

Sulphur Springs Independent School District

District Improvement Plan

2024-2025



Mission Statement

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

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

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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Generally

Sulphur Springs ISD (SSISD), located in Sulphur Springs, TX serves approximately 4,236 students. The district has one early childhood center, four primary campuses that serve grades K -3, one campus for grades 4-5, one middle school for grades 6-8, one high school, and an alternative school. Sulphur Springs is located in Hopkins County Texas and has approximately 16,000 residents.

Sulphur Springs was originally settled during the 1840's and has since grown to be one of Northeast Texas' finest communities. The downtown area continues to be revitalized with restaurants and shopping opportunities. A few of the area's largest employers are Sulphur Springs ISD, Grocery Supply Company, Saputo, and Clayton Homes.

The vision of Sulphur Springs ISD is "Educating all students to their full potential." This means that the district believes that all children can learn and can be motivated to reach their full personal potential. This belief system allows students to explore new horizons, thereby gaining knowledge and understanding as staff model life-long learning strategies.

Population by Ethnicity

Sulphur Springs ISD serves an ethnically diverse student population. The district's ethnic distributions have remained relatively consistent:

	Ethnic Distribution	
	Number of Students	Percent of Students
African American	422	10%
Hispanic	1,361	32%
White	2,134	50.4%
American Indian	12	0.3%
Asian	37	0.9%
Pacific Islander	6	0.14%
Two or More Races	236	5.6%

SSISD views the ethnic diversity of its student population as a strength that enriches learning opportunities for all students.

Attendance

Attendance rates have slowly increased since returning from Covid pandemic. The district goal is to reach 95% attendance rate.

	Attendance Rates
	SSISD
2023-2024	93.9%
2022-2023	93.6%
2021-2022	92.7%
2020-2021	94.7%
2019-2020	98.7%

Special Programs

	Special Programs Populations	
	Number of Students	Percent of Students
Economically Disadvantaged	2583	59.7%
ELL	643	14.9%
At-Risk	2456	56.7%
Bilingual/ESL	730	16.9%
Career & Technology Ed.	1158	26.7%
Gifted and Talented	230	5.3%
Special Education	637	14.7%

The district utilizes state compensatory and federal title funding to provide supplementary services for 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.

Highly Qualified Teachers

While the federal mandate for the highly qualified teachers requirement has expired, SSISD continues to place a high priority on employing highly-qualified, talented staff. To meet this priority, the district has adopted a District of Innovation plan that allows teachers to be certified locally, when necessary, to meet students' needs.

Core Academic Performance by Demographic

An analysis of scores (STAAR Percent at Approaches Grade Level or Above) for each student group in **READING/ELAR** revealed the following:

- Special Education (SpEd) scores showed the greatest variance of all student groups. 36% of SpEd students approached grade level or above in comparison to 73% for all students grades 3-English II EOC.
- African American (AA) scores were lower than those of all students. 56% of AA students approached grade level or above in comparison to 73% for all students.
- Economically Disadvantaged (ECD) scores were lower than those of all students, though the disparity was not as great as for SpEd. 66% of ECD students approached grade level or above in comparison to 73% for all students.

- English Learners (ELs) scores were lower than those of all students. 60% of ELs approached grade level or above in comparison to 73% for all students.
- At-Risk data shows 65% of At-Risk students approached grade level or above in comparison to 73% for all students.

The most significant finding during the analysis of all READING/ELAR academic achievement data is that SpEd, AA, and At-Risk are significantly under performing.

An analysis of scores (STAAR Percent at Approaches Grade Level or Above) for each student group in **MATHEMATICS** revealed the following:

- Special Education (SpEd) scores showed the greatest variance of all student groups. 43% of SpEd students approached grade level or above in comparison to 76% for all students.
- African American (AA) scores were lower than those of all students. 58% of AA students approached grade level or above in comparison to 76% for all students.
- English Learner (EL) scores were lower than those of all students, though the disparity was not as great as for SpEd and AA students. 71% of EL students approached grade level or above.
- At-Risk data shows 70% of At-Risk students approached grade level or above in comparison to 76% for all students.

The most significant finding during the analysis of all MATHEMATICS academic achievement data is that SpEd and AA populations significantly under performed.

An analysis of scores (STAAR Percent at Approaches Grade Level or Above) for each student group in **SCIENCE** revealed the following:

- Special Education (SpEd) scores showed the greatest variance of all student groups. 46% of SpEd students approached grade level or above in comparison to 79% for all students.
- African American (AA) scores were lower than those of all students. 67% of AA students approached grade level or above in comparison to 79% for all students.
- English Learners (ELs) scores were lower than those of all students. 70% of ELs approached grade level or above in comparison to 79% for all students.

The most significant finding during the analysis of all SCIENCE academic achievement data is that SpEd and AA showed greater deficit compared to all students.

An analysis of scores (STAAR Percent at Approaches Grade Level or Above) for each student group in **SOCIAL STUDIES** revealed the following:

- Special Education (SpEd) scores showed the greatest variance of all student groups. 51% of SpEd students approached grade level or above in comparison to 80% for all students.
- African American (AA) scores were lower than those of all students. 64% of AA students approached grade level or above in comparison to 80% for all students.
- English Learners (ELs) scores were lower than those of all students. 63% of ELs approached grade level or above in comparison to 80% for all students.
- At-Risk data shows 74% of At-Risk students approached grade level or above in comparison to 80% for all students.

The most significant finding during the analysis of all SOCIAL STUDIES academic achievement data is that SpEd, AA and At-Risk students under perform compared to all student population.

Demographics Strengths

Sulphur Springs ISD has many strengths, and some of the most notable demographic strengths include:

1. Many families move to our area just for the schools. Because our families value education, we have many supportive parents and students who are committed to success.
2. The district's attendance rate continues to increase post-Covid and equally compare to state averages.
3. SSISD students are very accepting of new students regardless of race or ethnicity.
4. New teachers report that the district mentoring and support process is very helpful and supportive.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): SPECIAL EDUCATION STUDENT GROUP - The special education student group, when compared to all students, disproportionately under performs for all subjects for STAAR and EOC approaching grade level or above. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 2 (Prioritized): AFRICAN AMERICAN ETHNIC GROUP - The African American ethnic group, when compared to all students, disproportionately under performs for most subjects for STAAR and EOC approaching grade level or above. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 3 (Prioritized): AT-RISK STUDENT GROUP - The at-risk student group, when compared to all students, disproportionately under performs for all subjects for STAAR and EOC approaching grade level or above. **Root Cause:** By definition, at risk-students are more likely to struggle, and the district's at-risk/SCE program is critical to narrowing their achievement gaps. Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 4 (Prioritized): ECODIS STUDENT GROUP - The EcoDis student group, when compared to all students, disproportionately under performs for some subjects for STAAR and EOC approaching grade level or above. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs. The Title I program is critical to providing supplemental services to narrow these students' achievement gaps.

Problem Statement 5 (Prioritized): EL STUDENT GROUP - The EL student group, when compared to all students, disproportionately under performs for some subjects for STAAR and EOC approaching grade level or above. **Root Cause:** This student group struggles primarily due to English language acquisition challenges. The Title III program is critical to providing supplemental services to narrow these students' achievement gaps.

