

Sulphur Springs Independent School District

Rowena Johnson Elementary

2026-2027 Campus Improvement Plan



Mission Statement

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

Vision

Educating All Students to Their Fullest Potential

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

Revised/Approved: September 24, 2026

Needs Assessment Overview

Needs Assessment Overview Summary

Rowena Johnson Elementary is committed to providing a safe, supportive, and engaging learning environment where all students can grow and succeed. As we transition to a K–5 campus, our focus is on building a strong school culture, maintaining high expectations, and ensuring consistent instructional practices across all grade levels.

Our Comprehensive Needs Assessment includes a review of STAAR, MAP, mCLASS, and classroom assessment data, along with campus instructional practices, staff collaboration, and school culture. Our 2026 STAAR results showed improvement in both Reading and Math, and our 2025–2026 mCLASS data reflected positive growth in early literacy. While we celebrate these successes, we recognize the need to continue improving student achievement, strengthening foundational skills, and closing performance gaps among student groups.

Our campus utilizes Bluebonnet Reading and Math, weekly PLCs, dedicated WIN intervention time, and targeted instructional support to meet individual student needs. We continue to focus on effective Tier 1 instruction, data-driven decisions, and professional development to support teachers and students.

As staff members come together from different campuses, we have worked collaboratively to develop a shared mission and vision for Rowena Johnson Elementary. We recognize that building a unified school culture takes time, and we are committed to strengthening relationships, communication, and consistent expectations through PBIS and continued collaboration.

The information gathered through our needs assessment will guide our Campus Improvement Plan and help us prioritize student achievement, effective instruction, positive school culture, and meaningful family and community involvement. Our goal is to work together as one campus to ensure every student has the opportunity to be successful.

Demographics

Demographics Summary

Rowena Johnson Elementary is one of three elementary campuses in Sulphur Springs ISD. This is a new school that has students from 5 different schools that have consolidated this year into 2. Rowena Johnson Elementary (RJE), is home to Kindergarten - Fifth graders with a total enrollment of approximately 575 students. We are located in Hopkins County just 90 miles east of the metroplex. Our campus is located close to our town square and our current building was built in 2026. Fifty four certified teachers and staff including our Instructional Specialists, Music, Art, Stem, Physical Education, Special Education resource teachers, Counselors and admin provide instruction and daily support to students. Six 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). RJE serves an ethnically diverse student population with economically disadvantaged and at-risk student populations.

The following tables provide comparison from the 2025-2026, 2024-2025, 2023-2024, 2022-2023, 2021-2022, 2020-2021 school years.

Rowena Johnson Elementary Ethnic Distribution and Sub-Demographics 2026-2027

Ethnic Distribution	Percent		Sub-Demographic	Percent
African American	AF/AM 56 .098%		Economically Disadvantaged	65%
Hispanic	Hisp 130 .227%		English Language Learners	ESL 33 .057%
White	White 329 .576%		At-Risk	
American Indian	Am Ind 4 - .007%		Gifted and Talented	
Asian	Asisan 10 .17%		Special Education	
Pacific Islander	0		Dyslexia	
Two or More Races	Mixed 42 .073%			

Rowena Johnson Elementary 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%
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%

Ethnic Distribution	Percent		Sub-Demographic	Percent
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%
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%

Ethnic Distribution	Percent		Sub-Demographic	Percent
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.

Student Learning

Student Learning Summary

Rowena Johnson Elementary utilizes multiple sources of assessment data, including STAAR, NWEA MAP, and mCLASS DIBELS 8, to evaluate student achievement, identify instructional needs, and monitor academic progress. As the campus expands to serve Kindergarten through fifth grade during the 2026–2027 school year, a continued focus on high-quality Tier 1 instruction, targeted interventions, and data-driven instructional decisions will be essential to ensuring academic success for all students.

STAAR Achievement

The 2026 STAAR results indicate positive academic trends in Reading/Language Arts and Mathematics. The percentage of students achieving Meets Grade Level or Above in Reading/Language Arts increased from 48% in 2025 to 60% in 2026, a 12-percentage-point increase. Mathematics performance at Meets Grade Level or Above increased from 42% to 51%, a 9-percentage-point increase. Across Reading and Mathematics assessments, 68% of tests achieved Approaches Grade Level or Above, 55% achieved Meets Grade Level or Above, and 32% achieved Masters Grade Level.

