

Sulphur Springs Independent School District

Rowena Johnson Primary

2025-2026 Campus Improvement Plan

Accountability Rating: B



Board Approval Date: October 13, 2025
Public Presentation Date: October 16, 2025

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

Value Statement

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

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 1966. 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 Title 1 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 2024-2025, 2023-2024, 2022-2023, 2021-2022, 2020-2021 school years.

Rowena Johnson Primary Ethnic Distribution and Sub-Demographics 2025-2026

Ethnic Distribution	Percent		Sub-Demographic	Percent
African American	16.72%		Economically Disadvantaged	79.88%
Hispanic	18.58%		English Language Learners	3.72%
White	53.25%		At-Risk	41.18%
American Indian	<1%		Gifted and Talented	4.02%
Asian	<1%		Special Education	27.55%
Pacific Islander	0%		Dyslexia	8.05%
Two or More Races	10.53%			

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%

Ethnic Distribution	Percent		Sub-Demographic	Percent
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%
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%

Ethnic Distribution	Percent		Sub-Demographic	Percent
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%			

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 approximately 96%. Attendance is attributed to a strong partnership with parents and a focus on high-quality education.

RJP has 16 general education classrooms and 2 special education classrooms for grades K-3. Classrooms exist with General Education and Special Ed inclusion. RJP has 4 Title 1 instructional aides to provide in-class support and intervention during WIN time. Dyslexic students are serviced through the Take Flight Program. Two resource teachers provide special education minutes to students as indicated in their IEPs. The Reading Specialist and Math Specialist provide interventions to students in grades K-3. A PE teacher and 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.

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 are 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): In the 2024-2025 school year, 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 2025 STAAR test, our Economically Disadvantaged student group earned 0 points in the area of Academic Achievement Status: Mathematics. This is down from the 3 points earned the previous year.

Root Cause: Teachers face the lack of family engagement and awareness regarding the importance of mathematical readiness and support in the home.

Problem Statement 3: On the 2025 STAAR test, our African American student group earned 0 points in the area of Academic Achievement Status: RLA, Academic Achievement Status: Math, and Student Success.

Root Cause: While there the number of African American students in the 3rd grade is significant enough to form a group that "counts", it is low enough that each student's score makes a significant impact. Many of our African American 3rd graders were low-performing students receiving special education services.

Problem Statement 4 (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 2025 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 screener for K-2nd grade, 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 to determine student reading levels for Kinder-2nd grade.

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%
1st grade	BOY	50%	23%	23%	4%
	EOY	44%	18%	25%	13%

Kindergarten	BOY	64%	18%	4%	14%
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

The mClass/Amplify DIBELS assessment for the 2024-25 year codes students as well below benchmark (red), below benchmark (yellow), at benchmark (green), and above benchmark (blue).

All Campus - BOY - 45% Red, 15% Yellow, 23% Green, 17% Blue

All Campus - EOY - 37% Red, 9% Yellow, 23% Green, 31% Blue

Kindergarten	BOY	49%	21%	17%	13%
	EOY	37%	11%	21%	31%
1st grade	BOY	38%	15%	28%	19%
	EOY	26%	10%	30%	34%
2nd grade	BOY	47%	9%	24%	20%
	EOY	48%	8%	18%%	26%
3rd grade	BOY				
	EOY				

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

2022-23 STAAR All Students	Did Not Meet Grade Level Performance	Approaches Grade Level Performance	Meets Grade Level Performance	Masters Grade Level Performance
3rd Reading	30%	70%	45%	20%
3rd Math	21%	79%	56%	28%

2023-24 STAAR All Students	Did Not Meet Grade Level Performance	Approaches Grade Level Performance	Meets Grade Level Performance	Masters Grade Level Performance
3rd Reading	31%	69%	51%	9%
3rd Math	25%	75%	47%	17%

2024-25 STAAR All Students	Did Not Meet Grade Level Performance	Approaches Grade Level Performance	Meets Grade Level Performance	Masters Grade Level Performance
3rd Reading	21%	79%	47%	18%
3rd Math	29%	71%	41%	19%

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 specialist and reading specialist 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 assessment given at the beginning of the 2025 school year, only 40% 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 2024-25 STAAR, 47% of 3rd grade students scored "Meets" Grade level in Reading and 18% 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. Bluebonnet Math and Reading 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 provide observation and feedback. 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.