Student Learning

Student Learning Summary

ACCOUNTABILITY SUMMARY

Sulphur Springs ISD earned a rating of "B" on all three domains that constitute the 2019 accountability system. For 2020, all districts and schools were not rated due to Covid-19. The 2021 Accountability Rating was "Declared State of Disaster". TEA were not able to release 2023 scores and ratings due to an on-going litigation suit filed against TEA. The 2024 scores were not released as of September 2024 due to a separate case filed against TEA for claims regarding the validity of the STAAR assessments.

	2019	2019	2022	2022	2023	2024
	Scaled Score	SSISD Rating	Scaled Score	SSISD Rating	Scaled Score	Scaled Score
Domain 1 - Student Achievement	87	B	84	B		75
Domain 2 - School Progress	89	B	89	B		79
Domain 3 - Closing the Gaps	84	B	87	B		73
Overall	88	B	88	B		77

Domain 1 - Student Achievement evaluates performance across all subjects for all students, on both general and alternative assessments, College, Career, and Military Readiness (CCMR) indicators, and graduation rates.

Domain 2 - School Progress measures district and campus outcomes in two areas: the number of students that grew at least one year academically (or are on track) as measured by STAAR results and the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.

Domain 3 - Closing the Gaps uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds and other factors. The indicators included in this domain, as well as the domain's construction, align the state accountability system with the Every Student Succeeds Act (ESSA).

STAAR SUMMARY

As a result of Covid-19, STAAR was cancelled in 2020. 2021 data is available however ratings were not issued. Since 2021, STAAR scores include four performance levels: Masters, Meets, Approaches, and Did Not Meet Grade Level Performance. 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 Mastery category indicates that students are expected to succeed in the next grade or course with little or no academic intervention.

STAAR All Grade Level (Approaches Grade Level or Above)					
	2024	2023	2022	2021	2019
Reading	73%	79%	73%	67%	70%
Mathematics	76%	78%	77%	74%	81%
Writing			Writing components are now embedded in ELA/Reading STAAR.	57%	62%
Science	79%	81%	79%	78%	82%
Social Studies	80%	72%	78%	77%	78%

A comparison of STAAR scores at the ALL student level for the district show that the 2024 scores do drop a slight margin as compared to 2023 scores but Social Studies scores increased by 8%.

2024 STAAR All Students	DID NOT Meet	APPROACHES grade level performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
Reading	27%	73%	50%	17%
Mathematics	24%	76%	48%	20%
Science	21%	79%	46%	15%
Social Studies	20%	80%	50%	24%

A comparison of our students' performance by subject and grade level as compared to the state reveals:

READING/ELAR

	Approaches Grade Level or Above – Reading/ELAR							
	3 rd	4 th	5 th	6 th	7 th	8 th	ENG I	ENG II
SSISD	73%	78%	76%	75%	67%	79%	70%	76%
State	72%	79%	78%	75%	72%	79%	67%	74%

As indicated in the table above, student achievement in Reading/ELAR across the district indicates reading achievement was at or above the state for 6th grade and 8th grade; student achievement was near the state for 3rd and 4th; and, student achievement was above the state average in both English I and English II.

MATHEMATICS

	Approaches Grade Level or Above - Mathematics						
	3 rd	4 th	5 th	6 th	7 th	8 th	ALG I
SSISD	73%	64%	84%	79%	55%	86%	89%
State	68%	67%	75%	69%	53%	70%	79%

As indicated in the table above, student achievement in Mathematics across the district indicates achievement was above the state for grades 3, 5, 6, 7, and 8; and, student achievement was well above state average in Algebra I.

SCIENCE

	Approaches Grade Level or Above – Science		
	5 th	8 th	BIO
SSISD	66%	78%	93%
State	56%	68%	91%

As indicated in the table above, student achievement in Science across the district indicates achievement was at or above the state in 5th grade, 8th grade and Biology.

SOCIAL STUDIES

	Approaches Grade Level or Above – Social Studies	
	8 th	US History
SSISD	65%	96%
State	57%	95%

As indicated in the table above, student achievement in Social Studies across the district indicates achievement was near the state for US History, and student achievement was above the state in grade 8.

Student Learning Strengths

Sulphur Springs ISD has a population of hard-working, high achieving students. The district is proud of many different student achievement strengths including:

Mathematics:

- 3rd grade performance for approaching grade level or above exceeded the state average by 5%
- 5th grade performance for approaching grade level or above exceeded the state average by 9%.
- 6th grade performance for approaching grade level or above exceeded the state average by 10%.
- 8th grade performance for approaching grade level or above exceeded the state average by 16%.
- Algebra I performance for Meets grade level or above exceeded the state average by 10%

Science:

- 5th grade performance for approaching grade level or above exceeded the state average by 10%.
- 8th grade performance for approaching grade level or above exceeded the state average by 10%.

Social Studies:

- 8th grade performance for approaching grade level or above exceeded the state average by 8%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): READING/ELAR - Students are under performing at several grade levels compared to state performance. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs, especially to address gaps in learning.

Problem Statement 2 (Prioritized): MATHEMATICS - Students are not performing well after the approaches grade level distinction. We need students to be able to meet or master grade level mathematical concepts and skills. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources, especially to address gaps in learning. Students need targeted interventions.

Problem Statement 3 (Prioritized): STATE AND FEDERAL MONITORING - One SSISD campus has been given a monitoring status this year. **Root Cause:** District/campus structure was not conducive to state assessment success. The district is in its implementation phase of effective curriculum and instruction processes.

Problem Statement 4 (Prioritized): CCMR Emphasis- With the emphasis on college and career readiness at the state level, SSISD is continually pursuing measures to increase student participation and performance in these measures. **Root Cause:** State Accountability

District Processes & Programs

District Processes & Programs Summary

In September, campuses conducted parent/community member interest surveys. The surveys were given to assess campus processes and programs. Survey results identified communication with parents/parent involvement as well as understanding reading and math instruction in order to assist their student(s) at home.

Professional development opportunities have primarily focused in the following areas over the last 1-2 years: the PLC process at each campus, reading instruction, curriculum/instruction/assessment alignment, Capturing Kids' Hearts, Brain Breaks, ESTEEM, The Daily 5, Read 180, Edgenuity and Science of Reading. PLCs focus on aligning curriculum, instruction, and assessments to meet student's individual needs. Common planning time is used to improve the implementation of each of the programs listed. Assessments are given, feedback is taken, and reflective practice is used to improve performance and create subsequent daily lessons.

PLC Process (Curriculum/Instruction/Assessment)

The district has continued to look for ways to strengthen curriculum/instruction/assessment alignment through the PLC process. To meet this challenge, each school year begins with a PLC training for campus team leaders. Summative local assessment and climate surveys indicate that the process of implementation for each of the programs listed is ongoing. PLC teams continue to improve while making more efficient use of their time. Student reading levels continue to rise as the RtI program is employed through the PLC process. Campus administrator involvement in the process continues to be a key component for successful improvement. Consistent communication and support from district personnel allows connections to be strengthened between curriculum content coordinators, campus leaders, teachers and interventionists.

Parent Communication and Involvement

The district and its campuses continue to seek new and improved means to communicate with stakeholders and involve them in the school's activities. The district will continue to employ social media to communicate with parents and to advocate for the students and their activities. Campus and district level community activities will continue and grow based on student need and community input. Campus and district Parent and Family Engagement Plans have been developed and are posted on the school and campus websites.