Although these results demonstrate improvement, continued growth is needed to meet the campus's 2026–2027 STAAR performance goals. The campus has established goals of 72% Approaches, 66% Meets, and 38% Masters in Reading/Language Arts; 75% Approaches, 58% Meets, and 38% Masters in Mathematics; and 69% Approaches, 44% Meets, and 26% Masters in Science. These targets will guide instructional planning and progress monitoring throughout the school year.

Early Literacy Achievement

The 2025–2026 mCLASS DIBELS 8 results demonstrated improvement in foundational literacy achievement for students in Kindergarten through second grade. Campuswide, the percentage of students performing at or above benchmark increased from 45% at the beginning of the year to 62% at the end of the year. During the same period, the percentage of students performing well below benchmark decreased from 41% to 29%.

Kindergarten demonstrated the greatest improvement, increasing from 40% at or above benchmark at the beginning of the year to 69% at the end of the year. First grade increased from 47% to 64%, while second grade increased from 46% to 54%. These results reflect positive changes in campus literacy performance across the school year.

Beginning-of-year 2026–2027 mCLASS data identify continued foundational literacy needs. Of the 268 K–2 students assessed, 41% performed at or above benchmark, while 59% performed below or well below benchmark. Kindergarten demonstrated the greatest need, with 69% of students below or well below benchmark, followed by first grade at 59% and second grade at 51%.

These findings indicate the importance of explicit foundational literacy instruction, early identification of reading difficulties, skill-specific intervention, and consistent progress monitoring. Additional analysis of mCLASS subtest results will help determine whether phonemic awareness, phonics, decoding, or oral reading fluency should receive the greatest instructional emphasis.

Student Group Performance

Disaggregated 2026 STAAR data identify achievement gaps among student populations. In Reading/Language Arts, 43% of African American students, 50% of Hispanic students, and 69% of White students achieved Meets Grade Level or Above. In Mathematics, 43% of African American students, 40% of Hispanic students, and 63% of White students achieved Meets Grade Level or Above.

Students receiving special education services also demonstrated lower achievement than the campus overall, with 32% reaching Meets Grade Level or Above in Reading/Language Arts and 23% in Mathematics. Among economically disadvantaged students, 50% achieved Meets Grade Level or Above in Reading/Language Arts and 40% in Mathematics.

These findings indicate a continued need to monitor achievement gaps, strengthen differentiated instruction, ensure appropriate accommodations and specialized services, and provide

timely intervention based on individual student needs.

Instructional Priorities and Campus Improvement

NWEA MAP assessments will be used to monitor achievement and growth in Reading and Mathematics, identify students requiring additional support, and evaluate progress toward campus academic goals. As the campus transitions to a K–5 instructional model, grade-level teams will utilize common assessments, PLC collaboration, and student progress-monitoring data to strengthen instructional alignment and continuity across grade levels.

Priority areas for the 2026–2027 school year include increasing the percentage of students achieving Meets and Masters Grade Level on STAAR, strengthening foundational literacy skills in the primary grades, improving Mathematics achievement, and reducing achievement gaps among student groups.

The campus will continue to emphasize effective Tier 1 instruction, purposeful intervention during designated instructional support time, and frequent analysis of student performance data to make timely instructional adjustments.

Overall, Rowena Johnson Elementary has demonstrated positive academic improvement while identifying clear opportunities for continued growth. Through intentional instructional planning, targeted intervention, and collaborative data analysis, the campus will work toward ensuring that all students achieve academic success and demonstrate measurable growth.

Student Learning Strengths

Rowena Johnson Elementary uses data-driven decisions and the Effective Schools Framework to provide quality instruction and meet the individual needs of students. Our campus continues to focus on student growth, high expectations, and helping all students be successful.

- Our 2026 STAAR results showed improvement in both Reading and Math. Students performing at Meets Grade Level or Above increased from 48% to 60% in Reading and from 42% to 51% in Math.
- Our K–2 students showed growth in reading during the 2025–2026 school year. Students performing at or above benchmark on mCLASS increased from 45% at the beginning of the year to 62% at the end of the year.
- Our campus schedule provides dedicated WIN time for students to receive targeted interventions based on their individual needs.
- Teachers use STAAR, MAP, mCLASS, and classroom assessment data to plan instruction, monitor student progress, and make adjustments to meet student needs.
- Students are encouraged to set goals and track their own progress through MAP, mCLASS, and classroom assessments.
- Our reading and math specialists provide additional support to help students strengthen skills and improve academic performance.
- Our staff maintains high expectations and believes all students can learn and grow. Teachers use effective instructional practices and work together through PLCs to support student success.
- As we expand to a K–5 campus, we are focused on building strong instructional practices across all grade levels to support continued student growth.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students do not consistently demonstrate ownership of their learning or the ability to articulate their academic goals and progress toward those

goals.