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): All teachers are new to using the Bluebonnet math curriculum. Returning teachers are in their third year using the Bluebonnet (Amplify) Reading curriculum.

Root Cause: The LASO grant was awarded during the summer; teachers received their curriculum as the school year began so they are internalizing curriculum as the school year proceeds.

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) 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 assessment given at the beginning of the 2025 school year, only 40% 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 2024-25 STAAR, 47% of 3rd grade students scored "Meets" Grade level in Reading and 18% 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: In the 2024-2025 school year, 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 2025 STAAR test, our Economically Disadvantaged student group earned 0 points in the area of Academic Achievement Status: Mathematics. This is down from the 3 points earned the previous year.

Root Cause 5: Teachers face the lack of family engagement and awareness regarding the importance of mathematical readiness and 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: All teachers are new to using the Bluebonnet math curriculum. Returning teachers are in their third year using the Bluebonnet (Amplify) Reading curriculum.

Root Cause 9: The LASO grant was awarded during the summer; teachers received their curriculum as the school year began so they are internalizing curriculum as the school year proceeds.

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/MAP benchmark testing.

High Priority

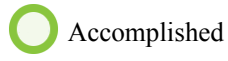
Evaluation Data Sources: EOY mClass/MAP testing in May 2026.

Strategy 1 Details	Reviews		
<p>Strategy 1: Teachers will implement with fidelity the newly-adopted TEA Bluebonnet reading curriculum. (Title I SW: 2,8,9) (Target Group: All, At risk, Dyslexia) (NCLB: 1)</p> <p>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 2026.</p> <p>Staff Responsible for Monitoring: Principal Academic Specialist Literacy Support Specialist Special Education Teachers ELAR Teachers</p> <p>Title I: 2.51, 2.53 - 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</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Bluebonnet - 211 Title I, Part A</p>	Formative		Summative
	Nov	Mar	June

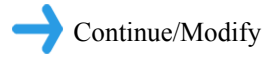
Strategy 2 Details	Reviews		
<p>Strategy 2: Classroom teachers and principals will deepen their understanding of and ability to address the specific academic needs of all student groups.</p> <p>Strategy's Expected Result/Impact: Increase in student's academic achievement as demonstrated by:</p> <ul style="list-style-type: none"> (1) the use of data assessment from the Universal Reading Screener (2) teacher implementation of HMH computer program as an intervention to student needs (3) the use of mClass data and mClass interventions (4) Utilize the Campus Reading and Math Specialists 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 <p>Staff Responsible for Monitoring: Principal Academic Specialist Literacy Support Math Interventionist</p> <p>Title I: 2.52, 2.532</p> <p>- 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</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 4 - School Processes & Programs 2</p> <p>Funding Sources: Salary - 199 General Fund, Salary - 211 Title I, Part A</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>Strategy 3: The Instructional Leadership Team (ILT) will complete walkthroughs and provide weekly feedback to support high-yield instructional practices.</p> <p>Strategy's Expected Result/Impact: Academic Growth in all student populations</p> <p>Staff Responsible for Monitoring: Principal Academic Specialist ILT team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1, 2</p>	Formative		Summative
	Nov	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 4: 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

Problem Statement 1: Based on the mClass assessment given at the beginning of the 2025 school year, only 40% 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: On 2024-25 STAAR, 47% of 3rd grade students scored "Meets" Grade level in Reading and 18% 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

Problem Statement 1: 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: All teachers are new to using the Bluebonnet math curriculum. Returning teachers are in their third year using the Bluebonnet (Amplify) Reading curriculum. **Root Cause:** The LASO grant was awarded during the summer; teachers received their curriculum as the school year began so they are internalizing curriculum as the school year proceeds.

