

Sulphur Springs Independent School District

Rowena Johnson Primary

2022-2023 Campus Improvement Plan



Mission Statement

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

Vision

Educating All Students to Their Fullest Potential

Core Beliefs

We believe all children can learn.

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

We believe every person should be and feel safe.

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

We believe relationships are essential.

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

We believe family and community partnerships are essential.

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Learning 7
 - School Processes & Programs 10
 - Perceptions 12
- Priority Problem Statements 14
- Comprehensive Needs Assessment Data Documentation 15
- Goals 16
 - Goal 1: Students will be encouraged and challenged to meet their full potential. 17
 - Goal 2: Students will be educated in learning environments that are safe, drug-free, and conducive to learning. 23
 - Goal 3: Students will be taught by highly qualified and exceptionally trained staff. 26
 - Goal 4: Sulphur Springs ISD will encourage parent/guardian and community involvement in school activities. 28
- Title I Personnel 30
- 2022-2023 Campus Site-Based Committee 31
- Campus Funding Summary 32
- Addendums 33

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 317 students. We are located in Hopkins County just 80 miles east of the metroplex. Our campus is located close to our town square and our current building was built in 1967. Twenty-four 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. Six 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 2021-2022, 2020-2021, 2019-2020, and 2018-2019 school years.

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

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

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

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

Lamar Ethnic Distribution and Sub-Demographics 2020-2021

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

Lamar Ethnic Distribution and Sub-Demographics 2019-2020

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

Lamar Ethnic Distribution and Sub-Demographics 2018-2019

Ethnic Distribution	Percent	Sub-Demographic	Percent
African American	17.67%	Economically Disadvantaged	82.0%
Hispanic	17.98%	English Language Learners	5.04%
White	55.83%	At-Risk	61.51%
American Indian	0.0%	Gifted and Talented	1.90%
Asian	1.0%	Special Education	10.09%
Pacific Islander	0.0%		
Two or More Races	7.3%		

The district utilizes state compensatory and federal Title 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 95%. Attendance is attributed to a strong partnership with parents and a focus on high-quality education.

RJP has 16 classrooms for grades K-3. Classrooms exist with general education and special ed inclusion. RJP has 5 instructional aides to provide in-class support and intervention during WIN time. Dyslexic students are serviced through the Take Flight Program by 1.5 positions. Two resource teachers provide special education minutes to students as indicated in their IEPs. The Literacy Support teacher and Math Interventionist provide interventions to students in grades K-3. A PE teacher and a Music teacher provide Specials to students 45 minutes daily. Our Library paraprofessional provides 30 minutes of library instruction weekly, as well as an Art extracurricular class biweekly. An Academic Specialist oversees curriculum, discipline, and special programs for the campus.

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

Demographics Strengths

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

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

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 68% of our student population is economically disadvantaged with 46% at-risk. **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 2021-22 STAAR, 35% of Economically Disadvantaged students scored "Meets" in Reading, while 22% scored "Meets" in Math. **Root**

Cause: Teachers need additional training in Data-Driven Instruction to plan high-quality lessons based on student need.

Problem Statement 3 (Prioritized): Amplify Data **Root Cause:** Lack of phonemic awareness, experiences with text prior to Kindergarten.

Student Learning

Student Learning Summary

RJP will use the 2022 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 reading levels and math levels 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 Amplify to determine student reading levels.

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

In 2021, we administered TPRI for Kindergarten-1st grade students to assess phonological awareness, phonics, and reading abilities. Beginning 2021-2022, we will use 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%

2017-2018 STAAR	DID NOT MEET	APPROACHES	MEETS	MASTERS
All Students	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE
3 rd Reading	33%	67%	30%	19%
3 rd Math	41%	59%	27%	9%
2018-2019 STAAR	DID NOT MEET	APPROACHES	MEETS	MASTERS
All Students	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE
3 rd Reading	32%	68%	38%	21%
3 rd Math	37%	63%	31%	9%
2019-2020 STAAR	DID NOT MEET	APPROACHES	MEETS	MASTERS
All Students	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE
3 rd Reading	N/A	N/A	N/A	N/A
3 rd Math	N/A	N/A	N/A	N/A
2020-2021 STAAR	DID NOT MEET	APPROACHES	MEETS	MASTERS
All Students	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE
3 rd Reading	35%	65%	31%	17%
3 rd Math	44%	56%	21%	10%

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

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

Student Learning Strengths

- Rowena Johnson Primary uses data-driven decisions supported through the Effective Schools Framework to provide targeted instruction to meet individual student needs.
- RJP developed and actively follows a Targeted Improvement Plan (TIP) with the Texas Education Agency (TEA)
- 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 reading level goals each nine week grading period.
- Our staff supports high expectations that all students can learn.
- High-yield instructional practices focus on individual needs and our educators understand the importance of individualized instruction.
- RJP employs a math interventionist to provide targeted math support to maximize student growth.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Over ___% of students at Rowena Johnson Primary are below grade level in reading. **Root Cause:** Students have not made adequate yearly progress to close the gaps in reading due to a lack of targeted reading instruction.

