in English to provide TEKS clarification and support for instruction.

**Problem Statement 2 (Prioritized):** Students not working collaboratively with peers and in an effective manner.

**Root Cause:** Students have inability to regulate emotions and solve problems with best outcome.

**Problem Statement 3 (Prioritized):** 84% of parents feel students are safe at this school.

**Root Cause:** Breakdown in communication of emergency procedures and procedures in place for emergency situations.

**Problem Statement 4 (Prioritized):** Transparency with campus budget and fiscal accountability.

**Root Cause:** Stakeholders need to be more aware of the expenditures for students, teachers, and campus.



# Perceptions

## Perceptions Summary

The vision of Sulphur Springs ISD is *Developing Confident Lifelong Learners*. Travis Primary believes that all children can learn, and can be motivated to reach their full personal potential. This belief system allows students to explore new horizons, thereby gaining knowledge and understanding as staff model life-long learning strategies. Travis Primary provides a safe, friendly, and engaging environment for its students. Students and staff function in a learner-centered climate that promotes success for all students through dedication to academics and perseverance. Our campus belief statement is: Together, anything is possible.

Travis Primary is committed to building a sense of community among staff, with students and with parents. Effective communication is the first step to parental involvement. Typical methods of communication include: student folders/binders, notes home, contact by the teacher, contact by the school administrators and secretary, classroom newsletters, school newsletters, Skyward emails, Travis Facebook, SSISD Facebook, classroom Facebook, Travis X, Remind notifications, Blackboard Connect and school marquee.

Travis Primary was a Capturing Kids' Hearts National Showcase School award winner four years running and continues to implement the processes throughout our campus to build relational capacity and our campus counselor provides SEL support for students and staff.

Our campus encourages both parent and community volunteers through multiple opportunities such as our Parent/Teacher Organization (PTO), Watch D.O.G. (Dads of Great Students) Program, and our Support Our Campus and Kids (SOCK) sponsors. Multiple opportunities are provided throughout the school year for parents and community members to participate in school activities.

## Perceptions Strengths

Travis Primary proudly celebrates the following strengths:

1. Campus surveys indicate that 100% of staff and 89% of parents agree that teachers and staff believe all students can learn.
2. Campus surveys indicate that 100% of staff and 89% of parents agree that Travis offers opportunities for parents to be involved.
3. Campus surveys indicate that 100% of staff and 89% of parents agree that parents are welcomed and encouraged to attend activities.
4. 100% of teachers believe in the importance of building relationships with their students.
5. 100% of teachers are committed to effectively communicate with parents through one or more avenues on a weekly routine.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** 64% of parents feel staff give timely and appropriate feedback on student work.

**Root Cause:** Breakdown in communication regarding observations of daily classroom progress by staff and sending home completed student work.

**Problem Statement 2 (Prioritized):** 77% of parents feel students are able to get extra help from teachers when needed.

**Root Cause:** Breakdown in communication regarding daily opportunities for support provided to students.

**Problem Statement 3 (Prioritized):** 84% of parents feel students are safe at this school.

**Root Cause:** Breakdown in communication of emergency procedures and procedures in place for emergency situations.

**Problem Statement 4 (Prioritized):** Travis Primary is a 72 year old facility which is causing issues with technology, security, and repair.

**Root Cause:** Age of building along with technology advances, safety mandates, and wear and tear.

**Problem Statement 5 (Prioritized):** Transparency with campus budget and fiscal accountability.

**Root Cause:** Stakeholders need to be more aware of the expenditures for students, teachers, and campus.

# Priority Problem Statements

**Problem Statement 1:** Only 42% of 3rd grade Economically Disadvantaged students scored Meets or above on the 2024-2025 Math STAAR test.

