# Sulphur Springs Independent School District

# Sulphur Springs Elementary

# 2024-2025 Campus Improvement Plan

# Mission Statement

The mission of the Sulphur Springs Independent School District is to provide students with the skills that will prepare them to adapt and excel in a fast- changing world, enabling them to lead productive lives. The district shares with parents and the community the responsibility of promoting high standards and expectations as we provide opportunities for all students within our diverse community to attain personal growth and to become lifelong learners.

# Vision

Educating All Students to Their Fullest Potential

# Table of Contents

# Comprehensive Needs Assessment

## Demographics

**Demographics Summary**

Sulphur Springs Elementary School is a 4th and 5th grade campus located in Sulphur Springs, Texas. Sulphur Springs Elementary School is a Title 1 campus that currently serves 600 students. Student enrollment at Sulphur Springs Elementary Elementary has dropped in both grade levels. Sulphur Springs Elementary School serves an ethnically diverse student population with a large number of economically disadvantaged and at-risk student populations similar to state averages. PEIMS enrollment data for 2024-25, by ethnicity is listed below. Sulphur Springs Elementary student groups include 20% English Language Learners, 6% Gifted and Talented, 24% Special Education and 20% Section 504. For 2024-25, 66% are economically disadvantaged, and 52% are identified as at risk. Seven buses transport approximately 350 students to/from the district bus hub daily where students are bussed to and from home.

| Ethnic Distribution | Percent | | Sub-Demographic | Percent |
|---|---|---|---|---|
| African American | 10 | | Economically Disadvantaged | 66 |
| Hispanic | 32 | | English Language Learners | 20 |
| White | 53 | | At-Risk | 52 |
| American Indian | .05 | | Gifted and Talented | 6 |
| Asian | .05 | | Special Education | 24 |
| Pacific Islander | .003 | | Section 504 | 20 |
| Two or More Races | 4 | | | |

SSES has 15 fourth grade classrooms. Classrooms exist with general education, bilingual education with a 2-way program and special education students; 12 general education/inclusion teachers are assisted by inclusion paraprofessionals and 2 resource teachers. Three dual language classes have 57 students total. 4 paraprofessionals serve students in 4th grade. Students receive enrichment and/or interventions during Extended Learning Time (ELT) for 40-45 minutes per day. A Literacy Support Teacher and Math Intervention Aide provide interventions during ELT. Dyslexic students are serviced through the Take Flight program by 1.5 full time dyslexia teachers. A behavior interventionist aide works with students in need of behavior support, interventions and accommodations. Currently, the reading and math resource teachers provide 45 minutes of instruction 5 days per week in a pull out to provide resource minutes to special education students who constitute 24% of the total population with 18% receiving Resource Reading and/or Math. Paraprofessionals provide in class support to students in the classroom and in small groups during ELT. Students attend "specials" 5 days per week. One PE teacher is assigned to each grade level and the campus has one music teacher and one library aide.

SSES has 15 fifth grade classrooms. Classrooms exist with general education, bilingual education and special education students.  Three dual language classes have 56 students total. Paraprofessionals include 4 ladies who provide in class support to students. Two Academic Interventionists provide interventions for math and reading.  Students receive enrichment and/or interventions during Extended Learning Time (ELT) for 40 minutes per day. Dyslexic students are serviced through the Take Flight program and are taught by the 1.5 campus dyslexia teachers.  Currently, the reading and math resource teachers provide 45 minutes of instruction 5 days per week in a pull out to provide resource minutes to special education students who constitute 24% of the total population with 18% receiving Resource Reading and/or Math). Paraprofessionals provide in class support to students in the classroom. Students attend "specials" 5 days per week.  One PE paraprofessional and one teacher share 4th and 5th grade students and one music teacher and one library aide is assigned to the campus.

One science teacher position is successful in providing hands-on science instruction in a lab setting for 4th grade and 5th grade.  Teachers lead labs part time and the science teacher leads the other half.  A behavior intervention aide works with students in need of behavior interventions and accommodations.

With the increase of students who quality for self-contained special education, the two self-contained classes were restructured to provide quality instruction to the students.  One teacher and 2 paras work with 5 severely autistic students.  One teacher and 2 aides work in a self-contained special education class has with 14 students who are intellectually disabled and autistic in grades 4-5.

Support staff plays a critical role in the success of students at SSES. These staff members contribute specialized instruction or support for students.

- Academic Specialists are specialized in curriculum and work diligently to ensure PLCs are successful and curriculum and instruction is quality.
- Reading Interventionists - Read 180/Literacy Support staff work with students to increase reading levels. Lexile levels are assessed using MAP and Read 180.
- Math Interventionists work to provide math interventions and extensions for students to ensure success/progress on STAAR.  They work closely with classroom teachers on Sharon Wells Math concepts, skills.
- Paraprofessionals provide in class support to students in the classroom.  Three paraprofessionals provide interventions during Extended Learning Time.  They work closely with classroom teachers in reading and math interventions.
- Behavior Intervention/SAIL teacher positions work with students in need of behavioral support to be successful in the classroom.

Sulphur Springs Elementary School continues to place a high priority in employing a high-quality, talented staff.  SSISD provides a strong mentoring and support program for beginning teachers.  Sulphur Springs Elementary staff closely monitors the student groups with regards to race and ethnicity, academic need and socio-economic status.

**Demographics Strengths**

Sulphur Springs Elementary School has been in existence for 14 years; but with districtwide restructure of campuses, SSES is currently in year seven as a 4th and 5th grade campus.  Subject and grade level teams, as well as the Campus Advisory Committee, review student performance data and how the data relates to instruction and student achievement.

Sulphur Springs Elementary School utilizes state compensatory and federal Title 1 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.

Sulphur Springs Elementary has many strengths.  Some of the most notable demographic strengths include:

- Attendance Rates is at 96% - comparable to other like campuses in the region and state.
- SSISD has numerous supportive community partners, businesses and families.
- Students are valued by the staff.
- Students are accepting of new students regardless of race or ethnicity.
- New teachers report that the campus and district mentoring and support processes are helpful and effective.
- STAAR Scores declined in 2024 but are comparable to Region 8 in all areas and are higher than the state average in all areas except Masters in 5th Grade Reading.  5th Grade Math is equal to the state average.
- SSES 2023-24 Accountability Score is a C.


**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** An increase in students receiving special services in 504, RtI and Special Education.   **Root Cause:** A significant increase in SPED and special services (504/RtI) student population shows that our staff needs to focus on effective instructional strategies as well as a viable curriculum to reach all levels of students' needs.

**Problem Statement 2 (Prioritized):** An increase in SPED students receiving resource minutes and in need of in class support in special education.   **Root Cause:** The resource teacher in each grade level content area has helped meet the needs of all SPED students to the degree needed for increased academic achievement. Continued efforts will fill gaps.

**Problem Statement 3 (Prioritized):** Increase in the number students in the sub populations of ethnicity performing below grade level.   **Root Cause:** Minority students including African American, and Hispanic ethnicities are consistent each year, yet the achievement on state testing is lower than other ethnicities.