RtI and Reading Instruction

Intervention for struggling learners continues to be a top priority for the district. In particular, the district continues to carefully monitor and intervene to ensure that all SSISD students reach their full potential as readers.

Critical instructional and assessment programs will continue to be evaluated and utilized based on the needs of the students. Many of these are supplemental programs funded through federal funding or special state allotments. Critical programs include use of Academic Specialists, Reading Interventionists, Instructional Aide support, ESL support, Amplify, IXL, CogAT, and Edgenuity.

Math Intervention

Intervention for struggling learners continues to be a top priority for the district. In particular, the district continues to carefully monitor and intervene to ensure that all SSISD students reach their full potential as mathematicians.

Critical instructional and assessment programs will continue. Many of these are supplemental programs funded through federal funding or special state allotments. Critical programs include Academic Specialists, Math Interventionists for Primary campuses, At Risk Aides, IXL, and Robotics at SSES.

Hiring and Retaining Exceptionally Trained Staff

The district continues to work to meet the challenges of hiring and retaining exceptional staff. To attract new staff, the district works to recruit them through every reasonable avenue.

In addition, the district continues to study and adjust its salary structure as well as a teacher incentive program to attract new teachers.

To retain teachers, the district has implemented a New Teacher Academy and mentoring program. The program seeks to teach new teachers about the "SSISD philosophy," and to support them in feeling comfortable throughout their process of integrating into the SSISD family. The ongoing implementation of the teacher incentive program seeks to reward teachers (new and existing) for taking on additional leadership duties on their campuses.

Professional development is a key component to providing excellent instruction and to developing and retaining exceptionally trained teachers. Key ongoing training opportunities include but are not limited to PLC training, Amplify, Sharon Wells Math, and Pearlized Math. Additionally, teachers enjoy district-level support for these programs from subject level directors and coordinators.

Technology Integration and 21st Century Learning Skills

21st Century skills are the set of skills students need to succeed in learning, work, and life in this century. To ensure success, students need to be able to apply knowledge using a variety of skills such as innovation (critical thinking, problem solving, and creativity; digital literacy (information, media and technology literacy); and life and career skills (initiative and self-direction, leadership, and adaptability).

SSISD is committed to integrating technology into daily instruction in meaningful and powerful ways. Teachers will continue to be trained so that they are equipped to employ these practices while students continue to benefit from the district's ongoing 1:1 initiative.

District Processes & Programs Strengths

Sulphur Springs ISD has identified the following strengths:

- Many PLCs report improvements in efficiency and efficacy.
- Teachers have participated in a multitude of trainings to improve student performance; implementation continues.
- Teachers continue to employ research based instruction and assessment practices to meet students' needs.
- 1:1 Technology Initiative.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): On previous climate surveys, many teachers indicate the need for continued training to improve the PLC process. **Root Cause:** As teachers implement new curriculum and instruction programs, they see the need to hone the PLC process which ties them together.

Problem Statement 2 (Prioritized): Previous climate survey data shows that many parents continue to indicate the need to improve communication and parent involvement activities. **Root Cause:** The district misses opportunities to communicate/advocate for school programs with most stakeholders.

Problem Statement 3 (Prioritized): Through the PLC process, teachers indicate the need for continued training to improve the RtI program and it's implementation of various intervention tools. **Root Cause:** The district has employed many tools that are a challenge to implement in tandem.

Problem Statement 4 (Prioritized): The district continues to face a challenge of attracting and retaining exceptionally trained staff. **Root Cause:** There are too few teachers pursuing too many open positions. SSISD must rise to the challenge of competing for the best teachers.

Problem Statement 5 (Prioritized): Teachers continue to work to integrate technology and 21st Century learning skills in daily instruction. **Root Cause:** Teachers need tools and training to understand how to integrate technology into their lessons.

Perceptions

Perceptions Summary

The mission of Sulphur Springs ISD 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 become lifelong learners.

New teachers and families come into our school with various previous school experiences. Because of this constant growth, we have to work very hard to maintain a culture of high expectations for student learning and behavior. Embedded within the district's board goals are initiatives that will improve student learning and success. With these in mind, the message that the entire staff is asked to convey to students, parents, and community members is our VISION, "Educating All Students to Their Fullest Potential."

In addition to the Texas Essential Knowledge and Skills, SSISD students are taught the soft skills they need to ensure that they reach their full potential and become productive citizens.

Students are taught the value of practice. Practice creates habits; therefore, we all practice excellence. Expectations for student behavior is high and we are blessed to have respectful, confident students. The staff understand that a culture of respect with parents has to be earned. We ask our parents to hold us accountable for maintaining a culture of respect, high expectations for learning, and habits of excellence. We consistently check our progress by conducting parent surveys and through anecdotal feedback/evaluations. Recent survey data indicates that most parents feel that we are excelling in our mission to meet students' needs but we will continue to strive for 100% approval from our parents and families.

The PLC process is a critical component of how SSISD engages in the process of educating our students. SSISD teachers are not alone; rather they are members of an important collaborative team that seeks to continuously improve the process of meeting student's individual needs through the combined efforts of curriculum, instruction, and assessment practices.

The district is committed to ensuring that students will be educated in learning environments that are safe, drug free, and conducive to learning. First and foremost, the district employs 9 police officers to protect and serve the staff and students of SSISD daily. They work continuously with other district staff members to engage in safety audits and to employ each campus' emergency management plan. The district seeks to improve the safety and security of its learning environment through enhanced security measures for campuses including cameras, front entrance security measures, and enhanced safety systems/protocols.

The district is also committed to eliminating bullying in our schools. Campus staff work continuously with students and community members to protect students and to work against the effects of bullying. SSISD employs an anonymous bully reporting system to more easily enable students to report incidents of bullying.

Sulphur Springs ISD places a high priority on creating a family and community friendly school environment. Because we know that communication is a key way to engage parents, advocacy for our students and our programs has become a major priority as we seek new and better ways to "share it out" with our community members. Currently the district and campuses engage in a variety of processes to share with stake holders, including: weekly/monthly activity updates to parents, school website/social media, Wildcat TV, and an assortment of on campus activities. Other initiatives include PTO programs, math/science nights, family engagement opportunities, game nights, etc.

Perceptions Strengths

Sulphur Springs ISD celebrates these strengths:

- Survey results indicate that most students feel safe at school.
- Previous results from parent surveys report that SSISD is maintaining a culture of respect and high expectations for learning.
- School activities are well attended and received.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Behavioral/Discipline issues continue to be a challenge. **Root Cause:** New behavioral intervention strategies and staff are in their initial stages of implementation.

Problem Statement 2 (Prioritized): Many parents still report a lack of communication/opportunities for involvement in school activities. **Root Cause:** Advocacy efforts continue to be employed.

Problem Statement 3 (Prioritized): The district seeks to enhance its security measures to better protect all stakeholders. **Root Cause:** Growing dangers in our society.

Problem Statement 4 (Prioritized): Facilities in SSISD continue to age, specifically at the elementary level causing issues with technology, security, and repair. **Root Cause:** Technology advances, safety mandates, and wear and tear.

Priority Problem Statements

Problem Statement 1: SPECIAL EDUCATION STUDENT GROUP - The special education student group, when compared to all students, disproportionately under performs for all subjects for STAAR and EOC approaching grade level or above.