**Root Cause 1:** Teachers need curriculum materials at the level of rigor of the STAAR test.

**Problem Statement 1 Areas:** Demographics - Student Learning

**Problem Statement 2:** 41% of 3rd grade Hispanic students scored Meets or above on the 2024-2025 Math STAAR test.

**Root Cause 2:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

**Problem Statement 2 Areas:** Demographics - Student Learning

**Problem Statement 3:** 61% of Hispanic students scored Meets or above on the 2024-2025 STAAR Reading.

**Root Cause 3:** Spanish materials have been limited and not as readily available as English materials.

**Problem Statement 3 Areas:** Demographics - Student Learning

**Problem Statement 4:** 64% of parents feel staff give timely and appropriate feedback on student work.

**Root Cause 4:** Breakdown in communication regarding observations of daily classroom progress by staff and sending home completed student work.

**Problem Statement 4 Areas:** Student Learning - Perceptions

**Problem Statement 5:** 77% of parents feel students are able to get extra help from teachers when needed.

**Root Cause 5:** Breakdown in communication regarding daily opportunities for support provided to students.

**Problem Statement 5 Areas:** Student Learning - Perceptions

**Problem Statement 6:** Instruction is not reaching the level of rigor required to fully cover TEKS.

**Root Cause 6:** Curriculum support has not been as developed in Spanish as in English to provide TEKS clarification and support for instruction.

**Problem Statement 6 Areas:** Student Learning - School Processes & Programs

**Problem Statement 7:** 84% of parents feel students are safe at this school.

**Root Cause 7:** Breakdown in communication of emergency procedures and procedures in place for emergency situations.

**Problem Statement 7 Areas:** School Processes & Programs - Perceptions

**Problem Statement 8:** Students not working collaboratively with peers and in an effective manner.

**Root Cause 8:** Students have inability to regulate emotions and solve problems with best outcome.

**Problem Statement 8 Areas:** Student Learning - School Processes & Programs

**Problem Statement 9:** Travis Primary is a 72 year old facility which is causing issues with technology, security, and repair.

**Root Cause 9:** Age of building along with technology advances, safety mandates, and wear and tear.

**Problem Statement 9 Areas:** Student Learning - Perceptions

**Problem Statement 10:** Transparency with campus budget and fiscal accountability.

**Root Cause 10:** Stakeholders need to be more aware of the expenditures for students, teachers, and campus.

**Problem Statement 10 Areas:** School Processes & Programs - Perceptions

# 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 Data: Assessments**

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

## **Student Data: Student Groups**

- Dyslexia data

## **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
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

## **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
- Budgets/entitlements and expenditures data

# Goals

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

**Performance Objective 1:** With a focus on rigor in the classroom, at least 50% of all student groups will score at least meets on district level assessments.





**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** District based assessments

Strategy 1 Details		Reviews		
<b>Strategy 1:</b> 1) Provide supplementary services and resources including but not limited MClass DIBELS/IDEL Interventions, and CogAT to increase the academic achievement of special student populations in all core content areas by EOY. <b>Strategy's Expected Result/Impact:</b> Student subpopulations will increase their academic achievement in all content areas. <b>Staff Responsible for Monitoring:</b> Principal Academic Specialist Literacy Support  <b>Title I:</b> 2.51, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 2, 3 - Student Learning 1, 3, 4 - School Processes & Programs 1 <b>Funding Sources:</b> SCE Summer Remediation - 199 PIC 24 State Comp Ed, Accelerated Ed, SuccessEd - 211 Title I, Part A		Formative		Summative
		Nov	Mar	June