Problem Statement 2 (Prioritized): On 202223 STAAR, 43% of 3rd grade students scored "Meets" Grade level in Reading and 29% of 3rd grade students scored "Meets" Grade level in Math. **Root Cause:** Lack of educational opportunities with text and numbers causes delays in student achievement.

School Processes & Programs

School Processes & Programs Summary

Students are encouraged and challenged to meet their full educational potential through a 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. A plethora of instructional strategies/programs and resources, including Sharon Wells Math, Pearlized Math, technology, Capturing Kids' Hearts, Fundamental Five, Daily Five, Reading A-Z, Amplify, and Brain Pop, Jr. are implemented. Teachers team teach to allow them to deliver the curriculum in a more detailed and specialized manner.

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

The Mission Statement for Sulphur Springs ISD promotes personal growth and lifelong learning. Instructional staff will participate in training based on their own learning needs as well as the needs of all students. Training on instructional strategies and technology integration is offered. All teachers and campus administrators have or will attend Capturing Kids' Hearts, which promotes building relational capacity with students, staff, and stakeholders. RJP will continue the implementation of Wildcat Walks to allow teachers to observe other teachers effectively implementing best practices or strategies. 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: Promethean boards, iPads, and software programs. The use of technology in the classroom will improve student performance in all areas and better accommodate our virtual learning academy as needed. Faculty/staff will be proficient in using the Skyward and Eduphoria systems. The district technology initiative for a 1:1 student and device ratio continues through the district's ongoing purchase plan for iPads.

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

Critical instructional and assessment programs will continue. Many of these are supplemental programs are funded through federal funding or special state allotments. Critical programs include Fountas and Pinnell, Amplify, IXL, CogAT, Reading A-Z, Capturing Kids' Hearts, Education Galaxy, Reflex Math, and Brain Pop.

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 Capturing Kids' Hearts process 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 teachers are not equipped with instructional and behavioral processes to adequately ensure student growth and success. **Root Cause:** Large number of new teachers, not enough time to implement and practice new curriculum and strategies.

Problem Statement 2 (Prioritized): Lack of quality data to provide insight into student weaknesses and gaps in learning. **Root Cause:** Testing programs do not provide accurate or consistent data.

Perceptions

Perceptions Summary

In concert 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. Most of the staff feels appreciated for their work and receive appropriate feedback for their instruction. Some areas to focus on this year include the SSISD professional development and PLC processes.

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 sheets, student folders, notes home, contact by the teacher, contact by the school administrators and secretary, Skyward emails, RJP Facebook, Remind, RJP website, SSISD Facebook, Blackboard Connect.

Our campus welcomes both parent and community volunteers through our Parent/Teacher Organization (PTO), our Book Buddies from the First United Methodist Church, and our Support our Campus and Kids (SOCK) from Clayton Homes. Typical methods of communication include: Cat Pride Binders, nine-week calendar/conduct card, notes home, contact by the teacher, contact by the school administrators and secretary, Skyward emails, Rowena Primary Facebook, SSISD Facebook, Remind 101, 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 often interrupted by behavioral needs. A behavior interventionist is needed to proactively reduce the number of behavior incidents. **Root Cause:** Increase in Social Emotional Learning needs in students inhibit self-regulation and impact instructional time.

Priority Problem Statements

Problem Statement 3: 68% of our student population is economically disadvantaged with 46% at-risk.

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 1: Over ___% of students at Rowena Johnson Primary are below grade level in reading.

Root Cause 1: Students have not made adequate yearly progress to close the gaps in reading due to a lack of targeted reading instruction.

Problem Statement 1 Areas: Student Learning

Problem Statement 7: New teachers are not equipped with instructional and behavioral processes to adequately ensure student growth and success.

Root Cause 7: Large number of new teachers, not enough time to implement and practice new curriculum and strategies.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 4: Instructional time is often interrupted by behavioral needs. A behavior interventionist is needed to proactively reduce the number of behavior incidents.

Root Cause 4: Increase in Social Emotional Learning needs in students inhibit self-regulation and impact instructional time.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: On the 2021-22 STAAR, 35% of Economically Disadvantaged students scored "Meets" in Reading, while 22% scored "Meets" in Math.

Root Cause 5: Teachers need additional training in Data-Driven Instruction to plan high-quality lessons based on student need.