# Student Learning

**Student Learning Summary**

SSES will use the 2024 STAAR scores which include performance levels of Masters, Meets, High Approaches, Approaches, High Did Not Meet and Did Not Meet Grade Level Performance to plan for instruction. Other methods of data collection such as reading Lexile levels and math levels and data from MAP will be used to help monitor and adjust the instruction and interventions. The Approaches, High 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 SSES data analysis.

| **2017 STAAR** <br><br> **All Students** | **DID NOT MEET** <br><br> **Grade Level Performance** | **APPROACHES** <br><br> **Grade Level Performance** | **MEETS** <br><br> **GRADE LEVEL PERFORMANCE** | **MASTERS** <br><br> **GRADE LEVEL PERFORMANCE** |
|---|---|---|---|---|
| 3rd Reading | 43% | 57% | 34% | 20% |
| 3rd Math | 40% | 60% | 31% | 13% |
| 4rd Reading | 41% | 59% | 38% | 21% |
| 4th Math | 25% | 75% | 44% | 28% |
| 4th Writing | 51% | 49% | 25% | 6% |

| **2018 STAAR** <br><br> **All Students** | **DID NOT MEET** <br><br> **Grade Level Performance** | **APPROACHES** <br><br> **Grade Level Performance** | **MEETS** <br><br> **GRADE LEVEL PERFORMANCE** | **MASTERS** <br><br> **GRADE LEVEL PERFORMANCE** |
|---|---|---|---|---|
| 3rd Reading | 38% | 67% | 30% | 19% |
| 3rd Math | 72% | 58% | 27% | 9% |
| 4rd Reading | 38% | 62% | 36% | 17% |
| 4th Math | 32% | 68% | 38% | 17% |
| 4th Writing | 26% | 48% | 38% | 12% |
| 5th Reading | 17% | 83% | 46% | 20% |
| 5th Math | 10% | 90% | 55% | 26% |
| 5th Science | 20% | 80% | 48% | 19% |

| 2019 STAAR<br><br>All Students | DID NOT MEET<br><br>Grade Level Performance | APPROACHES<br><br>Grade Level Performance | MEETS<br><br>GRADE LEVEL PERFORMANCE | MASTERS<br><br>GRADE LEVEL PERFORMANCE |
|---|---|---|---|---|
| 4th Reading | 27% | 73% | 38% | 17% |
| 4th Reading/Span | 59% | 41% | 15% | 8% |
| 4th Math | 31% | 69% | 40% | 21% |
| 4th Writing | 43% | 57% | 23% | 4% |
| 4th Writing/Span | 50% | 50% | 13% | 0% |
| 5th Reading | 16% | 84% | 51% | 26% |
| 5th Math | 11% | 89% | 53% | 51% |
| 5th Science | 17% | 83% | 61% | 35% |

| 2021 STAAR<br><br>All Students | DID NOT MEET<br><br>Grade Level Performance | APPROACHES<br><br>Grade Level Performance | MEETS<br><br>GRADE LEVEL PERFORMANCE | MASTERS<br><br>GRADE LEVEL PERFORMANCE |
|---|---|---|---|---|
| 4th Reading | 30% | 70% | 36% | 21% |
| 4th Reading/Span | 39% | 61% | 25% | 3% |
| 4th Math | 31% | 69% | 47% | 29% |
| 4th Writing | 40% | 60% | 32% | 9% |
| 4th Writing/Span | 44% | 56% | 17% | 0% |
| 5th Reading | 27% | 73% | 45% | 27% |
| 5th Math | 21% | 79% | 50% | 27% |
| 5th Science | 24% | 76% | 44% | 17% |
| | | | | |
| | | | | |

| 2022 STAAR<br><br>All Students | DID NOT MEET<br><br>GRADE LEVEL PERFORMANCE % | APPROACHES<br><br>GRADE LEVEL PERFORMANCE % | MEETS<br><br>GRADE LEVEL PERFORMANCE % | MASTERS<br><br>GRADE LEVEL PERFORMANCE % |
|---|---|---|---|---|
| 4th Reading | 20 | 80 | 56 | 31 |
| 4th Reading/Span | 66 | 34 | 17 | 10 |
| 4th Math | 31 | 69 | 44 | 25 |
| | | | | |
| 5th Reading | 18 | 82 | 60 | 35 |
| 5th Math | 15 | 85 | 50 | 23 |
| 5th Science | 28 | 72 | 47 | 21 |

| 2022-23 STAAR - in percentages | | | | | |
|---|---|---|---|---|---|
| | | | | | |
| Reading | | Approaches | Met | Mastered | Did Not Meet |
| 5th Grade | | 77 | 51 | 23 | 23 |
| 4th Grade | | 81 | 43 | 17 | 19 |
| | | | | | |
| Math | | Approaches | Met | Mastered | Did Not Meet |
| 5th Grade | | 85 | 58 | 25 | 15 |
| 4th Grade | | 74 | 52 | 25 | 26 |
| | | | | | |
| Science | | Approaches | Met | Mastered | Did Not Meet |
| 5th Grade | | 74 | 48 | 22 | 26 |

| 2023-24 STAAR DATA | | | |
|---|---|---|---|
| | | | |
| Grade 4 | Approaches | Meets | Masters |
| Reading | 77 | 45 | 15 |

| 2023-24 STAAR DATA | | | |
|---|---|---|---|
| Spanish Reading | 49 | 23 | 9 |
| Math | 63 | 40 | 14 |
| Spanish Math | 33 | 0 | 0 |
| | | | |
| **Grade 5** | **Approaches** | **Meets** | **Masters** |
| Reading | 75 | 43 | 19 |
| Spanish Reading | 72 | 28 | 4 |
| Math | 84 | 54 | 12 |
| Spanish Math | 25 | 0 | 0 |
| Science | 65 | 28 | 9 |
| Spanish Science | 33 | 0 | 0 |

An analysis of scores for demographic groups reveals the following:

- Lowest performing sub-populations are African American and Hispanic students in Achievement, Growth and Success
- African American students, compared to all other students, scored lower than white peers in reading and math.
- Hispanic students, compared to all other students, scored below their white peers in reading and math.
- The deficit in math is a problem being corrected by Sharon Wells Math.
- 4th Grade Spanish STAAR is significantly lower than the English STAAR for Reading.
- Data will be used to monitor and adjust for 2024-25.


**Student Learning Strengths**

Student Academic Strengths:

The campus moved from an "Improvement Required" campus with an F rating to a B rating for several years. In 2024-25, SSES dropped to a C.  In 6 years SSES, the accountability rating The campus will continue to focus on the following strengths to maximize student achievement and growth in 2024-25

- Master Schedule revisions have been made to maximize learning time to closing performance gaps and meet the needs of the HB1416 law for Accelerated Intervention Plans.
- Teachers have analyzed specific STAAR data for students in all tested grades, the beginning of year Lexile levels and MAP assessments to ensure improvements in academic achievement and growth.
- Writing strategies have been incorporated and will be reviewed this year to ensure growth in academic achievement in writing which is critical to the ECR and SCR written responses on the 2025 STAAR.
- Extended Learning Time - consistent 40-45 minute daily interventions to fill gaps and to provide enrichment for students to increase the Meets and Masters Level percentages. Reading and math interventionists continually review data to close achievement gaps and make progress.
- Teachers are grouped in teams and all students in each grade attend this school - there is no discrepancy between campus grade levels as all SSISD students in grades 4-5 attend SSES.

- All teachers in grades 4-5 are on this campus and plan together in bi-weekly PLCs.
- Consistent data talks, along with consulting with Region 8 ESC and the data trackers provided, are necessary to ensure student needs are met and progress is made.

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Reading and Math data in grades 4-5 show significant gaps with African American, Economically Disadvantaged, Special Education and Hispanic students when compared to the white peers. **Root Cause:** Teachers need consistent data analysis and PLC meeting time for teaching diverse populations, cultural awareness and sensitivity, building relationships, and implementation of more strategic ways to encourage parents and community to become active partners in efforts to achieve student success for all students.