Strategy 2 Details		Reviews		
<b>Strategy 2:</b> Use a variety of data measures including Amplify DIBELS/IDEL and math assessments to develop instructional groups for intervention based on varying levels of student needs for reading and math. <b>Strategy's Expected Result/Impact:</b> Students will receive targeted instruction in a small group setting allowing intervention to be achieved for all students. <b>Staff Responsible for Monitoring:</b> Principal Academic Specialist Literacy Support  <b>Title I:</b> 2.51, 2.52 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4 - School Processes & Programs 1		Formative		Summative
		Nov	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Only 42% of 3rd grade Economically Disadvantaged students scored Meets or above on the 2024-2025 Math STAAR test. <b>Root Cause:</b> Teachers need curriculum materials at the level of rigor of the STAAR test. <b>Problem Statement 2:</b> 41% of 3rd grade Hispanic students scored Meets or above on the 2024-2025 Math STAAR test. <b>Root Cause:</b> Teachers need appropriate training, instructional strategies, and resources to meet students' needs. <b>Problem Statement 3:</b> 61% of Hispanic students scored Meets or above on the 2024-2025 STAAR Reading. <b>Root Cause:</b> Spanish materials have been limited and not as readily available as English materials.
Student Learning
<b>Problem Statement 1:</b> 61% of Hispanic students scored Meets or above on the 2024-2025 STAAR Reading. <b>Root Cause:</b> Spanish materials have been limited and not as readily available as English materials. <b>Problem Statement 2:</b> Only 42% of 3rd grade Economically Disadvantaged students scored Meets or above on the 2024-2025 Math STAAR test. <b>Root Cause:</b> Teachers need curriculum materials at the level of rigor of the STAAR test. <b>Problem Statement 3:</b> 41% of 3rd grade Hispanic students scored Meets or above on the 2024-2025 Math STAAR test. <b>Root Cause:</b> Teachers need appropriate training, instructional strategies, and resources to meet students' needs. <b>Problem Statement 4:</b> Instruction is not reaching the level of rigor required to fully cover TEKS. <b>Root Cause:</b> Curriculum support has not been as developed in Spanish as in English to provide TEKS clarification and support for instruction.



**School Processes & Programs**

**Problem Statement 1:** Instruction is not reaching the level of rigor required to fully cover TEKS. **Root Cause:** Curriculum support has not been as developed in Spanish as in English to provide TEKS clarification and support for instruction.

**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 classroom instruction, student achievement will increase at least 10% in all student demographic groups on the 2026 STAAR.

**High Priority**  
**HB3 Goal**  
**Evaluation Data Sources:** 2026 STAAR results

Strategy 1 Details		Reviews		
<b>Strategy 1:</b> Teachers and support staff will ensure that quality instruction is maintained in the classroom as well as intervention time. <b>Strategy's Expected Result/Impact:</b> Teachers will differentiate instruction based on data and student need. Student achievement will increase by 10% on STAAR. <b>Staff Responsible for Monitoring:</b> Principal Academic Specialist Teachers Interventionists  <b>Title I:</b> 2.51 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>- Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 4 - School Processes & Programs 1 <b>Funding Sources:</b> Salary - 199 PIC 24 State Comp Ed, Accelerated Ed, Salary - 211 Title I, Part A		Formative		Summative
		Nov	Mar	June
<div><div></div>No Progress<div></div>Accomplished<div></div>Continue/Modify<div></div>Discontinue</div>				

**Performance Objective 2 Problem Statements:**

Student Learning
<b>Problem Statement 4:</b> Instruction is not reaching the level of rigor required to fully cover TEKS. <b>Root Cause:</b> Curriculum support has not been as developed in Spanish as in English to provide TEKS clarification and support for instruction.

School Processes & Programs

**Problem Statement 1:** Instruction is not reaching the level of rigor required to fully cover TEKS. **Root Cause:** Curriculum support has not been as developed in Spanish as in English to provide TEKS clarification and support for instruction.

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

**Performance Objective 1:** During the 2025-2026 school year, Travis Primary 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 Logs

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Ongoing use of safety support systems including but not limited to: Campus Safety Officer Safety Drills Raptor System Security Cameras Two Way Radios Emergency Preparedness Plan  <b>Strategy's Expected Result/Impact:</b> To ensure 100% safe and secure campus for all students and staff members. <b>Staff Responsible for Monitoring:</b> Campus Safety Officer Principal Academic Specialist Nurse  <b>TEA Priorities:</b> Improve low-performing schools <b>Problem Statements:</b> School Processes & Programs 3 - Perceptions 3	Formative		Summative
	Nov	Mar	June
<div><div></div> No Progress<div></div> Accomplished<div></div> Continue/Modify<div></div> Discontinue</div>			

**Performance Objective 1 Problem Statements:**


School Processes & Programs
<b>Problem Statement 3:</b> 84% of parents feel students are safe at this school. <b>Root Cause:</b> Breakdown in communication of emergency procedures and procedures in place for emergency situations.
Perceptions
<b>Problem Statement 3:</b> 84% of parents feel students are safe at this school. <b>Root Cause:</b> Breakdown in communication of emergency procedures and procedures in place for emergency situations.