Root Cause: Students have not had a consistent, campus-wide process for setting academic goals, reviewing their assessment data, and monitoring their progress over time.

Problem Statement 2 (Prioritized): Student achievement data indicate a continued need to increase individual student growth and the percentage of students demonstrating mastery of grade-level standards.

Root Cause: Student performance data are not consistently analyzed and used throughout the instructional cycle to identify individual learning needs, monitor progress, and adjust instruction.

Problem Statement 3 (Prioritized): District assessment data indicate inconsistent mastery of grade-level standards across classrooms and student groups. Continued focus is needed on consistent curriculum implementation and grade-level instruction to improve student achievement.

Root Cause: As RJE transitions to a K-5 campus, teachers need continued support with consistent implementation of Bluebonnet Reading and Math, vertical alignment, and grade-level instructional expectations.

Problem Statement 4 (Prioritized): District assessment data indicate inconsistent mastery of grade-level standards across classrooms and student groups, creating a need to strengthen curriculum implementation and standards-aligned instruction to increase the percentage of students performing at Approaches or above.

Root Cause: Implementation of the adopted curriculum and grade-level instructional expectations is not yet consistent across all classrooms, resulting in variations in students' access to rigorous, standards-aligned instruction.

Problem Statement 5 (Prioritized): Student achievement data indicate a need to increase performance at the Approaches, Meets, and Masters levels and address achievement gaps among identified high-focus student groups through consistent, rigorous, standards-aligned instruction.

Root Cause: Teachers need greater consistency in lesson internalization, including understanding the depth and rigor of the TEKS, anticipating student responses and misconceptions, and planning appropriate instructional supports.

Problem Statement 6: Although Reading STAAR scores improved in 2026, 40% of students did not meet grade-level expectations. Continued improvement is needed to reach our campus goal of 66% Meets Grade Level or Above.

Root Cause: Students have gaps in foundational reading skills and need more consistent, targeted instruction to strengthen reading comprehension and grade-level reading skills.

Problem Statement 7: Math continues to be an area of need. In 2026, 49% of students did not reach Meets Grade Level or Above on STAAR. Our campus goal is to increase performance to 58% Meets Grade Level or Above.

Root Cause: Students have gaps in foundational math skills and need additional opportunities to apply mathematical concepts through problem-solving and higher-level thinking.

Problem Statement 8: Beginning-of-year 2026-2027 mCLASS data show that 59% of K-2 students are performing below or well below benchmark in reading. Kindergarten has the greatest need, with 69% of students below benchmark.

Root Cause: Students enter school with varying levels of foundational literacy skills, and more targeted, skill-specific instruction is needed to address individual reading needs.

Problem Statement 9: Achievement gaps continue among student groups. In 2026, 32% of students receiving special education services met grade-level expectations in Reading and 23% in Math, compared to campus averages of 60% in Reading and 51% in Math.

Root Cause: Students with diverse learning needs require more consistent differentiation, targeted interventions, and progress monitoring to ensure instruction is adjusted based on individual student needs.

School Processes & Programs

School Processes & Programs Summary

Rowena Johnson Elementary is committed to providing quality instruction that meets the needs of all students. Our teachers use TEKS-aligned Bluebonnet Reading and Math curriculum to provide engaging and rigorous instruction. As we transition to a K–5 campus, we continue to focus on vertical alignment and consistent instructional practices.

Our campus provides dedicated WIN intervention time, along with reading and math specialists, to support individual student needs. Teachers participate in weekly 90-minute PLCs to analyze STAAR, MAP, mCLASS, and classroom assessment data to plan instruction and monitor student progress.

Through the Effective Schools Framework, teachers receive ongoing professional development, coaching, and feedback to strengthen instruction. Our campus implements PBIS to promote positive behavior, build relationships, and maintain a safe and supportive learning environment.

Technology and instructional resources are used to support student learning, while district and campus mentoring programs help support new teachers. Our focus remains on high expectations, effective instruction, and continuous improvement to ensure all students are successful.