Root Cause 1: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 1 Areas: Demographics

Problem Statement 2: AFRICAN AMERICAN ETHNIC GROUP - The African American ethnic group, when compared to all students, disproportionately under performs for most subjects for STAAR and EOC approaching grade level or above.

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

Problem Statement 2 Areas: Demographics

Problem Statement 3: MATHEMATICS - Students are not performing well after the approaches grade level distinction. We need students to be able to meet or master grade level mathematical concepts and skills.

Root Cause 3: Teachers need appropriate training, instructional strategies, and resources, especially to address gaps in learning. Students need targeted interventions.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: On previous climate surveys, many teachers indicate the need for continued training to improve the PLC process.

Root Cause 4: As teachers implement new curriculum and instruction programs, they see the need to hone the PLC process which ties them together.

Problem Statement 4 Areas: District Processes & Programs

Problem Statement 5: Previous climate survey data shows that many parents continue to indicate the need to improve communication and parent involvement activities.

Root Cause 5: The district misses opportunities to communicate/advocate for school programs with most stakeholders.

Problem Statement 5 Areas: District Processes & Programs

Problem Statement 6: Through the PLC process, teachers indicate the need for continued training to improve the RtI program and it's implementation of various intervention tools.

Root Cause 6: The district has employed many tools that are a challenge to implement in tandem.

Problem Statement 6 Areas: District Processes & Programs

Problem Statement 7: Behavioral/Discipline issues continue to be a challenge.

Root Cause 7: New behavioral intervention strategies and staff are in their initial stages of implementation.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: The district continues to face a challenge of attracting and retaining exceptionally trained staff.

Root Cause 8: There are too few teachers pursuing too many open positions. SSISD must rise to the challenge of competing for the best teachers.

Problem Statement 8 Areas: District Processes & Programs

Problem Statement 9: Many parents still report a lack of communication/opportunities for involvement in school activities.

Root Cause 9: Advocacy efforts continue to be employed.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: EL STUDENT GROUP - The EL student group, when compared to all students, disproportionately under performs for some subjects for STAAR and EOC approaching grade level or above.

Root Cause 10: This student group struggles primarily due to English language acquisition challenges. The Title III program is critical to providing supplemental services to narrow these students' achievement gaps.

Problem Statement 10 Areas: Demographics

Problem Statement 11: AT-RISK STUDENT GROUP - The at-risk student group, when compared to all students, disproportionately under performs for all subjects for STAAR and EOC approaching grade level or above.

Root Cause 11: By definition, at risk-students are more likely to struggle, and the district's at-risk/SCE program is critical to narrowing their achievement gaps. Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 11 Areas: Demographics

Problem Statement 12: ECODIS STUDENT GROUP - The EcoDis student group, when compared to all students, disproportionately under performs for some subjects for STAAR and EOC approaching grade level or above.

Root Cause 12: Teachers need appropriate training, instructional strategies, and resources to meet students' needs. The Title I program is critical to providing supplemental services to narrow these students' achievement gaps.

Problem Statement 12 Areas: Demographics

Problem Statement 13: The district seeks to enhance its security measures to better protect all stakeholders.

Root Cause 13: Growing dangers in our society.

Problem Statement 13 Areas: Perceptions

Problem Statement 14: Teachers continue to work to integrate technology and 21st Century learning skills in daily instruction.

Root Cause 14: Teachers need tools and training to understand how to integrate technology into their lessons.

Problem Statement 14 Areas: District Processes & Programs

Problem Statement 15: READING/ELAR - Students are under performing at several grade levels compared to state performance.

Root Cause 15: Teachers need appropriate training, instructional strategies, and resources to meet students' needs, especially to address gaps in learning.

Problem Statement 15 Areas: Student Learning

Problem Statement 16: STATE AND FEDERAL MONITORING - One SSISD campus has been given a monitoring status this year.

Root Cause 16: District/campus structure was not conducive to state assessment success. The district is in its implementation phase of effective curriculum and instruction processes.

Problem Statement 16 Areas: Student Learning

Problem Statement 17: CCMR Emphasis- With the emphasis on college and career readiness at the state level, SSISD is continually pursuing measures to increase student participation and performance in these measures.

Root Cause 17: State Accountability

Problem Statement 17 Areas: Student Learning

Problem Statement 18: Facilities in SSISD continue to age, specifically at the elementary level causing issues with technology, security, and repair.

Root Cause 18: Technology advances, safety mandates, and wear and tear.

Problem Statement 18 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- SAT and/or ACT assessment data

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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: October 21, 2024





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

Performance Objective 1: All Sulphur Springs ISD students who are tested in the state accountability system will show increased student achievement through growth or mastery.

Evaluation Data Sources: TEA accountability reports and state assessment scores.

Strategy 1 Details	Reviews			
Strategy 1: A comprehensive needs assessment will be conducted by the district site-based committee to identify educational strengths and weaknesses in student performance, school culture and climate, staff quality, curriculum and instruction, family and community involvement, school context and organization, and technology. Supplies to support all functions of the school will be purchased Strategy's Expected Result/Impact: A true picture of current student performance to determine how to increase student performance Staff Responsible for Monitoring: Superintendent, Asst Superintendents, State and Federal Programs Director	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: In order to identify students who may be at risk for academic failure, STAAR results and other assessment data will be disaggregated using Aware to determine the learning gaps: intervention strategies, including individualized, supplemental online instruction, will be developed to reduce these gaps. Strategy's Expected Result/Impact: Increased student achievement and test scores Staff Responsible for Monitoring: Principals, Assistant Superintendents, Superintendent Funding Sources: COGAT - 288 Title IV, Part A	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: To provide additional educational assistance to students, paraprofessionals will offer small group or one-on-one instruction in classroom setting and, where needed, to supply individualized plans for students. Strategy's Expected Result/Impact: Increased student achievement and test scores Staff Responsible for Monitoring: Principals Funding Sources: Salary - 199 PIC 24 State Comp Ed, Accelerated Ed, Salary - 255 Title II, Part A, TPTR, Salary - 211 Title I, Part A	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Research-based programs and strategies to help all students meet the challenging state academic standards in math and reading will be provided. Teachers will employ a sound reading curriculum and instruction techniques using researched-based programs such as Amplify, Pearlized Math and Sharon Wells Math. Strategy's Expected Result/Impact: Increased student achievement and test scores Staff Responsible for Monitoring: Superintendent, Assistant Superintendents, Principals, Academic Specialists	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Reading and math interventionists will be provided at the primary and elementary campuses to strengthen academic programs and improve school conditions for student learning. Math Intervention Teachers will supplement intervention with IXL. Reading Intervention Teachers will employ Amplify and IXL for reading intervention (RtI). Strategy's Expected Result/Impact: Higher student achievement Staff Responsible for Monitoring: Principals and Academic Specialists Funding Sources: Salaries - 211 Title I, Part A, IXL - 288 Title IV, Part A, Amplify - 288 Title IV, Part A, Salaries - 199 PIC 30 State Comp Ed, Title IA, Schoolwide, Salaries - 255 Title II, Part A, TPTR, Salary - 288 Title IV, Part A	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: To assist students who are not achieving their full potential, strategic classes at the high school for EOC acceleration in English 1, English 2, and Algebra will be in place. Students' schedules will be set to increase time on task (Extended Learning Time). Examples include ELT, WIN, and CAT time. Strategy's Expected Result/Impact: higher student achievement Staff Responsible for Monitoring: Principals and Academic Specialists Funding Sources: Salaries and benefits - 199 PIC 24 State Comp Ed, Accelerated Ed	Formative			Summative
	Nov	Feb	Apr	June