**Problem Statement 2 (Prioritized):** Narrowing the gaps for all sub-populations. **Root Cause:** Students are coming to SSES below grade level in reading and math. Resource teachers and interventionists will continue to analyze data to drive instruction.

**Problem Statement 3 (Prioritized):** 30% Reading levels and Lexile levels are not on grade level. **Root Cause:** Amplify reading curriculum has been adopted to improve Lexile and reading levels. Teachers must address students at the current reading level and close the performance gaps at the level of performance.

**Problem Statement 4 (Prioritized):** Writing data from the STAAR reveals that students did not perform as well on the constructed responses and extended constructed responses. Growth is still needed and will be a focus for this year on written responses on the state assessment. **Root Cause:** Lack of a consistant vertically aligned Writing curriculum among K-5th grades for previous years;

# School Processes & Programs

**School Processes & Programs Summary**

SSES strives to provide a strong academically aligned curriculum with instructional practices and assessment that will meet the needs of all learners. SSES provides students the opportunity to reach their full potential and develop strong character. Students will be encouraged to develop creative and critical thinking skills through rigorous TEKS based and aligned instruction. The curriculum includes supplemental programs, special programs, and student opportunities in Reading, Math, Writing, Science, and Social Studies.  Student progress is assessed regularly and data-driven decision making drives instruction.

Sulphur Springs Elementary School campus leaders and teachers analyze data to identify areas of improvement and the progress of growth among assessments. These areas are addressed with intentional strategic plans. Highly qualified teachers and instructional aides are experienced and trained in best practices. Professional Development for SSES is tailored to incorporate the Vision, Mission and Goals of SSISD along with the needs highlighted by data review. Sulphur Springs Elementary School will continue to analyze data and appropriate sequencing of high need objectives.

Instructional needs and professional development needs for teachers and staff are fulfilled by the district Curriculum, Instruction and Assessment Team. The CIA team, along with teacher input, is responsible for development and implementation of a guaranteed and viable curriculum based on state standards.  Extensive professional development is provided for best instructional practices, curriculum development and assessment development. Professional development is an ongoing activity planned with the input of teacher/staff surveys, requests and feedback as tracked though Eduphoria. SSES teachers utilize the Fundamental 5 best practices. Reading teachers incorporate the Amplify curriculum to provide a common structure. Math teachers work to build math fluency and comprehension with Sharon Wells Math.  Implementation of T-TESS gives the administrative team the opportunity to conference with teachers to set goals, address areas of weaknesses, celebrate areas of strength, and devise a plan for professional growth. Teachers continue to review and modify curriculum and assessment documents to effectively implement vertical alignment of curriculum.

Professional Learning Communities meet 2 times per week for a total of 90 minutes for common planning times. PLCs are used to discuss the expectations of the state standards, ensure the activities and lessons are at the appropriate rigor to address the state standards, ensure that students' needs are met based on data analysis, build common assessments and check points, and to ensure that data drives instruction. Teachers utilize data to drive the instruction and planning based on the deficits in standardized test scores. AWARE provides teachers the capability to plan student interventions based on each student's data and performance.

SSES is committed to hiring and retaining highly-qualified teachers. The SSISD Mentor/Mentee program was implemented to support new teachers for the first two years of teaching and provide support beyond 2 years.  PLC, Reading Boot Camp, Sharon Wells Math PD, Amplify Internalization Days and other pertinent trainings ensure new and veteran teachers are successful.

Intervention for struggling learners continues to be a top priority for SSES.  This practice will remain at the highest priority for 2024-25.  Instructional revisions have been made to the curriculum documents to ensure students receive appropriate instruction to include TEKS. Teachers and campus leaders carefully monitor and intervene to ensure that all students reach their full potential as readers.  2024-25 data indicates gaps in performance for students in grades 4 and 5 as a result of instructional practices. Math fluency and number sense will also be monitored to ensure students reach grade level expectations in math literacy. The district will utilize Success Ed to effectively track student interventions and corresponding responses to the interventions.  Math and Reading interventionists will provide interventions to promote student progress.

SSISD places a priority on closing the performance gaps.   Read 180, IXL are used daily for interventions. STAAR Tutoring is available after-school and summer school is offered to provide interventions.

Students have access to a variety of extra-curricular activities to promote character skills and work ethic.  Sky Ranch School Programs Camp will continue to provide enrichment opportunities for students in grade 5.

Critical instructional and assessment programs will continue.  Many of these are supplemental programs made available with federal funding or special state allotments.  Critical programs include Read 180, IXL. In August 2019, SSES teachers and staff attended Capturing Kids Hearts to complete district training initiative in PreK-Grade 12 - the best practices obtained from this training will continue to be used for building relationships and teachers will receive training on campus by the campus leaders.

**School Processes & Programs Strengths**

Sulphur Springs Elementary School has identified the following strengths in school processes and programs:

- Teachers and staff build positive relational capacity with students.
- PLCs effectively analyze student performance data to maximize learning opportunities.
- Extended Learning 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.
- The campus Attendance Rates have historically exceeded comparable campuses across the state.
- 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.
- Extra Curricular Activities: UIL, Book Clubs, GROW, Student Council
- As a 1:1 technology campus, technology is utilized to optimize student learning.
- Student software and intervention programs are designed to promote student success and progress.
- Support of parent/community involvement: PTO, Alliance Bank Community Partner, First Baptist Church

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

**Problem Statement 1 (Prioritized):** Teachers request training for instructional best practices and classroom structures that are aligned to campus and district processes.   **Root Cause:** With hiring of new teachers due to teacher turnover and a growing student body, teachers and administrators realize the importance of new teacher training and ongoing professional development of all teachers and staff.

**Problem Statement 2 (Prioritized):** Teachers need more opportunities for instructional strategies for differentiation.   **Root Cause:** Sub populations of students are growing, interventions will help to fill gaps in learning.

# Perceptions

**Perceptions Summary**

In concert with SSISD, one of the core beliefs at Sulphur Springs Elementary School 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. SSES is committed to narrowing the performance gaps among all student groups, and particularly the Hispanic, Economically Disadvantaged, African American, Hispanic 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.

SSES 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. 99% of the staff feels appreciated for their work and receive appropriate feedback for their instruction. Focus areas this year include the SSISD professional development and PLC processes.

Sulphur Springs Elementary School 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, SSES Facebook, Remind, SSES website, SSISD Facebook, Blackboard Connect.

**Perceptions Strengths**

- Teacher/Staff Surveys reveals that staff agrees the academic achievement is a priority at SSES.
- Teacher/Staff Surveys reveals that staff agrees that there is a strong commitment to aligning instructional practices, curriculum, and assessment.
- Parent Climate surveys reveal that parents agree that academic achievement is a priority at SSES.
- Parent Climate surveys reveal that parents agree that teachers have high expectations for continuous improvement in student learning.

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Behavioral/Discipline issues continue to be a challenge for some students. **Root Cause:** Student need: mental health issues, diagnosis, emotional issues. Many students move in to the district as a result of circumstances and are living with friends/relatives. Students continue to bear stressful weight in pandemic after effects as the social and emotional needs of students are just as important as the academic needs.

**Problem Statement 2 (Prioritized):** School facilities are in need of repair and updates. **Root Cause:** Facilities have not been properly maintained but will be a non-issue with the new schools from the successful bond in May 2024.

**Problem Statement 3 (Prioritized):** A significant increase in parent/community participation, and positive teacher and parent survey data last year confirms that implementation of

the Parental Involvement Committee must continue to be a high priority need for the campus.   **Root Cause:** Significant increases with positive results began occurring as a result of mentorship programs with community partners. More parent involvement opportunities will be scheduled for 2024-25

**Problem Statement 4 (Prioritized):** Transparency with campus budget and fiscal accountability.   **Root Cause:** Stakeholders need be more aware of the expenditures for teachers, students and campus.