School Processes & Programs Strengths

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

- Campuswide implementation of PBIS helps build positive relationships and creates a safe and supportive learning environment for students and staff.
- Weekly 90-minute PLCs allow teachers to collaborate, analyze student data, plan instruction, and share effective teaching practices.
- Daily WIN (What I Need) time provides targeted interventions and enrichment opportunities to meet individual student needs.
- Implementation of Bluebonnet Reading and Math provides a consistent, TEKS-aligned curriculum focused on strong Tier 1 instruction.
- Teachers and staff are committed to using assessment data to guide instruction, monitor student progress, and make adjustments to meet student needs.
- Ongoing professional development, instructional coaching, and feedback support teachers in strengthening instructional practices.
- As we transition to a K–5 campus, vertical alignment and collaboration across grade levels help provide consistency in instruction and expectations.
- Strong relationships and ongoing communication with families and campus stakeholders help support student success.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Consistent implementation of campuswide behavior expectations and classroom management strategies continues to be an area of need, especially for new and inexperienced teachers.

Root Cause: Teachers need ongoing training, modeling, and support to consistently implement PBIS strategies and campus behavior expectations.

Problem Statement 2 (Prioritized): District assessment data indicate inconsistent mastery of grade-level standards across classrooms and student groups. Continued focus is needed

on consistent curriculum implementation and grade-level instruction to improve student achievement.

Root Cause: As RJE transitions to a K-5 campus, teachers need continued support with consistent implementation of Bluebonnet Reading and Math, vertical alignment, and grade-level instructional expectations.

Problem Statement 3 (Prioritized): Ongoing staff training and preparedness are needed to ensure a safe learning environment for all students and staff.

Root Cause: Staff need regular training, practice, and reminders to ensure campus safety procedures are consistently understood and followed.

Problem Statement 4 (Prioritized): Student behavioral and social-emotional needs continue to impact student engagement, relationships, and the learning environment.

Root Cause: Students have varying behavioral and social-emotional needs that require consistent expectations, relationship-building, and proactive support through PBIS.

Problem Statement 5 (Prioritized): RJE continues to work toward strengthening communication and providing opportunities for families to stay informed and involved in their child's education.

Root Cause: Families have different schedules, communication preferences, and opportunities to participate, requiring multiple ways to communicate and encourage involvement.

Problem Statement 6 (Prioritized): RJE must continue to provide meaningful professional development that supports teacher growth, instructional effectiveness, and student achievement while making effective use of available resources.

Root Cause: Professional development opportunities and available resources must be prioritized based on campus goals, teacher needs, and student performance data.

Problem Statement 7 (Prioritized): RJE must continue to maintain safe, functional, and well-maintained facilities to support student learning and daily campus operations.

Root Cause: Regular use of campus facilities and equipment, along with unexpected maintenance needs, requires ongoing monitoring, preventative maintenance, and planning.

Perceptions

Perceptions Summary

Rowena Johnson Elementary is committed to creating a positive and supportive school environment where all students feel safe, valued, and encouraged to succeed. Our staff believes all students can learn and works to build strong relationships, maintain high expectations, and celebrate student growth.

Through PBIS, we focus on teaching positive behavior, building relationships, and creating a school culture where students and staff feel respected and supported. We encourage students to take ownership of their learning and understand that mistakes are opportunities to learn and grow.

Communication and family involvement are important to our campus. We keep families informed through newsletters, social media, Skyward, teacher communication, and campus events. Our PTO and community partnerships provide additional opportunities for families and community members to support our students and staff.

RJE values staff collaboration, feedback, and professional growth. We continue to focus on creating a welcoming environment where students, staff, and families feel connected and work together for student success.

Student and staff safety remains a priority through campus safety procedures, emergency preparedness, and consistent expectations for student behavior.

Perceptions Strengths

Rowena Johnson Elementary has identified the following strengths in school culture and climate:

1. Our staff worked together to develop a shared mission and vision that reflects our beliefs, values, and commitment to student success.
2. Building positive relationships with students, staff, and families continues to be a priority at RJE.
3. Our staff believes all students can learn and works to create a safe, supportive, and welcoming environment.
4. PBIS provides a campuswide framework for teaching positive behavior, building relationships, and establishing consistent expectations.
5. We value family and community involvement and work to keep parents informed and connected to our campus.
6. As we transition to a K–5 campus, we are providing opportunities for staff to collaborate, build relationships, and develop a shared school culture.

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 continued training in PBIS so they can maximize their effectiveness during instruction.

Problem Statement 2: As Rowena Johnson Elementary transitions to a K-5 campus, consistent implementation of our shared mission, vision, and campuswide expectations continues to be an area of need.