**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.


**Evaluation Data Sources:** Counseling logs, Office Referral Data, Anecdotal Notes in AWARE

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Provide targeted support for SEL (Social Emotional Learning) campus wide including all stakeholders utilizing Trauma Informed School Training and other social emotional skill processes.  <b>Strategy's Expected Result/Impact:</b> Counselor and CIS Liason will provide a variety of SEL activities to ensure SEL support to better equip all stakeholders for success. <b>Staff Responsible for Monitoring:</b> Counselor CIS Personnel (Communities in Schools) Teachers Principal  <b>Title I:</b> 2.531, 2.533 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Student Learning 5 - School Processes & Programs 2 <b>Funding Sources:</b> CIS - 199 General Fund	Formative		Summative
	Nov	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





**Performance Objective 2 Problem Statements:**

Student Learning
<b>Problem Statement 5:</b> Students not working collaboratively with peers and in an effective manner. <b>Root Cause:</b> Students have inability to regulate emotions and solve problems with best outcome.
School Processes & Programs
<b>Problem Statement 2:</b> Students not working collaboratively with peers and in an effective manner. <b>Root Cause:</b> Students have inability to regulate emotions and solve problems with best outcome.

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

**Performance Objective 3:** Provide excellent facilities that equip students to pursue their passions and fulfill their needs

**Evaluation Data Sources:** Facilities study

Strategy 1 Details		Reviews		
<b>Strategy 1:</b> Construction of new district facilities. <b>Strategy's Expected Result/Impact:</b> Determine the needs of campus while awaiting facility upgrades.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Student Learning 8 - Perceptions 4		Formative		Summative
		Nov	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Performance Objective 3 Problem Statements:**

Student Learning
<b>Problem Statement 8:</b> Travis Primary is a 72 year old facility which is causing issues with technology, security, and repair. <b>Root Cause:</b> Age of building along with technology advances, safety mandates, and wear and tear.
Perceptions
<b>Problem Statement 4:</b> Travis Primary is a 72 year old facility which is causing issues with technology, security, and repair. <b>Root Cause:</b> Age of building along with technology advances, safety mandates, and wear and tear.





**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:** Increase use of high-yield instructional practices and internalization of reading and math curriculum as evidenced by walk through and appraisal data.

**High Priority**  
**Evaluation Data Sources:** Strive Appraisal System, ILT Walk Throughs, PLC collaboration

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> 1) Continue to provide on-going PLC conversations and support regarding teacher implementation of high-yield instructional practices and internalization of reading and math curriculum. <b>Strategy's Expected Result/Impact:</b> Increase in overall student academic performance across all content areas <b>Staff Responsible for Monitoring:</b> Principal Academic Specialist ILT (Instructional Leadership Team)  <b>Title I:</b> 2.52 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Student Learning 4 - School Processes & Programs 1	Formative		Summative
	Nov	Mar	June

Strategy 2 Details		Reviews		
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> Staff members will be trained to effectively implement new reading and math curriculum to reach students of all levels and have an understanding of grade level curriculum. <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.53, 2.534 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>- Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4 - School Processes & Programs 1		Formative		Summative
		Nov	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Only 42% of 3rd grade Economically Disadvantaged students scored Meets or above on the 2024-2025 Math STAAR test. <b>Root Cause:</b> Teachers need curriculum materials at the level of rigor of the STAAR test. <b>Problem Statement 2:</b> 41% of 3rd grade Hispanic students scored Meets or above on the 2024-2025 Math STAAR test. <b>Root Cause:</b> Teachers need appropriate training, instructional strategies, and resources to meet students' needs. <b>Problem Statement 3:</b> 61% of Hispanic students scored Meets or above on the 2024-2025 STAAR Reading. <b>Root Cause:</b> Spanish materials have been limited and not as readily available as English materials.
Student Learning
<b>Problem Statement 1:</b> 61% of Hispanic students scored Meets or above on the 2024-2025 STAAR Reading. <b>Root Cause:</b> Spanish materials have been limited and not as readily available as English materials. <b>Problem Statement 2:</b> Only 42% of 3rd grade Economically Disadvantaged students scored Meets or above on the 2024-2025 Math STAAR test. <b>Root Cause:</b> Teachers need curriculum materials at the level of rigor of the STAAR test. <b>Problem Statement 3:</b> 41% of 3rd grade Hispanic students scored Meets or above on the 2024-2025 Math STAAR test. <b>Root Cause:</b> Teachers need appropriate training, instructional strategies, and resources to meet students' needs. <b>Problem Statement 4:</b> Instruction is not reaching the level of rigor required to fully cover TEKS. <b>Root Cause:</b> Curriculum support has not been as developed in Spanish as in English to provide TEKS clarification and support for instruction.