# Priority Problem Statements

**Problem Statement 1**: 30% Reading levels and Lexile levels are not on grade level.

**Root Cause 1**: Amplify reading curriculum has been adopted to improve Lexile and reading levels. Teachers must address students at the current reading level and close the performance gaps at the level of performance.

**Problem Statement 1 Areas**: Student Learning


**Problem Statement 2**: Reading and Math data in grades 4-5 show significant gaps with African American, Economically Disadvantaged, Special Education and Hispanic students when compared to the white peers.

**Root Cause 2**: Teachers need consistent data analysis and PLC meeting time for teaching diverse populations, cultural awareness and sensitivity, building relationships, and implementation of more strategic ways to encourage parents and community to become active partners in efforts to achieve student success for all students.

**Problem Statement 2 Areas**: Student Learning


**Problem Statement 3**: An increase in SPED students receiving resource minutes and in need of in class support in special education.

**Root Cause 3**: The resource teacher in each grade level content area has helped meet the needs of all SPED students to the degree needed for increased academic achievement. Continued efforts will fill gaps.

**Problem Statement 3 Areas**: Demographics


**Problem Statement 4**: Writing data from the STAAR reveals that students did not perform as well on the constructed responses and extended constructed responses. Growth is still needed and will be a focus for this year on written responses on the state assessment.

**Root Cause 4**: Lack of a consistant vertically aligned Writing curriculum among K-5th grades for previous years;

**Problem Statement 4 Areas**: Student Learning


**Problem Statement 5**: Narrowing the gaps for all sub-populations.

**Root Cause 5**: Students are coming to SSES below grade level in reading and math. Resource teachers and interventionists will continue to analyze data to drive instruction.

**Problem Statement 5 Areas**: Student Learning


**Problem Statement 6**: Teachers request training for instructional best practices and classroom structures that are aligned to campus and district processes.

**Root Cause 6**: With hiring of new teachers due to teacher turnover and a growing student body, teachers and administrators realize the importance of new teacher training and ongoing professional development of all teachers and staff.

**Problem Statement 6 Areas**: School Processes & Programs


**Problem Statement 7**: A significant increase in parent/community participation, and positive teacher and parent survey data last year confirms that implementation of the Parental Involvement Committee must continue to be a high priority need for the campus.

**Root Cause 7**: Significant increases with positive results began occurring as a result of mentorship programs with community partners. More parent involvement opportunities will be scheduled for 2024-25

**Problem Statement 7 Areas**: Perceptions


**Problem Statement 8**: Teachers need more opportunities for instructional strategies for differentiation.

**Root Cause 8**: Sub populations of students are growing, interventions will help to fill gaps in learning.

**Problem Statement 8 Areas**: School Processes & Programs


**Problem Statement 9**: Behavioral/Discipline issues continue to be a challenge for some students.

**Root Cause 9**: Student need: mental health issues, diagnosis, emotional issues. Many students move in to the district as a result of circumstances and are living with friends/relatives. Students continue to bear stressful weight in pandemic after effects as the social and emotional needs of students are just as important as the academic needs.

**Problem Statement 9 Areas**: Perceptions


**Problem Statement 10**: Increase in the number students in the sub populations of ethnicity performing below grade level.

**Root Cause 10**: Minority students including African American, and Hispanic ethnicities are consistent each year, yet the achievement on state testing is lower than other ethnicities.

**Problem Statement 10 Areas**: Demographics


**Problem Statement 11**: An increase in students receiving special services in 504, RtI and Special Education.

**Root Cause 11**: A significant increase in SPED and special services (504/RtI) student population shows that our staff needs to focus on effective instructional strategies as well as a viable curriculum to reach all levels of students' needs.

**Problem Statement 11 Areas**: Demographics


**Problem Statement 12**: School facilities are in need of repair and updates.

**Root Cause 12**: Facilities have not been properly maintained but will be a non-issue with the new schools from the successful bond in May 2024.

**Problem Statement 12 Areas**: Perceptions


**Problem Statement 13**: Transparency with campus budget and fiscal accountability.

**Root Cause 13**: Stakeholders need be more aware of the expenditures for teachers, students and campus.

**Problem Statement 13 Areas**: Perceptions

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

- District goals
- Performance Objectives with summative review (prior year)
- 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

**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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

**Student Data: Student Groups**

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- School safety data

**Employee Data**

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

# Goals

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

**Performance Objective 1:** Achievement - With a focus on rigor in classroom instruction, student achievement will increase at least 5 points in all content areas on the 2025 STAAR.