Root Cause: Staff members have come together from different campuses with established practices, routines, and expectations. Additional time, collaboration, and clear communication are needed to build a unified campus culture and ensure everyone is working toward the same goals.

Priority Problem Statements

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 1: Teachers need continued training in PBIS so they can maximize their effectiveness during instruction.

Problem Statement 1 Areas: School Culture and Climate - School Organization - Perceptions

Problem Statement 2: Consistent implementation of campuswide behavior expectations and classroom management strategies continues to be an area of need, especially for new and inexperienced teachers.

Root Cause 2: Teachers need ongoing training, modeling, and support to consistently implement PBIS strategies and campus behavior expectations.

Problem Statement 2 Areas: School Culture and Climate - School Processes & Programs

Problem Statement 3: Students do not consistently demonstrate ownership of their learning or the ability to articulate their academic goals and progress toward those goals.

Root Cause 3: Students have not had a consistent, campus-wide process for setting academic goals, reviewing their assessment data, and monitoring their progress over time.

Problem Statement 3 Areas: Student Achievement - Student Learning

Problem Statement 4: Student achievement data indicate a continued need to increase individual student growth and the percentage of students demonstrating mastery of grade-level standards.

Root Cause 4: Student performance data are not consistently analyzed and used throughout the instructional cycle to identify individual learning needs, monitor progress, and adjust instruction.

Problem Statement 4 Areas: Student Achievement - Student Learning

Problem Statement 5: District assessment data indicate inconsistent mastery of grade-level standards across classrooms and student groups. Continued focus is needed on consistent curriculum implementation and grade-level instruction to improve student achievement.

Root Cause 5: As RJE transitions to a K-5 campus, teachers need continued support with consistent implementation of Bluebonnet Reading and Math, vertical alignment, and grade-level instructional expectations.

Problem Statement 5 Areas: Student Achievement - Student Learning - School Processes & Programs

Problem Statement 6: Ongoing staff training and preparedness are needed to ensure a safe learning environment for all students and staff.

Root Cause 6: Staff need regular training, practice, and reminders to ensure campus safety procedures are consistently understood and followed.

Problem Statement 6 Areas: School Culture and Climate - School Processes & Programs

Problem Statement 7: Student behavioral and social-emotional needs continue to impact student engagement, relationships, and the learning environment.

Root Cause 7: Students have varying behavioral and social-emotional needs that require consistent expectations, relationship-building, and proactive support through PBIS.

Problem Statement 7 Areas: School Culture and Climate - School Processes & Programs

Problem Statement 8: District assessment data indicate inconsistent mastery of grade-level standards across classrooms and student groups, creating a need to strengthen curriculum implementation and standards-aligned instruction to increase the percentage of students performing at Approaches or above.

Root Cause 8: Implementation of the adopted curriculum and grade-level instructional expectations is not yet consistent across all classrooms, resulting in variations in students' access to rigorous, standards-aligned instruction.

Problem Statement 8 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 9: Student achievement data indicate a need to increase performance at the Approaches, Meets, and Masters levels and address achievement gaps among identified high-focus student groups through consistent, rigorous, standards-aligned instruction.

Root Cause 9: Teachers need greater consistency in lesson internalization, including understanding the depth and rigor of the TEKS, anticipating student responses and misconceptions, and planning appropriate instructional supports.

Problem Statement 9 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 10: RJE continues to work toward strengthening communication and providing opportunities for families to stay informed and involved in their child's education.

Root Cause 10: Families have different schedules, communication preferences, and opportunities to participate, requiring multiple ways to communicate and encourage involvement.

Problem Statement 10 Areas: Family and Community Engagement - School Processes & Programs

Problem Statement 11: RJE must continue to provide meaningful professional development that supports teacher growth, instructional effectiveness, and student achievement while making effective use of available resources.

Root Cause 11: Professional development opportunities and available resources must be prioritized based on campus goals, teacher needs, and student performance data.

Problem Statement 11 Areas: Staff Quality, Recruitment, and Retention - School Organization - School Processes & Programs

Problem Statement 12: RJE must continue to maintain safe, functional, and well-maintained facilities to support student learning and daily campus operations.

Root Cause 12: Regular use of campus facilities and equipment, along with unexpected maintenance needs, requires ongoing monitoring, preventative maintenance, and planning.