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		
<p>Strategy 1: (1) Provide supplementary services; including but not limited to Heggerty, Amplify BOOST, and HMH Personalized Path to increase the academic achievement of special student populations in all core content areas by end of year.</p> <p>Strategy's Expected Result/Impact: All student sub-populations will increase their academic achievement according to EOY campus and district assessments.</p> <p>Staff Responsible for Monitoring: Principal Academic Specialist Literacy Support Math Interventionist Resource teachers Paraprofessionals Classroom Teachers</p> <p>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</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 2</p> <p>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</p>	Formative		Summative
	Nov	Mar	June

Strategy 2 Details	Reviews		
<p>Strategy 2: 2) Use variety of data measures including mClass (BOY, MOY, EOY), NWEA MAP assessments (BOY, MOY, EOY), and Module assessments to develop instructional groups for WIN time based on varying levels of student intervention needs for reading and math.</p> <p>Strategy's Expected Result/Impact: Students will receive targeted instruction in a small group setting allowing interventions to be achieved for all students.</p> <p>Staff Responsible for Monitoring: Principal Academic Specialist Literacy Support Specialist Math Intervention Specialist Paraprofessionals Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 4 - Student Learning 1, 2</p>	Formative		Summative
	Nov	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: In the 2024-2025 school year, 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.</p>
<p>Problem Statement 2: On the 2025 STAAR test, our Economically Disadvantaged student group earned 0 points in the area of Academic Achievement Status: Mathematics. This is down from the 3 points earned the previous year. Root Cause: Teachers face the lack of family engagement and awareness regarding the importance of mathematical readiness and support in the home.</p>
<p>Problem Statement 4: 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.</p>
Student Learning
<p>Problem Statement 1: Based on the mClass assessment given at the beginning of the 2025 school year, only 40% 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.</p>
<p>Problem Statement 2: On 2024-25 STAAR, 47% of 3rd grade students scored "Meets" Grade level in Reading and 18% 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.</p>





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 2025-26 STAAR.

High Priority

Evaluation Data Sources: 2025-26 STAAR results

Strategy 1 Details	Reviews		
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal Academic Specialist Classroom teachers Math Interventionist Paraprofessionals Literacy Support</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 2</p>	Formative		Summative
	Nov	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 2: On 2024-25 STAAR, 47% of 3rd grade students scored "Meets" Grade level in Reading and 18% 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.</p>

School Processes & Programs





Problem Statement 2: All teachers are new to using the Bluebonnet math curriculum. Returning teachers are in their third year using the Bluebonnet (Amplify) Reading curriculum. **Root Cause:** The LASO grant was awarded during the summer; teachers received their curriculum as the school year began so they are internalizing curriculum as the school year proceeds.

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		
<p>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 mClass benchmark testing.</p> <p>Strategy's Expected Result/Impact: Students will become goal setting oriented and maintain high expectations for learning.</p> <p>Staff Responsible for Monitoring: Teachers Principal Academic Specialist</p> <p>Problem Statements: Demographics 2, 4 - Student Learning 1, 2 - Perceptions 1</p>	Formative		Summative
	Nov	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4 Problem Statements:


Demographics
<p>Problem Statement 2: On the 2025 STAAR test, our Economically Disadvantaged student group earned 0 points in the area of Academic Achievement Status: Mathematics. This is down from the 3 points earned the previous year. Root Cause: Teachers face the lack of family engagement and awareness regarding the importance of mathematical readiness and support in the home.</p>
<p>Problem Statement 4: 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.</p>
Student Learning
<p>Problem Statement 1: Based on the mClass assessment given at the beginning of the 2025 school year, only 40% 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.</p>
<p>Problem Statement 2: On 2024-25 STAAR, 47% of 3rd grade students scored "Meets" Grade level in Reading and 18% 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.</p>
Perceptions
<p>Problem Statement 1: 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.</p>