**High Priority**

**Evaluation Data Sources:** STAAR  Results

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Teachers will continue to make data-driven decisions to provide rigorous and relevant instructional practices based on student need. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** Teachers will differentiate instruction based on data and student need. Student achievement will increase by 5 points on STAAR. <br><br> **Staff Responsible for Monitoring:** Principal <br> Academic Specialist <br> Teachers <br> Team Leads <br> Read 180 Teacher/Literacy Support <br> Math Interventionist <br><br> **Title I:** <br> 2.4, 2.5, 2.6 <br> - **TEA Priorities:** <br> Build a foundation of reading and math <br> - **ESF Levers:** <br> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Provide academic interventions during Extended Learning Time to increase academic achievement in the core content areas based on the needs/levels of students. | Formative | | | Summative |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** Students will exhibit progress and measurable growth on:<br>1. Lexile levels<br>2. Read 180 progress<br>3. CODE Progress<br>4. STAAR<br>5. Sharon Wells Math Assessments<br>6. MAP Data<br>7. Amplify Unit Assessments<br><br>**Staff Responsible for Monitoring:** Principal<br>Academic Specialist<br>Teachers<br>Interventionists<br>Instructional/Title 1/SPED Aides<br>Read 180/Literacy Support<br><br>**Title I:**<br>2.4, 2.5, 2.6<br> - **TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools<br> - **ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction<br>**Funding Sources:** SCE Summer Acceleration - 199 PIC 24 State Comp Ed, Accelerated Ed | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **Strategy 3:** Teachers use resources to further classroom instruction in mathematics, such as: | **Nov** | **Feb** | **Apr** | **June** |
| IXL<br>Fact fluency<br>Sharon Wells Math | | | | |
| **Strategy's Expected Result/Impact:** Student achievement will increase on formative assessments, district unit tests and 5 points on STAAR. | | | | |
| **Staff Responsible for Monitoring:** Principal<br>Academic Specialist<br>Teachers<br>Math Interventionist<br>Instructional/Title 1 Aides | | | | |
| **Title I:**<br>2.4, 2.5, 2.6<br> - **TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college<br> - **ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction | | | | |
| **Funding Sources:** IXL - 211 Title I, Part A | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| **Strategy 4:** SSES will effectively and systematically implement RtI to intentionally provide intervention to students that are not performing at grade level and will provide RtI to students who did not pass STAAR in 2023 and 2024.  Students will have opportunities to receive interventions during the school day, possible after-school tutoring and/or in summer school. | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** Close/ narrow performance gaps as indicated in state accountability Index 3:<br><br>1. Economically Disadvantaged students<br>2. African American students<br>3. Special Education students<br>4. EL students<br>**Staff Responsible for Monitoring:** Principal<br>Academic Specialist<br>504/RtI Coordinator<br>Teachers<br>Interventionists<br>Instructional/Title 1 Aides<br>Read 180 Teacher/Literacy Support<br><br>**Title I:**<br>2.4, 2.5, 2.6<br> - **TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools<br> - **ESF Levers:**<br>Lever 1: Strong School Leadership and Planning<br>**Funding Sources:** Salaries - 211 Title I, Part A | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 5:** Teachers will meet weekly in PLCs to:<br>design curriculum aligned to the state standards,<br>analyze TEKS and discuss instructional methods,<br>discuss data gathered from assessments,<br>build formative assessments.<br>Teachers discuss these questions for the PLC process<br>*How will we respond when students don't know something?<br>*How will we respond when students already know something?<br>*What do students need to be able to do?<br>*How will we know when they haven't learned it?<br><br>**Strategy's Expected Result/Impact:** Implementing a systematic way to provide rigorous direct instruction, small group instruction, interventions, enrichment, and differentiation that will result in a 5% increase of proficiency on grade-level assessments.<br><br>**Staff Responsible for Monitoring:** Principal<br>Academic Specialist<br>RtI/ Testing Coordinator<br>Interventionists<br>Read 180/Literacy Support<br>Instructional/Title 1 Aides<br><br>**Title I:**<br>2.4, 2.5, 2.6<br> **- TEA Priorities:**<br>Build a foundation of reading and math<br> **- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 6:** Teachers will develop an effective plan of instruction for writing including editing and revising strategies, and successful ECR and SCR writings.  This will provide students with tools for written response questions on STAAR. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** Student success on written responses on STAAR and a 3% increase in scores.<br>**Staff Responsible for Monitoring:** Principal<br>Academic Specialist<br>Teachers<br>Interventionists<br>Instructional/Title 1 Aides<br><br>**Title I:**<br>2.5, 2.6<br> **- ESF Levers:**<br>Lever 5: Effective Instruction | | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 7:** 5th grade students will be provided an opportunity to attend the Sky Ranch School Camp for enrichment in science and character skills.  Students will attend 2 days of camp. | Formative | | | Summative |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** Students will gain knowledge in character building and team building skills as well as science. <br> **Staff Responsible for Monitoring:** Principal <br> Classroom Teachers <br> 5th Grade Science Teacher <br> Teacher <br> Support Staff <br> Behavior Interventionist <br> Counselor <br> CIS Coordinator <br><br> **Title I:** <br> 2.4, 2.6 <br>  **- TEA Priorities:** <br> Recruit, support, retain teachers and principals, Build a foundation of reading and math <br>  **- ESF Levers:** <br> Lever 3: Positive School Culture | | | | |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 8:** Teachers will receive Sharon Wells Math professional development each 6-weeks to plan for quality math instruction.  Teachers will receive the curriculum each 6 weeks and will provide instruction with integrity. | Formative | | | Summative |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** Increase in math STAAR scores, math fluency and math problem solving. <br> **Staff Responsible for Monitoring:** Principal <br> Academic Specialist <br> Math team leaders <br> Math Teachers <br> Instructional/Title 1 Aides <br> Math Interventionists <br><br> **Title I:** <br> 2.4, 2.5, 2.6 <br>  **- TEA Priorities:** <br> Build a foundation of reading and math <br>  **- ESF Levers:** <br> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | | | |

0% No Progress        100% Accomplished        → Continue/Modify        ✗ Discontinue

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

**Performance Objective 2:** Reading - With a focus on rigor on differentiation and reading instruction, 80% of all students will read on grade level Lexile according to the district goals by the end of the year.

**High Priority**

**Evaluation Data Sources:** STAAR, Read 180 Benchmarks for BOY, MOY, EOY, IXL, MAP

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** ELAR Classroom Teachers, Interventionists and Special Ed Resource teachers will provide reading instruction to advance the academic achievement and ensure student growth by one year in reading Lexile levels. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
|     **Strategy's Expected Result/Impact:** Increase academic achievement in reading as demonstrated by the following: STAAR IXL Read 180/CODE Increase in Lexile levels Language Launch for newcomers<br>    **Staff Responsible for Monitoring:** Principal Academic Specialist RTI/504 Coordinator Teachers Read 180 Teacher/Literacy Support Title 1 Aides Behavior Interventionist<br><br>    **Title I:** 2.4, 2.5, 2.6<br>   **- TEA Priorities:** Build a foundation of reading and math<br>   **- ESF Levers:** Lever 5: Effective Instruction | | | | |

| Strategy 2 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 2:** Classroom Teachers, Interventionists and Support Staff will gain a deeper understanding of the reading process and how to differentiate instruction to address the needs of all students. | | **Formative** | | | **Summative** |
| | | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** Increase achievement as demonstrated by:<br>Implementation of IXL<br>Data Analysis<br>MAP<br>**Staff Responsible for Monitoring:** Principal<br>Academic Specialist<br>RTI/Testing Coordinator<br>Reading Interventionist<br> Reading teachers<br><br>**Title I:**<br>2.4, 2.5, 2.6<br> **- TEA Priorities:**<br>Build a foundation of reading and math<br> **- ESF Levers:**<br>Lever 5: Effective Instruction | | | | | |

| Strategy 3 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 3:** Reading teachers will participate in the Amplify Internalization PD days - 3 per semester to fully internalized and plan the units and lessons to meet the needs of students at SSES. | | **Formative** | | | **Summative** |
| | | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** Teachers will internalize lessons effectively. Teachers will provide Amplify Instruction to all students in Tier 1 Instruction.<br>**Staff Responsible for Monitoring:** Reading Teachers<br>Academic Specialists<br>Principal<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br> **- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments | | N/A | | | |

0% No Progress          100% Accomplished          Continue/Modify          ✕ Discontinue

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

**Performance Objective 3:** Narrowing Performance Gaps - The 2025 STAAR (All Subjects) met standard (approaches grade level) pass rate for student/ethnic groups (particularly SpEd, African American, EcoDis, EL, and At-Risk) will increase by 5 points.

**High Priority**

**Evaluation Data Sources:** STAAR Data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Progress in closing performance gaps will be the focus for:<br>Inclusion aides<br>Extended Learning Time Support Staff<br>Teachers<br>Paraprofessionals<br>Differentiated instruction will be the focus to meet students at their current level and work to improve the levels.<br><br>    **Strategy's Expected Result/Impact:** Progress in reading and math levels to achieve grade level status on STAAR and on assessments.<br>    **Staff Responsible for Monitoring:** Principal<br>    Academic Specialist<br>    Teachers<br>    Support Staff<br>    Interventionist<br>    Read 180/Literacy Support<br>    Instructional/Title 1 Aides<br>    Behavior Interventionist<br><br>    **Title I:**<br>    2.4, 2.5, 2.6<br>    **- TEA Priorities:**<br>    Build a foundation of reading and math<br>    **Funding Sources:** BE/ESL Staff and Resources - 263 Title III, LEP | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| | | | | |

| Strategy 2 Details | Reviews | | | |
| --- | --- | --- | --- | --- |
| **Strategy 2:** Teachers, support staff and paraprofessionals will work to meet the needs of the current IEP, RtI plan or 504 plan to improve academic achievement in reading and math. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** 1. Student's progress measure will increase to show one year's worth of growth on STAAR.<br>2. Students in special programs will spend more time in small group instruction to narrow gaps with the resource teacher facilitating.<br><br>**Staff Responsible for Monitoring:** Principal<br>Teachers<br>Academic Specialist<br>504/RtI Coordinator<br>Counselor<br>Interventionists<br>Read 180/Literacy Support<br>Instructional/Title 1 Aides<br><br>**Title I:**<br>2.4, 2.5, 2.6<br> **- TEA Priorities:**<br>Build a foundation of reading and math<br> **- ESF Levers:**<br>Lever 5: Effective Instruction<br>**Funding Sources:** Salary - 199 PIC 30 State Comp Ed, Title IA, Schoolwide | | | | |

| Strategy 3 Details | Reviews | | | |
| --- | --- | --- | --- | --- |
| **Strategy 3:** The staff of SSES will utilize best practices for character building and social skills in all classrooms and support classrooms to the fullest extent.  Social contracts will be created and followed to promote a healthier environment in all areas of school.  Behavior will improve with the understanding of the 4 behavior questions.  Be Kind, Be Safe, Be Responsible, Be Respectful. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** 1.  Discipline referrals will be reduced.<br>2. Classroom behavior will improve.<br>**Staff Responsible for Monitoring:** Principal<br>Counselor<br>Academic Specialist<br>Teachers<br>Staff<br>CIS Coordinator<br><br>**Title I:**<br>2.5, 2.6<br> **- ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

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

**Performance Objective 4:** Technology Integration - At least 80% of student-days will involve technology integration within the instructional day. Students will do weekly typing lessons.