Problem Statement 12 Areas: School Culture and Climate - School Organization - 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

Revised/Approved: October 19, 2026

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

Performance Objective 1: At least 80% of students will meet or exceed their individual growth targets, and the percentage of students performing at the Masters level will increase by at least 10 percentage points from the previous school year. Meets will improve to Masters, students will grow from BOY to MOY to EOY in Map/MClass and unit tests. Data will be tracked with Instructional Coaches and teachers using a student data tracker. Students will track their data using student trackers.

High Priority

Evaluation Data Sources: EOY mClass/MAP testing in May 2027

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Teachers will implement with fidelity the TEA Bluebonnet reading curriculum. (Title I SW: 2,8,9) (Target Group: All, At risk, Dyslexia) (NCLB: 1) Strategy's Expected Result/Impact: Teachers will increase rigor in the classroom and will provide quality reading instruction and practice. The expected impact will be for student reading levels and overall proficiency to increase by May 2027 Staff Responsible for Monitoring: Principal Assistant Principals Instructional Specialist Special Education Teachers ELAR Teachers 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: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building Funding Sources: Bluebonnet - 211 Title I, Part A			

Strategy 2 Details		Reviews		
Strategy 2: Classroom teachers, instructional specialists and principals will deepen their understanding of and ability to address the specific academic needs of all student groups. Strategy's Expected Result/Impact: Increase in student's academic achievement as demonstrated by: (1) the use of data assessment from mClass and Map and interventions (2) teacher implementation of HMH computer program as an intervention to student needs (3) Utilize the Campus Instructional Specialists to support ELAR instructional practices (4) the use of master scheduling for optimum classroom instruction time Staff Responsible for Monitoring: Principal Academic Specialist Instructional Specialists Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building Funding Sources: Salary - 199 General Fund, Salary - 211 Title I, Part A		Formative		Summative
		Nov	Mar	June
Strategy 3 Details		Reviews		
Strategy 3: The Instructional Leadership Team (ILT) will complete walkthroughs and provide weekly feedback to support high-yield instructional practices. Strategy's Expected Result/Impact: Academic Growth in all student populations Staff Responsible for Monitoring: Principal Asst. Principals ILT team TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building		Formative		Summative
		Nov	Mar	June

Strategy 4 Details	Reviews		
Strategy 4: Weekly PLCs will support data-driven instruction and support teachers to provide a strong foundation of Tier 1 instruction. Strategy's Expected Result/Impact: Academic growth in all populations Staff Responsible for Monitoring: Classroom teachers Special education teachers Instructional Specialists Campus Administrators	Formative		Summative
	Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: By following the Bluebonnet curriculum with fidelity in the classroom, 80% of all student groups will score at Approaches or higher on district level assessments.

High Priority
Evaluation Data Sources: District Based Assessments

Strategy 1 Details		Reviews		
Strategy 1: (1) Provide supplementary services; including but not limited to 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. Strategy's Expected Result/Impact: All student sub-populations will increase their academic achievement according to EOY campus and district assessments. Staff Responsible for Monitoring: Principal Academic Specialist Literacy Support Math Interventionist Resource teachers Paraprofessionals Classroom Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building Funding Sources: CogAT - 288 Title IV, Part A, Summer Acceleration - 199 PIC 30 State Comp Ed, Title IA, Schoolwide, SuccessEd - 211 Title I, Part A		Formative		Summative
		Nov	Mar	June

Strategy 2 Details	Reviews		
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. Strategy's Expected Result/Impact: Students will receive targeted instruction in a small group setting allowing interventions to be achieved for all students. Staff Responsible for Monitoring: Principal Academic Specialist Literacy Support Specialist Math Intervention Specialist Paraprofessionals Classroom Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Instructional Leadership and Capacity Building	Formative		Summative
	Nov	Mar	June

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 3: With a focus on lesson preparation, teachers will be able to internalize each lesson to have a clear understanding of the content and how it ties to the TEKS. In alignment with this focus, student achievement will increase to 72% Approaches, 66% Meets, and 38% Masters in the High Focus student groups - Hispanic, AA, All students on the 2026-2027 STAAR

High Priority

Evaluation Data Sources: 2026-2027 STAAR results

Strategy 1 Details		Reviews		
Strategy 1: 3rd grade classroom teachers and support staff will ensure that quality instruction is maintained in the classroom as well as WIN intervention time. Strategy's Expected Result/Impact: Teachers and Interventionists will differentiate instruction based on data and student need. Student achievement will increase to 90% Approaches, 60% Meets, 30% Masters on STAAR. Staff Responsible for Monitoring: Principal Academic Specialist Classroom teachers Math Interventionist Paraprofessionals Literacy Support TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building		Formative		Summative
		Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 4: Students will use individual goal tracking folders to set academic goals, take ownership of their growth, and intentionally track their progress.