Strategy 7 Details	Reviews			
Strategy 7: Students who may be at risk for academic failure or dropout will be identified as early as possible in the year and services such as accelerated instruction and after-school tutoring will be in place for them. For students still struggling at the end of the school year, summer school will be provided. Strategy's Expected Result/Impact: Higher academic achievement Staff Responsible for Monitoring: Principals, Assistant Superintendents Funding Sources: SCE - 199 PIC 24 State Comp Ed, Accelerated Ed	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8 Details	Reviews			
Strategy 8: Administrators and teachers will meet quarterly to evaluate student progress, discuss student needs, determine an appropriate academic assessment schedule and collaborate in regards to instructional strategies that will enable all students to meet the challenging state academic standards. Strategy's Expected Result/Impact: Benchmark results, STAAR results, report card grades Staff Responsible for Monitoring: Campus Principals and Academic Specialists.	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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





Performance Objective 2: A varied and challenging curriculum will be offered to meet the needs of all students but especially those students identified for special programs.

High Priority

HB3 Goal

Evaluation Data Sources: Course Master and course completions.
Curriculum development processes

Strategy 1 Details	Reviews			
Strategy 1: In an effort to reach more students, a Pre-K program, funded through local, state, and federal resources (including Head Start) will provide instruction for ages 3-5 and support the transition of Pre-k students into kindergarten. Strategy's Expected Result/Impact: High Student Achievement Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Douglass ECLC principal Funding Sources: Pk salaries - 199 PIC 34 State Comp Ed, Prekindergarten	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Gifted and talented students will be served through a pullout program in K-5th grades while 6th-8th grade GT students have a designated class with a specialized curriculum for GT students. The 9-12 students receive differentiated instruction in all core content classes. Strategy's Expected Result/Impact: Increased student achievement and higher test scores. Staff Responsible for Monitoring: Principals and GT Coordinator	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Dyslexia student learning needs will be addressed through Take Flight trained teachers. Strategy's Expected Result/Impact: Higher academic achievement Staff Responsible for Monitoring: SPED Director, principals Funding Sources: Salary - 199 PIC 24 State Comp Ed, Accelerated Ed	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: To provide effective transitions for students from junior high to high school, orientation services for eighth-grade students will include an informational meetings to help in course selection, Fish Camp, and a tour of campus. Strategy's Expected Result/Impact: Increased passing rates of Freshmen students Staff Responsible for Monitoring: Principals	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Fine Arts will be integrated into the course offerings to provide a well-rounded instruction program to meet all students' academic needs. Multiple opportunities to participate in fine arts programs will be available during the school day and extra-curricular activities after school will also be available to all students. Music and art teachers will be at all campuses; band directors and theater arts teachers will be at high school and junior high and a floral design teacher will be at the high school only. Strategy's Expected Result/Impact: Increased student enrollment in Fine Arts classes; higher student achievement Staff Responsible for Monitoring: Fine Arts Director, Asst Superintendent, Principals	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: A school health and wellness program including opportunities for physical activity, counseling, nutrition, and social services for PK-12 will be maintained to provide a well-rounded program of instruction. Strategy's Expected Result/Impact: Higher scores on state fitness tests. Social and emotional needs met. Staff Responsible for Monitoring: Principals and Asst Superintendents	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: A two-way bilingual program will be supported at grades K-5 with quality bilingual instruction, and ESL will be supported at PK-12 to assist emergent bilingual students in becoming proficient in English and to reach higher academic achievement. Strategy's Expected Result/Impact: Increased EB student achievement Staff Responsible for Monitoring: Bilingual/ESL Director, Asst Superintendent and Principals Funding Sources: Salaries - 211 Title I, Part A, Salaries - 199 PIC 24 State Comp Ed, Accelerated Ed	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: Sulphur Springs ISD will require 100% of the staff to attend professional development to promote professional growth.

Evaluation Data Sources: PD registration and attendance logs.

Strategy 1 Details	Reviews			
Strategy 1: Professional development in instructional strategies for reading, math, science and social studies will be provided through ESC offerings and state/regional conferences such as CAST, CAMT and Texas Reading Academies. Strategy's Expected Result/Impact: More effective instruction Staff Responsible for Monitoring: Assistant Superintendent, Director of Curriculum and Principals Funding Sources: Region 8 Contract - 255 Title II, Part A, TPTR	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: A variety of training/information will be provided to increase student achievement. Topics include but are not limited to, at-risk students, the causal factors related to dropouts, procedures for prevention and recovery, discipline management, Student Code of Conduct, crisis management and grading policies. Strategy's Expected Result/Impact: Higher student achievement and effective instruction Staff Responsible for Monitoring: Assistant Superintendent, State and Federal Programs Director, Principals	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Staff will be provided with yearly professional development on technology, conflict resolution, classroom management, curriculum alignment, STAAR/EOC instructional strategies and EDGAR. Strategy's Expected Result/Impact: More effective instruction Staff Responsible for Monitoring: Director of Curriculum and Instruction	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Selected teachers and staff will be trained in CPR, Stop the Bleed, and or refresher courses in basic first aid training. Strategy's Expected Result/Impact: Safer school climate Staff Responsible for Monitoring: Principals	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: Staff members will be given opportunities to improve their instruction and broaden their knowledge of the diverse needs of their students, especially Economically disadvantaged students, At-Risk students, and Special Ed students through staff development attendance in all academic areas. Services are contracted through Region 8 ESC and local professional development. Strategy's Expected Result/Impact: Increased effective instruction Staff Responsible for Monitoring: Assistant Superintendent, principals	Formative			Summative
	Nov	Feb	Apr	June

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 4: A district attendance rate of no less than 95.5% will be maintained

Evaluation Data Sources: ADA reports





Strategy 1 Details	Reviews			
Strategy 1: Truancy will be treated as a legal issue, and the district will employ the services of and work closely with appropriate Hopkins County authorities. Strategy's Expected Result/Impact: Higher Attendance Rate	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The district will provide homeless children and youths with counseling services, housing information, personal toiletry items, and tutoring services as needed, to support their enrollment, attendance and success. Strategy's Expected Result/Impact: Higher academic achievement for homeless students Staff Responsible for Monitoring: Principals and counselors and CIS Funding Sources: Homeless Grant - 280 Homeless Grant	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Documentation of each student's participation in the PRS program will be complete, verified, and on file in the Nurse and attendance clerks' office. This includes verification of pregnancy, CEHI teacher's logs, copy of ARD/IEP of applicable, PRS entry date, date of delivery, doctor's notes, and PRS exit date. Strategy's Expected Result/Impact: 0% dropout rate Staff Responsible for Monitoring: Nurse, Counselors, Principal	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Campus principals will closely monitor attendance and contact parents of students with excessive absences. Strategy's Expected Result/Impact: Increased attendance rate Staff Responsible for Monitoring: Principals	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 5: 100% of identified Special Education students will be appropriately placed and monitored.