<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Instruction is not reaching the level of rigor required to fully cover TEKS. <b>Root Cause:</b> Curriculum support has not been as developed in Spanish as in English to provide TEKS clarification and support for instruction.

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

**Performance Objective 1:** Travis Primary will communicate meaningful and effective information to ensure the community of stakeholders is well informed.

**Evaluation Data Sources:** Travis Primary Parent and Staff Surveys

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Campus will continue providing multiple opportunities for parents and community members to participate in campus events and activities through the use of Parent and Family Engagement Budget. <b>Strategy's Expected Result/Impact:</b> Increase in overall participation and positive interactions with all stakeholders and better understanding of services provided to students daily. <b>Staff Responsible for Monitoring:</b> Principal Academic Specialist Counselor  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Student Learning 6, 7 - Perceptions 1, 2 <b>Funding Sources:</b> PFE - 199 General Fund	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Campus will communicate regularly with parents and stakeholders to keep them informed of academic progress through scheduled conferences to discuss academic progress and intervention opportunities. <b>Strategy's Expected Result/Impact:</b> Keep parents and stakeholders informed of student progress and school events and activities. <b>Staff Responsible for Monitoring:</b> Principal Academic Specialist Teachers  <b>Title I:</b> 2.532, 2.535 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Student Learning 6, 7 - Perceptions 1, 2 <b>Funding Sources:</b> Blackboard Connect - 211 Title I, Part A	Formative		Summative
	Nov	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 1 Problem Statements:

#### Student Learning

**Problem Statement 6:** 64% of parents feel staff give timely and appropriate feedback on student work. **Root Cause:** Breakdown in communication regarding observations of daily classroom progress by staff and sending home completed student work.

**Problem Statement 7:** 77% of parents feel students are able to get extra help from teachers when needed. **Root Cause:** Breakdown in communication regarding daily opportunities for support provided to students.

#### Perceptions

**Problem Statement 1:** 64% of parents feel staff give timely and appropriate feedback on student work. **Root Cause:** Breakdown in communication regarding observations of daily classroom progress by staff and sending home completed student work.

**Problem Statement 2:** 77% of parents feel students are able to get extra help from teachers when needed. **Root Cause:** Breakdown in communication regarding daily opportunities for support provided to students.

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

**Performance Objective 1:** We will maintain fiscal responsibility.

**High Priority**

**Evaluation Data Sources:** Campus Budget Record

Strategy 1 Details		Reviews		
<b>Strategy 1:</b> Maintain an accurate accounting record of campus revenues and expenditures. <b>Strategy's Expected Result/Impact:</b> Campus needs assessment will determine expenditures. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes & Programs 4 - Perceptions 5		Formative		Summative
		Nov	Mar	June
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<b>Problem Statement 4:</b> Transparency with campus budget and fiscal accountability. <b>Root Cause:</b> Stakeholders need to be more aware of the expenditures for students, teachers, and campus.
Perceptions
<b>Problem Statement 5:</b> Transparency with campus budget and fiscal accountability. <b>Root Cause:</b> Stakeholders need to be more aware of the expenditures for students, teachers, and campus.