Evaluation Data Sources: Classroom Observations, Clarity Reports, Device/Internet Usage Reports

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Technology TEKS and typing instruction will be completed in the classroom and media center. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Greater appropriate use of technology for instruction and learning. | **Nov** | **Feb** | **Apr** | **June** |
| **Staff Responsible for Monitoring:** Teachers<br>Innovative Learning Specialist<br>Librarian<br><br>**Title I:**<br>2.4 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Robotics - Students will learn to successfully utilize coding, building and challenges utilizing the LEGO Robotics program.  Students. This program will filter up to SSMS and SSHS Robotics/STEM programs. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** Students will acquire knowledge and skills associated with Robotics/STEM to successfully compete with others.  Students will learn basic and intermediate skills to funnel into the programs/competitions in upper grade levels.<br>**Staff Responsible for Monitoring:** Principal<br>Instructional Technology Specialists<br>Campus Robotics Coordinators<br><br>**Title I:**<br>2.4, 2.5 | | | | |

0% No Progress          100% Accomplished          → Continue/Modify          ✖ Discontinue

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

**Performance Objective 1:** Sulphur Springs Elementary School will sustain a focus on maintaining a safety as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

    **Evaluation Data Sources:** Emergency Preparedness  Personnel Logs

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Continue the use of school safety support systems including: | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| 1. CPI/Handle with Care training<br>2. Raptor check in system<br>3. Security Cameras<br>4. Emergency Preparedness Plan<br>5. Radios<br>6. Campus wide Bully Reporter System<br>7.  Texas School Safety Training for Team - online<br><br>    **Strategy's Expected Result/Impact:** 1. Safety and Security of all students and staff members 100% of the time.<br>    2. Texas School Safety Training Online for all staff on the team.<br>    3. Bully Reporter Incidents<br>    **Staff Responsible for Monitoring:** Principal<br>    Campus Police Officer<br>    Academic Specialists<br>    Behavior Specialists<br>    Staff | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** 1) Fifth graders will have the opportunity to attend Sky Ranch School Program Camp for science enrichment, team building and character skills. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
|     **Strategy's Expected Result/Impact:** Students will learn about team building and cooperative learning for character skills and receive enrichment in science.<br>    **Staff Responsible for Monitoring:** Principal<br>    Teachers<br><br>    **Title I:**<br>    2.4, 2.6 | | | | |

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

**Performance Objective 2:** By May 2025, establish processes to increase opportunities to promote safe and healthy lifestyles while teaching the importance of respect, honor, and citizenship. Be Kind, Be Safe, Be Respectful, Be Responsible.

    **Evaluation Data Sources:** Discipline logs, office referrals, counseling logs, bullying reports

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Continue to incorporate the following campus-wide initiatives: | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| Guidance Lessons from Counselor<br>Bully prevention guidance lessons<br>Red Ribbon Week<br>Monthly Wildcat Rally - celebration of learning<br>Monthly Character Word Student Awards<br><br>    **Strategy's Expected Result/Impact:** To increase awareness of the importance of maintaining healthy lifestyles, promote positive character traits, and decrease bullying through guidance lessons and utilizing community mentors.<br>    **Staff Responsible for Monitoring:** Principal<br>Academic Specialist<br>Counselor<br><br>    **ESF Levers:**<br>Lever 3: Positive School Culture | | | | |
| Strategy 2 Details | Reviews | | | |
| **Strategy 2:** Social Emotional Learning plans for all staff and students will be implemented.  Check-ins for students in need will be implemented. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
|     **Strategy's Expected Result/Impact:** Decrease in student discipline, increase in student academic performance and decrease in teacher turnover.<br>    **Staff Responsible for Monitoring:** All campus administrators, counselor and CIS Coordinator<br><br>    **Title I:**<br>2.6<br> - **TEA Priorities:**<br>Recruit, support, retain teachers and principals, Improve low-performing schools<br> - **ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

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

**Performance Objective 3:** Utilize programs and processes to increase the percentage of time spent with students regarding academic, social, mental and behavior needs by 5%. Bully prevention will be a focus area. The CIS Coordinator and counselor will provide counseling and assistance to those in need and will monitor the case loads.

**High Priority**

**Evaluation Data Sources:** Counseling logs, CIS Weekly Summary, Office Discipline Referrals, Behavior Specialist logs and notes

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** CIS and Counselor will provide group sessions to provide students with practical tools to manage behavior, social acceptance, mental health concerns and academic concerns. This will be supplemented with the following extra-curricular activities available to students:<br><br>GROW for Girls<br>UIL<br>Sky Ranch<br>Utilize the CIS social worker on campus<br>Wildcat Word of the Month - student awards | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** Students will be equipped to handle social, behavior and academic issues. Behavior/Discipline will improve.<br>**Staff Responsible for Monitoring:** Principal<br>Counselor<br>Academic Specialists<br>CIS Coordinator<br><br>**Title I:**<br>2.5<br>**Funding Sources:** CIS - 199 PIC 30 State Comp Ed, Title IA, Schoolwide | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** SSES will work to improve the student and staff culture. The principal and academic specialist will lead the charge to train teachers, staff and students through the process.  Action Plans will be implemented for each culture routine. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** Student culture will improve allowing the student academic and behavior success to improve.  Students will be respectful and will adhere to the challenges of the culture change. **Staff Responsible for Monitoring:** Principal Academic Specialist Counselor All staff **Title I:** 2.5, 2.6  **- ESF Levers:** Lever 3: Positive School Culture | | | | |

0% No Progress          100% Accomplished          → Continue/Modify          ✗ Discontinue

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

**Performance Objective 4:** Facilities will provide opportunities for a quality education to all students.

> **Evaluation Data Sources:** Facilities will be used to maintained until the new campus is completed.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Utilize the facilities study for the current bond committee to make improvements to the facility.  Many recommendations were made to maintain the building appearance. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Determination of the needs of SSISD for facility upgrades<br>**Staff Responsible for Monitoring:** Superintendent and Long Range Facility Committee<br>Principal<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals, Improve low-performing schools | **Nov** | **Feb** | **Apr** | **June** |
| | | | | |

| | | | |
|---|---|---|---|
| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |

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

**Performance Objective 1:** Retaining Exceptionally Trained Staff - SSISD / SSES will mentor, coach, and retain highly qualified and exceptionally trained staff. SSISD / SSES will strive to decrease the turnover rate for non-retirees.