Evaluation Data Sources: RDA Report, Student Achievement Scores, IRPs

Strategy 1 Details	Reviews			
Strategy 1: The guidelines/procedures for the campus intervention teams will be reviewed on an annual basis. Strategy's Expected Result/Impact: Higher student achievement Staff Responsible for Monitoring: Principals Funding Sources: SPED - 224 IDEA B, Formula Special Ed	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Information/training for staff in the use of state-mandated tests for special education students will be provided. Strategy's Expected Result/Impact: Higher STAAR scores Staff Responsible for Monitoring: Assistant Superintendents, Principals.	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: The use of supplementary aids in the classroom will be in place to ensure all students' needs are met in the LRE. Strategy's Expected Result/Impact: Higher student achievement Staff Responsible for Monitoring: Principals Funding Sources: SPED - 224 IDEA B, Formula Special Ed	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: The continuum of services options based on the student's needs and the least restrictive environment will be monitored Strategy's Expected Result/Impact: Higher student achievement Staff Responsible for Monitoring: Principal and Asst Superintendent Funding Sources: Salaries - 224 IDEA B, Formula Special Ed	Formative			Summative
	Nov	Feb	Apr	June





Strategy 5 Details	Reviews			
Strategy 5: The patterns of service for SPED students will be monitored. Strategy's Expected Result/Impact: Higher Student Achievement Staff Responsible for Monitoring: Principals Funding Sources: salaries - 224 IDEA B, Formula Special Ed	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Response to Intervention will be implemented prior to Special Education placement. Staff Responsible for Monitoring: SPED Director and Principals	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Provide and monitor transition services to Special Education students to help them move successfully from school to the workplace. Staff Responsible for Monitoring: Principal and VAC Coordinator	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8 Details	Reviews			
Strategy 8: Monitor and assess students identified for SPED according to their IEPs. Strategy's Expected Result/Impact: Academic Achievement of students Staff Responsible for Monitoring: Principals	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 6: All students will be assisted in college, career, and military opportunities including strategies to increase the number of students taking SAT/ACT and strategies to improve student performance on SAT/ACT tests.

Evaluation Data Sources: Annual TAPR data

Strategy 1 Details	Reviews			
Strategy 1: Students will be assisted in making informed curriculum choices to prepare them for success beyond high school through group and one-on-one meetings. Strategy's Expected Result/Impact: Higher CCR results Staff Responsible for Monitoring: Principals, CTE director	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: To increase the passing rate on SAT/ACT each year, workshops, such as ACT Boot Camp and practice resources through the counselor's office will be offered. The district will continue to provide opportunities for preparation for college entrance exams. Strategy's Expected Result/Impact: Higher ACT/SAT scores Staff Responsible for Monitoring: HS principal, Counselor	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Sulphur Springs will serve as a test site for the SAT and strive to provide multiple test dates throughout the school year. The district will continue to provide opportunities for preparation for college entrance exams. Strategy's Expected Result/Impact: Higher SAT participation Staff Responsible for Monitoring: HS principal	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: An advanced math program will be in place for students in grades 6-12. Strategy's Expected Result/Impact: Increase Student Achievement Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: Sulphur Springs High School will team with Paris Junior College and Texas A&M-Commerce for dual credit courses. SSISD will directly facilitate the preparation for and taking of the TSI. Strategy's Expected Result/Impact: Higher CCR Staff Responsible for Monitoring: CTE Director, Principal, Asst Superintendent	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: To facilitate effective transitions for students from high school to post-secondary education, the district will coordinate with institutions of higher education to provide students with dual enrollment opportunities to earn college credit while in high school. Strategy's Expected Result/Impact: Increased dual credit enrollment and successful course completions. Staff Responsible for Monitoring: Campus Principal	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: To facilitate effective transitions for students from high school to post-secondary careers, all students will have the opportunity to participate in the CTE program. Where possible, CTE teachers will integrate CTE activities with the core academic areas. To incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations and industries in the state, field-based learning opportunities with area businesses that provide students with in-depth interaction with industry professionals will be offered for academic credit. Strategy's Expected Result/Impact: Higher academic achievement, increased number of certifications Staff Responsible for Monitoring: Principals and CTE Director	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8 Details	Reviews			
Strategy 8: Endorsements and Industry Certifications - The district will continue to facilitate programs and courses of study that offer a wide variety of graduation endorsements and the potential to earn industry certifications. Strategy's Expected Result/Impact: Higher student achievement and CCR results Staff Responsible for Monitoring: CTE Director and Principal	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 7: 100% of core academic teachers and instructional paraprofessionals will be appropriately certified, and sufficient district personnel for all school functions will be in place.

Evaluation Data Sources: Certification and staff records

Strategy 1 Details	Reviews			
Strategy 1: Appropriately certified teachers, counselors, and paraprofessionals will be recruited and retained by offering a quality work environment, retention stipends, administrative support and ample professional development opportunities in content knowledge and classroom practices through Region 8 and other providers Strategy's Expected Result/Impact: Higher Staff Retention Rates Staff Responsible for Monitoring: Assistant Superintendent, Superintendent	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Mentoring for 0-1 year teachers through the SSISD mentoring program will be provided Strategy's Expected Result/Impact: Higher staff retention rates Staff Responsible for Monitoring: Director of Curriculum and Instruction	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Equitable distribution of inexperienced teachers across grade levels and teaching assignments will occur at each campus when possible. Strategy's Expected Result/Impact: Higher teacher retention Staff Responsible for Monitoring: Principals and Assistant Superintendent	Formative			Summative
	Nov	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

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

Performance Objective 8: Sulphur Springs ISD will maintain a 0% dropout rate.

Strategy 1 Details	Reviews			
Strategy 1: A disciplinary alternative education program for students having chronic discipline problems will be provided. Students assigned to DAEP for inappropriate behavior will continue to receive quality instruction through Edgenuity software. Strategy's Expected Result/Impact: Decreased discipline referrals and dropout rate Staff Responsible for Monitoring: Principals Funding Sources: Edgenuity - 199 PIC 28 State Comp Ed, DAEP	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Austin Academic Center for credit recovery and for individualized instructional assistance for At-Risk students will be utilized in SSISD. Strategy's Expected Result/Impact: Decrease the dropout rate Staff Responsible for Monitoring: Principals and Assistant Superintendent Funding Sources: Salaries - 199 General Fund	Formative			Summative
	Nov	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

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

Performance Objective 1: 100% of students and staff will consider Sulphur Springs ISD a safe environment.