Problem Statement 5 Areas: Demographics

Problem Statement 2: On 202223 STAAR, 43% of 3rd grade students scored "Meets" Grade level in Reading and 29% of 3rd grade students scored "Meets" Grade level in Math.

Root Cause 2: Lack of educational opportunities with text and numbers causes delays in student achievement.

Problem Statement 2 Areas: Student Learning

Problem Statement 8: Lack of quality data to provide insight into student weaknesses and gaps in learning.

Root Cause 8: Testing programs do not provide accurate or consistent data.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 6: Amplify Data

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

Problem Statement 6 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: Students will be encouraged and challenged to meet their full potential.

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

High Priority

Evaluation Data Sources: EOY Amplify testing in May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Continued use of supplemental reading programs of instruction that include but not limited to the use of Fountas and Pinnell, Reading A-Z, IXL, and Amplify. (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 2023.</p> <p>Staff Responsible for Monitoring: Principal Academic Specialist Literacy Support Specialist Special Education Teachers ELAR Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Reading A-Z - 211 Title I, Part A - \$3,000, IXL - 211 Title I, Part A - \$5,250, Amplify - 211 Title I, Part A - \$2,700</p>	Formative			Summative
	Nov	Feb	Apr	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> <ol style="list-style-type: none"> (1) teacher implementation of Daily 5 (2) the increased use of Fountas & Pinnell and guided reading (3) the use of data assessment from the Universal Reading Screener (4) teacher implementation of IXL computer program as an intervention to student needs (5) the use of Amplify data and Amplify interventions (6) Utilize the District Primary Literacy Coach to support ELAR instructional practices 7) Instruction delivery through 1:1 I-pad initiative for face to face and Virtual Academy students (8) 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: 2.4, 2.5, 2.6</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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Salary - 199 PIC 24 State Comp Ed, Accelerated Ed - \$25,000, Salary - 211 Title I, Part A - \$230,950</p>	Formative			Summative
	Nov	Feb	Apr	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>	Formative			Summative
	Nov	Feb	Apr	June

Staff Responsible for Monitoring: Principal

Academic Specialist

ILT team

Title I:

2.4, 2.5, 2.6


- TEA Priorities:


Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





Goal 1: Students will be encouraged and challenged to meet their full potential.

Performance Objective 2: With a focus on rigor in the classroom, at least 70% of all student groups will score at least approaches 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 Fountas and Pinnell, IXL, Amplify, Education Galaxy, Reflex Math, Do the Math and Brain Pop 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>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Brain Pop - 211 Title I, Part A - \$1,700, CogAT - 211 Title I, Part A - \$2,700, Summer Acceleration - 199 PIC 30 State Comp Ed, Title IA, Schoolwide - \$5,000, SuccessEd - 211 Title I, Part A - \$300, Education Galaxy - 211 Title I, Part A - \$3,700, Reflex Math - 211 Title I, Part A - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 2 Details	Reviews			
<p>Strategy 2: 2) Use variety of data measures including Amplify and math 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>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Students will be encouraged and challenged to meet their full potential.

Performance Objective 3: With a focus on rigor in classroom instruction, student achievement will increase at least 5% in all student demographic groups on the 2023 STAAR.

High Priority





Evaluation Data Sources: 2023 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 by 5% on STAAR.</p> <p>Staff Responsible for Monitoring: Principal Academic Specialist Classroom teachers Math Interventionist Paraprofessionals Literacy Support</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Students will be encouraged and challenged to meet their full potential.

Performance Objective 4: STRATEGIC PLAN-Innovative learning opportunities that foster risk taking and student passion will be created.





Evaluation Data Sources: Samples of lessons, participation of students

Strategy 1 Details	Reviews			
Strategy 1: Genius Hour: All students will experience innovative thinking through problem-solving activities in Genius Hour. Strategy's Expected Result/Impact: Critical thinking will increase; students will try new things Staff Responsible for Monitoring: Teachers Principal Academic Specialist	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Objective 1: During the 2022-23 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: 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>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 2: Students will be educated in learning environments that are safe, drug-free, and conducive to learning.

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: Continued implementation of Capturing Kids' Hearts (CKH) 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 the CKH process and self-managing teams, while decreasing office referrals.</p> <p>Staff Responsible for Monitoring: Principal Counselor Process Champions Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: CIS - 199 PIC 24 State Comp Ed, Accelerated Ed - \$16,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 2)STRATEGIC PLAN: 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>Funding Sources: CIS - 199 PIC 24 State Comp Ed, Accelerated Ed - \$16,500</p>	Formative			Summative
	Nov	Feb	Apr	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>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: STRATEGIC PLAN- Facilities that equip students to pursue their passions and fulfill their needs will be provided.</p> <p>Strategy's Expected Result/Impact: Recruit, support, retain teachers and principals</p> <p>Improve low-performing schools</p> <p>Staff Responsible for Monitoring: Principal Academic Specialist</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Students will be taught by highly qualified and exceptionally trained staff.