**Evaluation Data Sources:** Teacher Certification Data; Retention Rate of Staff at EOY

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** New Teachers with 0-1 years experience will participate in the New Teacher Mentor/Mentee Program. Teachers will continue to receive support in the New Teacher Mentor/Mentee program until 2 years are completed. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** 1. Teacher retention will improve<br>2. Teachers will be provided with tools for success in providing instruction<br>3. Improved student learning<br>**Staff Responsible for Monitoring:** Principal<br>Academic Specialist<br>Mentors<br>Director of Curriculum<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br> - **ESF Levers:**<br>Lever 1: Strong School Leadership and Planning | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Active partnership with Texas A&M University-Commerce Student Teacher Partnership. Will commit to accepting student teachers on the campus. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** Student teachers will learn the processes of teaching to be hirable in SSISD. The student teacher evaluations will be used to determine effectiveness of student teacher.<br>**Staff Responsible for Monitoring:** Principal<br>Mentor Teachers<br><br>**Title I:**<br>4.1 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Campus Admin Team will conduct walk throughs to provide effective feedback within 24 hours which will lead to data driven instruction. | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy's Expected Result/Impact:** Quality of instruction will improve.<br>Feedback regarding T-TESS Domain 2 will be the focus .<br>Staff will use best practices and effective instructional strategies in the classroom.<br>**Staff Responsible for Monitoring:** Principal<br>Academic Specialists<br><br>**Title I:**<br>2.5<br> - **TEA Priorities:**<br>Recruit, support, retain teachers and principals<br> - **ESF Levers:**<br>Lever 1: Strong School Leadership and Planning | | | | |

0%  No Progress          100%  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 1:** SSES will communicate meaningful and effective information to ensure the community of stake holders is well informed.

**Evaluation Data Sources:** Parent Surveys, Community Surveys, Social Media Involvement, Skyward Parent Emails

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Provide opportunities for parents and community members to volunteer and participate in campus events and activities. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** To increase involvement and positive interactions between Sulphur Springs Elementary, parents, and community stakeholders. Sign-In sheets will be monitored. **Staff Responsible for Monitoring:** Principal Academic Specialist Secretary **Title I:** 4.1, 4.2 **Funding Sources:** Blackboard Connect - 211 Title I, Part A, PFE - 211 Title I, Part A | | | | |

0%  No Progress          100%  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:** Advocacy - SSES staff will proactively advocate for their students and programs.

    **Evaluation Data Sources:** Surveys, Advisory Council Minutes

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Social Media / School Communication Systems - SSES will continue to employ social media, local media, and school communication systems to advocate for students and programs. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| SSES Facebook<br>SSISD Social Media<br>Skyward emails<br>Local radio facebook pages<br>websites<br>School Board Presentations<br><br>**Strategy's Expected Result/Impact:** Make the parents and community aware of campus activities and accomplishments.<br>**Staff Responsible for Monitoring:** Principal<br>Secretary<br>Academic Specialists<br><br>**Title I:**<br>4.1<br> - **ESF Levers:**<br>Lever 3: Positive School Culture | | | | |
| 0% No Progress     100% 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 3:** Parent Involvement opportunities will provide for meaningful partnerships and interactions with teachers/staff, students and parents.
PTO volunteers will serve in various ways to support staff and campus.
Monthly Treats from Business Partners.

 **Evaluation Data Sources:** Parent sign in sheets

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Parent Involvement Opportunities will be provided as: | **Formative** | | | **Summative** |
| Family STEAM Night | **Nov** | **Feb** | **Apr** | **June** |
| Student Performances - Robotics and Music <br> PTO - variety of opportunities to participate <br> Title 1 Meeting Activities <br> EPIC - truancy advocacy <br><br> **Strategy's Expected Result/Impact:** The number of parents who are actively involved in their student's education will improve. <br> Sign In Sheets will be used to determine involvement. <br> **Staff Responsible for Monitoring:** Principal <br> Academic Specialist <br> Team Leaders <br><br> **Title I:** <br> 4.1 <br> **Funding Sources:** Parent and Family Engagement Funding - 211 Title I, Part A | | | | |

0% No Progress    100% Accomplished    → Continue/Modify    ✕ Discontinue

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

**Performance Objective 1:** Regularly review and adjust the budget based on actual expenditures and changing needs of the school.

    **Evaluation Data Sources:** Monthly reviews of the campus budget to determine best options for spending funds.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Meet with campus advisory committee and administrators to determine the funding needs of the campus. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Better decision making regarding fiscal accountability based on the needs of the campus.<br>**Staff Responsible for Monitoring:** Principal, Academic Specialist, Secretary, Campus Advisory Committee, Team Leaders<br><br>**TEA Priorities:**<br>Improve low-performing schools<br> - **ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments | **Nov** | **Feb** | **Apr** | **June** |
| | | | | |
| 0% No Progress    100% Accomplished    → Continue/Modify    ✗ Discontinue | | | | |

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

**Performance Objective 2:** Explore opportunities for generating additional revenue, such as partnerships, donations, or fundraisers.

**High Priority**

**Evaluation Data Sources:** PTO and parent volunteers to host campus fundraisers for PTO, Choir and Sky Ranch.  Determine needs with PTO.  Data will be based on needs for spending funds for students, teachers and campus.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Work with PTO and parent volunteers to determine fundraising needs for PTO, Sky Ranch, Choir. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Additional funding will be obtained for the extra curricular activities. | **Nov** | **Feb** | **Apr** | **June** |
| **Staff Responsible for Monitoring:** PTO, Principal, Secretary, Campus Admin Team<br><br>**ESF Levers:**<br>Lever 1: Strong School Leadership and Planning | | | | |
| 0% No Progress          100% Accomplished          → Continue/Modify          ✖ Discontinue | | | | |

**Goal 6:** We will monitor, project and plan for district facility needs. The May 2024 Bond passed and 2 new campuses will break ground by summer of 2025. Renovations will occur on 2 other campuses to serve students successfully.

**Performance Objective 1:** Involve stakeholders in budget planning and decision-making processes.

    **Evaluation Data Sources:** Campus advisory committee meeting minutes will be used to evaluate.

| Strategy 1 Details | | Reviews | | |
|---|---|---|---|---|
| **Strategy 1:** The campus advisory committee will meet to make decisions regarding the budget planning based on teacher, student and campus needs. | | **Formative** | | **Summative** |
| | | **Nov** | **Feb** | **Apr** | **June** |
|     **Strategy's Expected Result/Impact:** Students and teachers will receive quality materials and funding based on their input and needs.<br>    **Staff Responsible for Monitoring:** Principal, Secretary, Admin Team<br><br>    **ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

0% No Progress      100% Accomplished      → Continue/Modify      ✕ Discontinue

**Goal 6:** We will monitor, project and plan for district facility needs. The May 2024 Bond passed and 2 new campuses will break ground by summer of 2025. Renovations will occur on 2 other campuses to serve students successfully.

**Performance Objective 2:** Plan for future needs and contingencies to ensure the ongoing success of the school.

    **Evaluation Data Sources:** Data from programs used including IXL, title 1 funding, Read 180, MAP. Facility Plan

| Strategy 1 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 1:** Plan with admin and CAC to determine the campus needs for sustainability. | | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Students and teachers will be provided with funding necessary to promote sustainability with programs, materials and curriculum. | | **Nov** | **Feb** | **Apr** | **June** |
| **Staff Responsible for Monitoring:** Principal, Team Leaders, Campus Admin<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br> - **ESF Levers:**<br>Lever 1: Strong School Leadership and Planning | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue | | |

# State Compensatory

## Budget for Sulphur Springs Elementary

**Total SCE Funds:** $163,284.00
**Total FTEs Funded by SCE:** 3
**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 Sulphur Springs Elementary

| Name | Position | FTE |
|---|---|---|
| Holly Willis | Teacher | 1 |
| OPEN | Behavior Interventionist | 1 |
| Susan Cook | Math Interventionist | 1 |

# Title I

## 1.1: Comprehensive Needs Assessment

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

The Campus Needs Assessment was reviewed and revised on August 17, 2023.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

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

## 2.2: Regular monitoring and revision

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

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

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

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

It is available in English and Spanish.