Evaluation Data Sources: Goal-setting folders, data discussions, assessment scores.

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

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

Performance Objective 1: During the 2026-27 school year, RJE will sustain a focus on maintaining safety as measured by 100% of all staff receiving training in the District's campus safety initiatives.

High Priority

Evaluation Data Sources: Emergency Preparedness Manual Log, drill survey results, staff debriefs after drills.

Strategy 1 Details		Reviews		
Strategy 1: Continue utilizing the safety support systems, including but not limited to the school officer, safety drills, the Raptor System, security cameras, two-way radios, and Emergency Preparedness Plan. Strategy's Expected Result/Impact: To ensure 100% safe and secure campus for all students and staff. Staff Responsible for Monitoring: Principal Campus Security Officer		Formative		Summative
		Nov	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

Performance Objective 2: Implement and utilize PBIS/PAX organizational systems, Morning Meetings and the Comprehensive School Counseling Program

High Priority

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

Strategy 1 Details		Reviews		
Strategy 1: Training on the implementation of the PBIS system school wide, as well as other campus behavior incentives for all grade levels. Strategy's Expected Result/Impact: Increase in an overall safe and secure campus, increase positive learning environments through PBIS, while decreasing office referrals. Staff Responsible for Monitoring: Principal Counselor Process Champions Classroom Teachers - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Integrated Student Support Systems Funding Sources: CIS - 199 General Fund		Formative		Summative
		Nov	Mar	June
Strategy 2 Details		Reviews		
Strategy 2: Provide targeted support for Social Emotional Learning (SEL) campus wide including all stakeholders. Strategy's Expected Result/Impact: Through a variety of SEL activities highlighted and organized by the campus counselor and principal along with support from the CIS Liaison, all stakeholders will receive adequate SEL assistance. Staff Responsible for Monitoring: Principal Counselor Communities in Schools (CIS) Social Worker Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems Funding Sources: CIS - 199 PIC 24 State Comp Ed, Accelerated Ed		Formative		Summative
		Nov	Mar	June

Strategy 3 Details	Reviews		
Strategy 3: Utilize district Communities in Schools to surround students with a community of support, empowering them to stay in school and achieve in life. Targeted areas to increase success in school are academics, attendance, and behavior. Strategy's Expected Result/Impact: To offer community support to At Risk students, students and families in poverty, and students struggling with attendance, academics, and behavior. Staff Responsible for Monitoring: CIS Worker Principal	Formative		Summative
	Nov	Mar	June
Strategy 4 Details	Reviews		
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. Strategy's Expected Result/Impact: Train staff in consistent Tier 2 practices to ensure fidelity, reduce office referrals, and increase time engaged in learning. Staff Responsible for Monitoring: Principal Academic Specialist ESF Levers: Lever 3: Integrated Student Support Systems	Formative		Summative
	Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

High Priority

Evaluation Data Sources: Teacher Certification Data, retention rate, STRIVE feedback, and the LIFT Teacher Observation Tool.

Strategy 1 Details	Reviews		
Strategy 1: New Teachers with 0-1 years experience will participate in the New Teacher Mentor Program. Strategy's Expected Result/Impact: Teacher retention will improve, tools are provided for success, improve students learning Staff Responsible for Monitoring: Principal Asst. Principals Mentors Director of Professional Learning Assistant Superintendent - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Talent Retention and Strategic Staffing	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Implement instructional coaching to ensure effective delivery of instructional strategies for academic achievement in all content areas and grade levels. Strategy's Expected Result/Impact: Staff members will be trained effectively and efficiently use the campus designed instructional delivery process to reach all students. Staff Responsible for Monitoring: Principal Asst Principals Math and Reading Coaches - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building	Formative		Summative
	Nov	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: RJE 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 observe varied grade level classrooms, and consistent PLC times with Instructional Specialists to promote teacher growth, deliver consistent feedback, and provide necessary instructional support.

High Priority
Evaluation Data Sources: Teacher surveys, Walk-Through data, conversations in PLC, coaching cycle data.