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: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 2) Provide staff with appropriate professional development opportunities to ensure effective delivery of instructional strategies for academic achievement in all content areas and increase knowledge of grade-level curriculum.</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</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Region 8 Contract - 270 RLIS - \$6,000</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Students will be taught by highly qualified and exceptionally trained staff.

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

High Priority





Evaluation Data Sources: Curriculum and Instructional Department Training Logs

Strategy 1 Details	Reviews			
<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: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Complete individualized training based on teacher's specific needs</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>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Sulphur Springs ISD will encourage parent/guardian and community involvement in school activities.

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: Campus will continue providing multiple opportunities for parents and community members to volunteer and participate in campus activities funded through Parent and Family Engagement Budget.</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: 4.1, 4.2</p> <p>Funding Sources: Blackboard Connect - 211 Title I, Part A - \$350, PFE - 211 Title I, Part A - \$1,700</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Sulphur Springs ISD will encourage parent/guardian and community involvement in school activities.

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

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: The District Strategic Plan indicates to implement a CAT Club for 3rd grade with family and community volunteers. Strategy's Expected Result/Impact: Increase student opportunities and family/community support. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: A volunteer program that engages families and community will be established. Strategy's Expected Result/Impact: Increase in parent and community involvement. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dustin Morgan	Academic Specialist	Title 1 Schoolwide	1
Harley Kerby	Academic paraprofessional	Title 1 Schoolwide	1
Jady Martin	Academic Paraprofessional	Title 1 Schoolwide	1
Kara Argenbright	Literacy Support	Title 1 Schoolwide	1
Kim Gillem	Math Specialist	Title 1 Schoolwide	1
Logan Scott	Academic Paraprofessional	Title 1 Schoolwide	1
Pam Hooten	Academic paraprofessional	Title 1 Schoolwide	1

2022-2023 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Sasha Posey	Principal
Community Representative	Rusty Posey	Community Member
Business Representative	Blake Macek	Business Representative
District-level Professional	Lyndsey Anderson	Director of Special Education (LEA Admin)
Administrator	Rachel Kistler	Academic Specialist
Non-classroom Professional	Holly Thompson	Literacy Support Teacher (Specialized Instructional Support)
Paraprofessional	Harley Kerby	Paraprofessional
Classroom Teacher	Anna Miller	2nd grade teacher
Parent	Angela Grimes	Parent
Parent	Andi Hinton	Educational Diagnostician (Parent)
Classroom Teacher	Leah Gore	Reading Resource Teacher

Campus Funding Summary

199 PIC 24 State Comp Ed, Accelerated Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Salary		\$25,000.00
2	2	1	CIS		\$16,000.00
2	2	2	CIS		\$16,500.00
Sub-Total					\$57,500.00
199 PIC 30 State Comp Ed, Title IA, Schoolwide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Summer Acceleration		\$5,000.00
Sub-Total					\$5,000.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading A-Z		\$3,000.00
1	1	1	IXL		\$5,250.00
1	1	1	Amplify		\$2,700.00
1	1	2	Salary		\$230,950.00
1	2	1	Brain Pop		\$1,700.00
1	2	1	CogAT		\$2,700.00
1	2	1	SuccessEd		\$300.00
1	2	1	Education Galaxy		\$3,700.00
1	2	1	Reflex Math		\$3,000.00
4	1	1	Blackboard Connect		\$350.00
4	1	1	PFE		\$1,700.00
Sub-Total					\$255,350.00
270 RLIS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Region 8 Contract		\$6,000.00
Sub-Total					\$6,000.00

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

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

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

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

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

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

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

Early Childhood Literacy Progress Measure 1

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

Yearly Target Goals

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

Early Childhood Literacy Progress Measure 2

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

Yearly Target Goals

	2020	2021	2022	2023	2024
K	XX%	78%	83%	87%	90%
1st	XX%	67%	83%	87%	90%
2nd	XX%	67%	83%	87%	90%
3rd	XX%	76%	83%	87%	90%

Early Childhood Literacy Progress Measure 3

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

Yearly Target Goals

	2020	2021	2022	2023	2024
2nd		80% (80%)	83%	87%	90%
3rd	76%	80% (78%)	83%	87%	90%

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

Total Studnets

227 + 28

317

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

Early Childhood Math Board Outcome Goal

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

All

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

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

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

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

Early Childhood Math Progress Measure 3

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

Yearly Target Goals

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

Early Childhood Math Progress Measure 3

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

Yearly Target Goals

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

*Actual

Early Childhood Math Progress Measure 3

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

Yearly Target Goals

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