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

Performance Objective 1: During the 2025-26 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		
<p>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.</p> <p>Strategy's Expected Result/Impact: To ensure 100% safe and secure campus for all students and staff.</p> <p>Staff Responsible for Monitoring: Principal Campus Security Officer</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		Summative
	Nov	Mar	June



Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: 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.</p>

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		
<p>Strategy 1: Training on the implementation of the PBIS system school wide, as well as other campus behavior incentives for all grade levels.</p> <p>Strategy's Expected Result/Impact: Increase in an overall safe and secure campus, increase positive learning environments through PBIS, while decreasing office referrals.</p> <p>Staff Responsible for Monitoring: Principal Counselor Process Champions Classroom Teachers</p> <p>Title I: 2.533 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 - Perceptions 1 Funding Sources: CIS - 199 General Fund</p>	Formative		Summative
	Nov	Mar	June

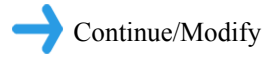
Strategy 2 Details	Reviews		
<p>Strategy 2: Provide targeted support for Social Emotional Learning (SEL) campus wide including all stakeholders.</p> <p>Strategy's Expected Result/Impact: Through a variety of SEL activities highlighted and organized by the campus counselor and principal along with support from the CIS Liaison, all stakeholders will receive adequate SEL assistance.</p> <p>Staff Responsible for Monitoring: Principal Counselor Communities in Schools (CIS) Social Worker</p> <p>Title I: 2.53, 2.533, 2.535</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: CIS - 199 PIC 24 State Comp Ed, Accelerated Ed</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: CIS Worker Principal</p> <p>Title I: 2.531, 2.533</p> <p>Problem Statements: Perceptions 1, 2</p>	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
<p>Strategy 4: Implement the Emergent Tree behavior framework to strengthen Tier 2 supports by providing targeted small-group interventions, progress monitoring, and data-driven problem solving for students with emerging behavior needs.</p> <p>Strategy's Expected Result/Impact: Train staff in consistent Tier 2 practices to ensure fidelity, reduce office referrals, and increase time engaged in learning.</p> <p>Staff Responsible for Monitoring: Principal Academic Specialist</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative		Summative
	Nov	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: 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.

Perceptions

Problem Statement 1: 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: 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.

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		
<p>Strategy 1: New Teachers with 0-1 years experience will participate in the New Teacher Mentor Program.</p> <p>Strategy's Expected Result/Impact: Teacher retention will improve, tools are provided for success, improve students learning</p> <p>Staff Responsible for Monitoring: Principal Academic Specialist Mentors Director of Professional Learning Assistant Superintendent</p> <p>Title I: 2.534</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		Summative
	Nov	Mar	June

Strategy 2 Details	Reviews		
<p>Strategy 2: Implement instructional coaching to ensure effective delivery of instructional strategies for academic achievement in all content areas and grade levels.</p> <p>Strategy's Expected Result/Impact: Staff members will be trained effectively and efficiently use the campus designed instructional delivery process to reach all students.</p> <p>Staff Responsible for Monitoring: Principal Academic Specialist Math and Reading Specialists</p> <p>Title I: 2.534</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative		Summative
	Nov	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: 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.</p> <p>Problem Statement 2: All teachers are new to using the Bluebonnet math curriculum. Returning teachers are in their third year using the Bluebonnet (Amplify) Reading curriculum. Root Cause: The LASO grant was awarded during the summer; teachers received their curriculum as the school year began so they are internalizing curriculum as the school year proceeds.</p>

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: All teachers will be provided high quality/research based professional development opportunities to promote teacher growth, deliver consistent feedback, and provide necessary instructional support.