Evaluation Data Sources: SSISD Police Incident Reports, 806 Technologies Bully Reporter, SSISD Safety Audit Results, Campus Drill Reports

Strategy 1 Details	Reviews			
Strategy 1: SSISD will maintain a police department to protect and serve all campuses and ensure a safe learning environment. Strategy's Expected Result/Impact: The police department will protect campuses and serve as a deterrent to criminal activity. Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Anonymous Bully Reporter - SSISD will maintain the "Anonymous Alerts" system for reporting dating violence, bullying, sexual harassment, and sexual violence through the anonymous online reporting system. Strategy's Expected Result/Impact: Allow students to more easily report incidents of bullying. Decrease bullying. Staff Responsible for Monitoring: Assistant Superintendent and Campus Principals	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Enhanced Security Measures - The district will provide enhanced security measures for student safety including the Emergency Operations Plan to include procedures to follow in such crises as fire, bad weather, bomb threats, and intruders. Strategy's Expected Result/Impact: Maintain a high state of readiness to respond to emergencies of any foreseeable nature. Staff Responsible for Monitoring: Assistant Superintendent of Human Resources and Chief of Police	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: To reduce the threat of student violence, bullying, and suicide, a comprehensive school counseling program will be in place at each campus with a guidance plan to teach conflict resolution, tolerance, honesty, and concern for others. Strategy's Expected Result/Impact: Safer school climate Staff Responsible for Monitoring: Principals and Counselors	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: Staff will be trained in classroom management, district discipline plan, student code of conduct, harassment, and discrimination. Strategy's Expected Result/Impact: Safer school climate Staff Responsible for Monitoring: Principals	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: A School Health Advisory Council, in conjunction with Sulphur Springs ISD, will be in place to provide coordinated school health advisement concerning student mental health. Strategy's Expected Result/Impact: Safer school climate Staff Responsible for Monitoring: Assistant Superintendent of Elementary Education	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Each campus will provide training for the prevention of and education concerning sexual harassment and other forms of bullying in school, on school grounds, and in school vehicles. Strategy's Expected Result/Impact: safer school climate Staff Responsible for Monitoring: Principals	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8 Details	Reviews			
Strategy 8: Allergy information will be collected on students at the beginning of the year and an Allergy Action Plan will be developed for students who have serious allergies. Strategy's Expected Result/Impact: Safety School climate Staff Responsible for Monitoring: Principals and nurses	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9 Details	Reviews			
Strategy 9: As required by Senate Bill 9, dating violence will not be tolerated and should be reported to the campus assistant principal; the parents of the alleged victim or perpetrator will be contacted and an investigation will follow. Age-appropriate educational materials on the dangers of dating violence, including resources for students seeking help will be available. Strategy's Expected Result/Impact: Safer school climate Staff Responsible for Monitoring: Principals and Counselors	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10 Details	Reviews			
Strategy 10: Maintenance and cleanliness will be maintained to reduce missing class time due to health concerns or due to needed repairs in buildings. Strategy's Expected Result/Impact: Increased health safety Staff Responsible for Monitoring: Principals and Director of Maintenance	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify







Discontinue

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

Performance Objective 2: 3% fewer discipline referrals will occur as a result of safety/discipline measures in place.

Evaluation Data Sources: Campus Training Logs, Program Evaluations

Strategy 1 Details	Reviews			
Strategy 1: Character Education - The district will continue to provide character education / soft skill programs including the 6 C's Strategy's Expected Result/Impact: Improve student behavior. Decrease discipline incidents. Staff Responsible for Monitoring: Campus Principals	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Communities in Schools - SSISD will contract with CIS to provide social worker services to all campuses. Strategy's Expected Result/Impact: Decreased disciplinary incidents. Improved academic performance. Improve the lives of students. Staff Responsible for Monitoring: Assistant Superintendent - Secondary Education Funding Sources: CIS Contract - 199 PIC 26 State Comp Ed, Non-Disciplinary AEP	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Safe and drug-free activities, such as Red Ribbon Week, will be in place, and supplies and incentives provided as well as random drug dog searches will occur throughout the school year. Strategy's Expected Result/Impact: No use of drugs on campus Staff Responsible for Monitoring: Principals and Counselors	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: All students (9-12) who participate in extra-curricular and co-curricular activities and/or who drive on campus will be subject to random drug testing. Strategy's Expected Result/Impact: No use of drugs on campus Staff Responsible for Monitoring: Assistant Superintendent and Principal	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: To reduce the overuse of discipline practices that remove students from the classroom, teachers will utilize prevention-based interventions such as rewards for good behavior and redirection and de-escalation techniques. Strategy's Expected Result/Impact: Reduced number of discipline referrals Staff Responsible for Monitoring: Campus principals	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: For students removed from the classroom for severe disciplinary infractions, a DAEP will be in place to provide instruction. This instruction will allow DAEP students to remain on grade level and will help prevent dropouts. Strategy's Expected Result/Impact: Maintain a 0% dropout rate Staff Responsible for Monitoring: Principals Funding Sources: Salaries - 199 General Fund	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: Professional Development - SSISD will provide high quality / research based professional development opportunities to 100% of teachers and administrators.

Evaluation Data Sources: Curriculum and Instruction Department Training Logs

Strategy 1 Details	Reviews			
Strategy 1: PLC Process Development - The district will continue to train and support the PLC process on every campus. Strategy's Expected Result/Impact: Improve the efficiency and efficacy of the PLC process at the campus level. Staff Responsible for Monitoring: Director of Curriculum and Instruction	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Core Curriculum Support - The District will continue to provide support in each curriculum area for the curriculum, instruction, and assessment process including opportunities for teachers to attend regional and state training on instructional technologies. Strategy's Expected Result/Impact: Improve the PLC (curriculum, instruction, and assessment) process at the campus level. Staff Responsible for Monitoring: Director of Curriculum and Instruction Funding Sources: Region 8 Contract - BE/ESL Program - 263 Title III, LEP, Salaries Academic Specialists - 211 Title I, Part A, Salaries - 255 Title II, Part A, TPTR	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: High Quality Reading Instruction- The district will coordinate with ESC that trainings for new teachers who qualify in grades K-3 in strategies to increase reading abilities of students. Strategy's Expected Result/Impact: Increased percentage of students reading on grade level. Staff Responsible for Monitoring: Director of Curriculum and Instruction	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: New staff will be trained on Skyward, Eduphoria, Google, and other district technology systems. Strategy's Expected Result/Impact: Fewer delays in technology integration Staff Responsible for Monitoring: Principals, Assistant Superintendent	Formative			Summative
	Nov	Feb	Apr	June



No Progress



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 2: All leaders of learners will receive individualized training and continual support.

Evaluation Data Sources: Professional development portfolios

Strategy 1 Details	Reviews			
Strategy 1: A comprehensive Teacher Induction program for new teachers new to the district will be implemented. Strategy's Expected Result/Impact: Teacher turnover will decrease Staff Responsible for Monitoring: Assistant Superintendents and Director of Curriculum and Professional Learning	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: A district wide instructional coaching model will be implemented that provides continual support for teachers. Strategy's Expected Result/Impact: Increased support will cause less teachers to leave SSISD. Staff Responsible for Monitoring: Assistant Superintendents and Director of Curriculum and Professional Learning	Formative			Summative
	Nov	Feb	Apr	June
<div><div><div></div><div>0%</div></div>No Progress</div> <div><div><div></div><div>100%</div></div>Accomplished</div> <div><div><div></div></div>Continue/Modify</div> <div><div><div></div></div>Discontinue</div>				

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 3: 100% of teachers will incorporate technology-based lesson plans into instruction to ensure student academic achievement.

Evaluation Data Sources: Lesson Plans and planning guides

Strategy 1 Details	Reviews			
Strategy 1: Emerging technologies will be added to classrooms to enhance instruction as well as support and technical assistance will be provided in a timely manner for repairs and troubleshooting issues. Strategy's Expected Result/Impact: Increased usage Staff Responsible for Monitoring: Technology Director	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Along with the technology department, the curriculum team will aid teachers with soft/hardware and provide staff development and technical expertise in the planning and implementation of effective instructional technology including updates and new equipment. Strategy's Expected Result/Impact: Increased use of instructional technologies Staff Responsible for Monitoring: Director of Curriculum and Technology Director	Formative			Summative
	Nov	Feb	Apr	June
<div><div><div><div></div></div><div>0%</div><div>No Progress</div></div><div><div><div></div></div><div>100%</div><div>Accomplished</div></div><div><div><div></div></div><div></div><div>Continue/Modify</div></div><div><div><div></div></div><div></div><div>Discontinue</div></div></div>				

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

Performance Objective 1: Parent and Family Engagement will increase by 10% by providing parents with current, timely information about their child's learning and school events that promote learning.