Strategy 1 Details	Reviews		
Strategy 1: Meaningful professional development opportunities will be made available to new and veteran teachers to ensure success in classroom management, data keeping/analysis and instructional strategies. Strategy's Expected Result/Impact: Quality professional development on T-TESS goals Staff Responsible for Monitoring: Principal Assistant Principal - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building	Formative		Summative
	Nov	Mar	June
No Progress Accomplished Continue/Modify Discontinue			

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

Performance Objective 3: Staff will feel safe, valued and supported, contributing to a positive school culture and climate where everyone belongs

High Priority

Evaluation Data Sources: RJE Cares survey, daily morning meetings with students to increase relationships. School Committees will provide a shared voice and vision for the staff.

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

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

Evaluation Data Sources: RJP Parent and Staff Surveys

Strategy 1 Details		Reviews		
Strategy 1: RJE will provide consistent communication with families through campus newsletters, surveys, social media, Skyward, teacher communication, and other campus communication tools. RJE will share information about campus events, student learning, and opportunities for family involvement to encourage meaningful communication between school and home. Strategy's Expected Result/Impact: Increase in overall support and positive interaction with all stakeholders. Staff Responsible for Monitoring: Principal Assistant Principal Counselor - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Integrated Student Support Systems Funding Sources: Blackboard Connect - 211 Title I, Part A, PFE - 211 Title I, Part A		Formative		Summative
		Nov	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 2: During the 2026-2027 school year, RJE will host at least two campuswide family engagement events and provide ongoing opportunities for family and community involvement through our Family Engagement Committee, PTO, and community partnerships.

High Priority

Evaluation Data Sources: Community and parent involvement sign-in sheets, staff Family Engagement Committee

Strategy 1 Details	Reviews		
Strategy 1: RJE's Family Engagement Committee will plan and host a Fall and Spring Family Engagement Night and work with our PTO, local churches, and community businesses to provide meaningful opportunities for family involvement and strengthen school-community partnerships. Strategy's Expected Result/Impact: Increased family participation, stronger relationships between home and school, and greater community involvement in supporting student success. Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Integrated Student Support Systems Problem Statements: School Processes & Programs 5 - Family and Community Engagement 1	Formative		Summative
	Nov	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 5: RJE continues to work toward strengthening communication and providing opportunities for families to stay informed and involved in their child's education. Root Cause: Families have different schedules, communication preferences, and opportunities to participate, requiring multiple ways to communicate and encourage involvement.

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

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

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

Strategy 1 Details		Reviews		
Strategy 1: School Improvement budget money will be used in partnership with Region 8 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. Strategy's Expected Result/Impact: Teachers will become better equipped to provide quality instruction by use of district-adopted curriculum. Staff Responsible for Monitoring: Principal, Asst Principal, Math and Reading Specialists TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building		Formative		Summative
		Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

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

Strategy 1 Details	Reviews		
Strategy 1: Staff will use the Eduphoria HelpDesk app to log work orders that involve the upkeep and functioning of the school building. Strategy's Expected Result/Impact: Repairs will be done in a timely manner to ensure the building is given the attention necessary to keep it functioning properly. Staff Responsible for Monitoring: Principal Secretary Classroom teachers Problem Statements: School Processes & Programs 7 - School Culture and Climate 5 - School Organization 2	Formative		Summative
	Nov	Mar	June
No Progress Accomplished Continue/Modify Discontinue			

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 7: RJE must continue to maintain safe, functional, and well-maintained facilities to support student learning and daily campus operations. Root Cause: Regular use of campus facilities and equipment, along with unexpected maintenance needs, requires ongoing monitoring, preventative maintenance, and planning.

State Compensatory

Budget for Rowena Johnson Elementary

Total SCE Funds: \$120,435.00

Total FTEs Funded by SCE: 4

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 Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Britni Johnson	Reading Interventionist	1
Irene Bautista	Academic Paraprofessional	1
Jovana Schmidt	Math Interventionist	1
Margaret Boyte	Academic Paraprofessional	1

Title I

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Barbara Bloodgood	Academic Paraprofessional	Title I Schoolwide	1
Jennifer Graves	Assistant Principal	Title 1 Schoolwide	1
Joan Stowater	Academic Paraprofessional	Title I Schoolwide	1
Jurreka Timmons	Academic Paraprofessional	Title 1 Schoolwide	1
Kate Mitchell	Academic Paraprofessional	Title I Schoolwide	1
Kim Gillem	Math Interventionist	Title 1 Schoolwide	1
Makenzie Pettit	Reading Interventionist	Title I 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