High Priority

Evaluation Data Sources: Teacher surveys

Strategy 1 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Quality professional development on T-TESS goals</p> <p>Staff Responsible for Monitoring: Principal Academic Specialist</p> <p>Title I: 2.534</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1, 2</p>	Formative		Summative
	Nov	Mar	June

Strategy 2 Details	Reviews		
<p>Strategy 2: Complete individualized training based on teacher's specific needs, including conducting Wildcat Walks for teachers to observe other teachers.</p> <p>Strategy's Expected Result/Impact: Increase teacher instructional knowledge and ability within their content area as well as classroom management skills</p> <p>Staff Responsible for Monitoring: Principal Academic Specialist</p> <p>Title I: 2.533</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative		Summative
	Nov	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:


School Processes & Programs
<p>Problem Statement 1: 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.</p> <p>Problem Statement 2: All teachers are new to using the Bluebonnet math curriculum. Returning teachers are in their third year using the Bluebonnet (Amplify) Reading curriculum. Root Cause: The LASO grant was awarded during the summer; teachers received their curriculum as the school year began so they are internalizing curriculum as the school year proceeds.</p>

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		
<p>Strategy 1: RJP will provide multiple opportunities for parents and community members to receive communication regarding campus activities, events, and instructional practices.</p> <p>Strategy's Expected Result/Impact: Increase in overall support and positive interaction with all stakeholders.</p> <p>Staff Responsible for Monitoring: Principal Academic Specialist Counselor</p> <p>Title I: 2.532</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: Blackboard Connect - 211 Title I, Part A, PFE - 211 Title I, Part A</p>	Formative		Summative
	Nov	Mar	June



Performance Objective 1 Problem Statements:





Perceptions
<p>Problem Statement 2: 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.</p>

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

Performance Objective 2: Families will be provided with opportunities to engage in meaningful interactions with RJP staff.

High Priority

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

Strategy 1 Details	Reviews		
<p>Strategy 1: Teachers will provide families with training, resources, activities, and opportunities that build connections between home and school.</p> <p>Strategy's Expected Result/Impact: Increase student opportunities and family/community support.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: A volunteer program that engages families and community will be established.</p> <p>Strategy's Expected Result/Impact: Increase in parent and community involvement.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Perceptions 2</p>	Formative		Summative
	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 2: 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.</p>

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		
<p>Strategy 1: School Improvement budget money will be used in partnership with Region 8 to access TIL/MIA consultants that will provide training for data-driven instruction, use of high-quality instructional materials, and high-yield observation and feedback techniques.</p> <p>Strategy's Expected Result/Impact: Teachers will become better equipped to provide quality instruction by use of district-adopted curriculum.</p> <p>Staff Responsible for Monitoring: Principal, Academic Specialist, Math and Reading Specialists</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2, 4</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: RJP will partner with Simply Instructional Coaching to provide training for administration and specialists.</p> <p>Strategy's Expected Result/Impact: Coaching opportunities will enhance teaching practices and improve student learning outcomes through personalized feedback and professional development.</p> <p>Staff Responsible for Monitoring: Principal, Academic Specialists, Math and Reading Specialists</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: In the 2024-2025 school year, 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: On the 2025 STAAR test, our Economically Disadvantaged student group earned 0 points in the area of Academic Achievement Status: Mathematics. This is down from the 3 points earned the previous year. **Root Cause:** Teachers face the lack of family engagement and awareness regarding the importance of mathematical readiness and support in the home.

Problem Statement 4: 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.





School Processes & Programs

Problem Statement 2: All teachers are new to using the Bluebonnet math curriculum. Returning teachers are in their third year using the Bluebonnet (Amplify) Reading curriculum. **Root Cause:** The LASO grant was awarded during the summer; teachers received their curriculum as the school year began so they are internalizing curriculum as the school year proceeds.

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		
<p>Strategy 1: Staff will use the Eduphoria HelpDesk app to log work orders that involve the upkeep and functioning of the school building.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal Secretary Classroom teachers</p> <p>Problem Statements: Demographics 1</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: In the 2024-2025 school year, 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.</p>

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>
Dolores Smith	Academic Paraprofessional	1
Misty Cline	Academic Paraprofessional	1

Title I

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Janet Vermillion	Academic Paraprofessional	Title I Schoolwide	1
Jurreka Timmons	Academic Paraprofessional	Title 1 Schoolwide	1
Kim Gillem	Math Specialist	Title 1 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	Bluebonnet		\$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

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