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

**Performance Objective 1:** We will continue to implement a long term plan to address aging facilities.

**Evaluation Data Sources:** None

Strategy 1 Details		Reviews		
<b>Strategy 1:</b> Since passing last year's bond, we will continue to work to address facility needs. <b>Strategy's Expected Result/Impact:</b> Implement a long term plan to address facility needs. <b>Staff Responsible for Monitoring:</b> Superintendent Assistant Superintendent of Elementary Education Assistant Superintendent of Secondary Education and Human Resources  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Student Learning 8 - Perceptions 4		Formative		Summative
		Nov	Mar	June
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				

**Performance Objective 1 Problem Statements:**

Student Learning
<b>Problem Statement 8:</b> Travis Primary is a 72 year old facility which is causing issues with technology, security, and repair. <b>Root Cause:</b> Age of building along with technology advances, safety mandates, and wear and tear.
Perceptions
<b>Problem Statement 4:</b> Travis Primary is a 72 year old facility which is causing issues with technology, security, and repair. <b>Root Cause:</b> Age of building along with technology advances, safety mandates, and wear and tear.

# State Compensatory

## Budget for Travis Primary

**Total SCE Funds:** \$77,250.00

**Total FTEs Funded by SCE:** 1.5

**Brief Description of SCE Services and/or Programs**

Dyslexia supplementation, Instructional support, summer school and STAAR tutorials are supported with SCE funds.

## Personnel for Travis Primary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Cathy Gray	Teacher	0.5
Kim Sartin	Academic Aide	1

# Title I

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ana Ramirez	Academic Specialist	Title I Schoolwide	1.0
Ashley Sanchez	Academic Paraprofessional	Title I Schoolwide	1.0
Kim Slaughter	Math Interventionist	Title I Schoolwide	1.0
Mariana Hernandez	Literacy Support	Title I Schoolwide	1.0
Mariela Moreno	Academic Paraprofessional	Title I Schoolwide	1.0
Yanetxzi Cervantes	Academic Paraprofessional	Title I Schoolwide	1.0



# Campus Advisory Committee

Committee Role	Name	Position
Business Representative	Carrie Crowson	Business Representative
Parent	Denise Hurley	Parent
District-level Professional	Lisa Lantz	District Representative
Parent	Jaci Zeringue	Parent
Business Representative	Kelsey Cooper	Business Representative
Community Representative	Mindy Bell	Community Representative
Classroom Teacher	Abigail Stiltner	3rd Grade
Community Representative	Lisa Barclay	Community Representative
Classroom Teacher	Monique Jackson	2nd Grade
Classroom Teacher	Emalee Bowley	1st Grade
Classroom Teacher	Blanca Aragon	1st Grade
Classroom Teacher	Olga Tellez	3rd Grade
Non-classroom Professional	Grace Henderson	Counselor
Administrator	Ana Ramirez	Academic Specialist
Administrator	Michelle Wallace	Principal
Classroom Teacher	Marisela Guillen	Kindergarten

# Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	CIS		\$0.00
4	1	1	PFE		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$32,500.00
+/- Difference					\$32,500.00
199 PIC 24 State Comp Ed, Accelerated Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	SCE Summer Remediation		\$0.00
1	2	1	Salary		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$87,625.00
+/- Difference					\$87,625.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	SuccessEd		\$0.00
1	2	1	Salary		\$0.00
4	1	2	Blackboard Connect		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$250,262.00
+/- Difference					\$250,262.00
288 Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,919.00
+/- Difference					\$1,919.00

288 Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Grand Total Budgeted					\$372,306.00
Grand Total Spent					\$0.00
+/- Difference					\$372,306.00

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention			Amanda Fenton	8/28/2025
Child Abuse and Neglect			Amanda Fenton	8/28/2025
Coordinated Health Program			Amanda Fenton	8/28/2025
Disciplinary Alternative Education Program (DAEP)			Amanda Fenton	8/28/2025
Dyslexia Treatment Program	Lyndsay Anderson		Amanda Fenton	8/28/2025
Title I, Part C Migrant	Mandy Fenton		Amanda Fenton	8/28/2025
Recruiting Teachers and Paraprofessionals	Mandy Fenton		Amanda Fenton	8/28/2025