## 2.4: Opportunities for all children to meet State standards

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

## 2.5: Increased learning time and well-rounded education

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

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

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

## 3.1: Annually evaluate the schoolwide plan

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

## 4.1: Develop and distribute Parent and Family Engagement Policy

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

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

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

## 4.2: Offer flexible number of parent involvement meetings

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

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

# Title I Personnel

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Christi Wade | Academic Specialist | Title I Schoolwide | 1.0 |
| Jaret Carmona | Academic Paraprofessional | Title I Schoolwide | 1.0 |
| Kristen Potts | Instructional Interventionist | Title I Schoolwide | 1.0 |
| Margaret Boyt | Academic Paraprofessional | Title I Schoolwide | 1.0 |
| Marieke DeWitte | Academic Paraprofessional | Title I Schoolwide | 1.0 |
| Melinda Dixon | Literacy Support | Title I Schoolwide | 1.0 |
| Sandy Stidham | Academic Specialist | Title I Schoolwide | 1.0 |

# Plan Notes

# Campus Funding Summary

| 199 General Fund | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| | | | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| | | | | **Budgeted Fund Source Amount** | $8,000.00 |
| | | | | **+/- Difference** | $8,000.00 |
| **199 PIC 24 State Comp Ed, Accelerated Ed** | | | | | |
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 2 | SCE Summer Acceleration | | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| | | | | **Budgeted Fund Source Amount** | $9,357.00 |
| | | | | **+/- Difference** | $9,357.00 |
| **199 PIC 30 State Comp Ed, Title IA, Schoolwide** | | | | | |
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 3 | 2 | Salary | | $0.00 |
| 2 | 3 | 1 | CIS | | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| | | | | **Budgeted Fund Source Amount** | $342,800.00 |
| | | | | **+/- Difference** | $342,800.00 |
| **211 Title I, Part A** | | | | | |
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 3 | IXL | | $0.00 |
| 1 | 1 | 4 | Salaries | | $0.00 |
| 4 | 1 | 1 | Blackboard Connect | | $0.00 |
| 4 | 1 | 1 | PFE | | $0.00 |
| 4 | 3 | 1 | Parent and Family Engagement Funding | | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| | | | | **Budgeted Fund Source Amount** | $399,284.00 |

| 211 Title I, Part A | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| | | | | **+/- Difference** | $399,284.00 |
| **255 Title II, Part A, TPTR** | | | | | |
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| | | | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| | | | | **Budgeted Fund Source Amount** | $0.00 |
| | | | | **+/- Difference** | $0.00 |
| **263 Title III, LEP** | | | | | |
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 3 | 1 | BE/ESL Staff and Resources | | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| | | | | **Budgeted Fund Source Amount** | $23,500.00 |
| | | | | **+/- Difference** | $23,500.00 |
| **288 Title IV, Part A** | | | | | |
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| | | | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| | | | | **Budgeted Fund Source Amount** | $0.00 |
| | | | | **+/- Difference** | $0.00 |
| | | | | **Grand Total Budgeted** | $782,941.00 |
| | | | | **Grand Total Spent** | $0.00 |
| | | | | **+/- Difference** | $782,941.00 |

# 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**<br>• Prevention, identification, response to and reporting of bullying or-bully-like behavior | Board Policy FFI(Local)<br><br>TEC 11.252(a)(3)(E) | Campus Principals | Student Handbook, 806Tech Bully Reporter, Skyward |
| 2. **Coordinated Health Program**<br>• Student fitness assessment data<br>• Student academic performance data<br>• Student attendance rates<br>• Percentage of students who are Economically Disadvantaged<br>• Use and success of methods of physical activity<br>• Other indicators | TEC 11.253(d)<br>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**<br>• Student groups served – monitoring over-representation<br>• Attendance rates<br>• Pre- and post- assessment results<br>• Dropout rates<br>• Graduation rates<br>• Recidivism rates | TEC 37.008<br><br>TAC 19 103.1201(b)<br><br>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**<br>• 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**<br>• 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)**<br>• An identification and recruitment plan<br>• New Generation System (NGS)<br>• Early Childhood Education<br>• Parental Involvement<br>• Graduation Enhancement<br>• Secondary Credit Exchange and Accrual<br>• Migrant Services Coordination<br>• 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**<br>• 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)<br><br>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 |
|---|---|---|---|
| • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about:<br>  ○ Higher education admissions and financial aid, including sources of information<br>  ○ TEXAS grant program<br>  ○ Teach for Texas grant programs<br>  ○ The need to make informed curriculum choices for beyond high school<br>  ○ Sources of information on higher education admissions and financial aid<br>• Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities | | | |
| **10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals**<br>• Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements<br>• Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers<br>• Ensuring that teachers are receiving high-quality professional development<br>• Attracting and retaining certified, highly effective teachers | ESSA | Assistant Superintendent for Human Resources | District Improvement Plan Goal 3 |
| **11. Sexual Abuse and Maltreatment of Children** | TEC 38.0041(c)<br>TEC 11.252(9)<br>Board Policy FFG(Exhibit) | Assistant Superintendent for Elementary Education, Assistant | Student Handbooks, Employee Handbook |

| MANDATE | REFERENCES | PERSON RESPONSIBLE | LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION |
|---|---|---|---|
| | | Superintendent for Secondary Education | |
| **12. Student Welfare: Crisis Intervention Programs & Training**<br>• District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics:<br>   ○ Early mental health intervention<br>   ○ Mental health promotion and positive youth development<br>   ○ Substance abuse prevention<br>   ○ Substance abuse intervention<br>   ○ Suicide prevention and suicide prevention parent/ guardian notification procedures<br>• Training for teachers, school counselors, principals and all other appropriate personnel. | Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)<br><br>TEC 11.252(3)(B)(i)<br><br>Board Policy FFB(Legal)<br>Board Policy DMA(Legal) | Assistant Superintendent for Elementary Education | Student Handbooks |
| **13. Student Welfare: Discipline/Conflict/Violence Management** (DIP)<br>• Methods for addressing<br>   ○ Suicide prevention including parent/guardian notification procedure<br>   ○ Conflict resolution programs<br>   ○ Violence prevention and intervention programs<br>   ○ Unwanted physical or verbal aggression<br>   ○ Sexual harassment<br>   ○ Harassment and dating violence | TEC 11.252(a)(3)(E)<br>TEC 11.252(3)(B)<br>TEC 11.252(3)(B)<br>Board Policy FFH(Legal), FFH(Local)<br>TEC 11.253(d)(8)<br><br>TEC 37.001<br>Family Code 71.0021<br>TEC 37.0831 | Assistant Superintendent for Secondary Education | Student Handbooks, Code of Conduct |
| **14. Texas Behavior Support Initiative (TBSI)** | TEC 21.451(d)(2)<br><br>Board Policy DMA(Legal) | Director of Special Services | Office of Special Services |

| MANDATE | REFERENCES | PERSON RESPONSIBLE | LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION |
|---|---|---|---|
| • 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)<br><br>TEC 28.001 | Director of Curriculum and Instruction | Office of Director, Eduphoria |