Evaluation Data Sources: Community Surveys, Community Social Media Involvement

Strategy 1 Details	Reviews			
Strategy 1: Social Media / School Communication Systems - The district will continue to employ social media, local media, and school communication systems to communicate with stakeholders. Strategy's Expected Result/Impact: Increase community awareness of school activities and student performance. Staff Responsible for Monitoring: Communications Coordinator Funding Sources: Blackboard Connect - 211 Title I, Part A	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Surveys - the district will continue to solicit parent / community member input through a survey process. Strategy's Expected Result/Impact: Increase community awareness of school activities and student performance. Staff Responsible for Monitoring: Assistant Superintendent of Secondary Education Funding Sources: Plan4Learning - 211 Title I, Part A	Formative			Summative
	Nov	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

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

Performance Objective 2: Parent and Family Engagement will increase by 10% through regular meetings between the school and parents.

Evaluation Data Sources: Involvement Activity Attendance

Strategy 1 Details	Reviews			
Strategy 1: Parents will be invited to serve on the District and Campus Site-Based Committees, and their input will be used in district decision-making. Strategy's Expected Result/Impact: Increased Parent and Family Engagement Staff Responsible for Monitoring: Principals, Superintendent, Assistant Superintendents	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Parents will be invited and encouraged to attend and participate in the educational process by attending Title 1 meetings, Meet the Teacher Night, Open House, parent information nights, award assemblies, STAAR Math and Reading Nights, classroom activities, and extracurricular activities. Strategy's Expected Result/Impact: Increased Parent and Family Engagement Staff Responsible for Monitoring: Principals and Assistant Superintendent Funding Sources: PFE - 211 Title I, Part A	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Presentations on scheduling options and graduation plans to prepare students for success beyond high school will be given and information will be posted on the school website and Facebook page for students, parents and staff; included will be information concerning financial aid opportunities and admission requirements. Strategy's Expected Result/Impact: Increased Parent and Family Engagement Staff Responsible for Monitoring: Campus Principal	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: Advocacy - SSISD staff will proactively advocate for their students and programs.

Evaluation Data Sources: Community Surveys, Board Minutes, SBDM Minutes

Strategy 1 Details	Reviews			
Strategy 1: Social Media / School Communication Systems - The district will continue to employ social media, local media, and school communication systems to advocate for students and programs. Strategy's Expected Result/Impact: Make a greater portion of the community aware of district activities and accomplishments. Staff Responsible for Monitoring: Communications Coordinator	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Monthly Board Reporting - District staff will provide a monthly highlight report for primary and secondary activities and accomplishments. Strategy's Expected Result/Impact: Make a greater portion of the community aware of district activities and accomplishments. Staff Responsible for Monitoring: Assistant Superintendent for Elementary Education, Assistant Superintendent for Secondary Education	Formative			Summative
	Nov	Feb	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

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





Performance Objective 1: We will maintain fiscal accountability.

Evaluation Data Sources: District budget records

Strategy 1 Details	Reviews			
Strategy 1: Maintain an accurate accounting process of district revenue and expenditures. Strategy's Expected Result/Impact: Evaluation of district performance over time that allows stakeholders to assess whether the district is meeting its financial goals and objectives. Staff Responsible for Monitoring: Superintendent Business Manager	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Maintain a Superior Achievement on the District's FIRST rating. Strategy's Expected Result/Impact: Benefits students by ensuring that the district's financial resources are directed toward improving education and supporting academic achievement. Staff Responsible for Monitoring: Superintendent Business Manager	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Ensure that district financial practices are effective, efficient, and implemented with fidelity. Strategy's Expected Result/Impact: To support educational goals for all students. Staff Responsible for Monitoring: Superintendent Business Manager	Formative			Summative
	Nov	Feb	Apr	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> Continue/Modify <div><div><div></div></div><div></div></div> Discontinue				

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

Performance Objective 2: SSISD will maximize district fiscal resources and opportunities.

Strategy 1 Details	Reviews			
Strategy 1: Educate the SSISD community on the Texas School Finance System. Strategy's Expected Result/Impact: Empowers SSISD community to actively participate in shaping the future of our campuses. Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Maximize all district resources through prioritization of district needs. Strategy's Expected Result/Impact: Providing support and need to our critical areas within the district. Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Maintain an appropriate fund balance. Strategy's Expected Result/Impact: Contributes to the long-term sustainability of the district's educational mission and goals. Staff Responsible for Monitoring: Superintendent Business Manager	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Maintain a balanced budget over a three year period. Strategy's Expected Result/Impact: Reassures taxpayers and the community that the district is capable of managing its finances wisely. Staff Responsible for Monitoring: Superintendent Business Manager	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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

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

Strategy 1 Details	Reviews			
Strategy 1: Since passing last year's bond, SSISD will continue to work to address facility needs. Strategy's Expected Result/Impact: Effective planning and communication will allow the community to plan and ensure successful execution of district projects. Staff Responsible for Monitoring: Superintendent Assistant Superintendent of Elementary Education Assistant Superintendent of Secondary Education and Human Resources	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Inform and educate the SSISD community on the state of our current facilities. Strategy's Expected Result/Impact: Address disparities in facility quality between different schools within the district, ensuring that all students have access to safe, well-maintained, and equitable learning environments. Staff Responsible for Monitoring: Superintendent Assistant Superintendent of Elementary Education Assistant Superintendent of Secondary Education and Human Resources	Formative			Summative
	Nov	Feb	Apr	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div><div></div></div><div>100%</div></div>Accomplished</div> <div><div><div></div></div>Continue/Modify</div> <div><div><div></div></div>Discontinue</div>				

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

Performance Objective 2: SSISD will maintain and upgrade our existing facilities to meet the diverse learning needs of our students.

Strategy 1 Details	Reviews			
Strategy 1: Throughout the entire process, SSISD will commit bond resources to facility upgrades based on prioritization. Strategy's Expected Result/Impact: Address aging infrastructure, renovate outdated buildings, and construct new facilities which leads to improved and modernized learning environments that are conducive to student success. Staff Responsible for Monitoring: Superintendent Assistant Superintendent of Elementary Education Assistant Superintendent of Secondary Education and Human Resources	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Contract with a custodial company to ensure facilities remain properly cleaned. Strategy's Expected Result/Impact: Create a healthier, safer, and more conducive environment for learning and teaching. Staff Responsible for Monitoring: Director of Maintenance	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: The maintenance department will continue to maximize the efficiency of our current facilities. Strategy's Expected Result/Impact: Extend the lifespan of facilities and equipment, reducing the need for costly repairs or replacements. Staff Responsible for Monitoring: Director of Maintenance	Formative			Summative
	Nov	Feb	Apr	June
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$1,619,508.00

Total FTEs Funded by SCE: 28.39

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. Edgenuity is used at Austin and SSHS so that students can recover lost credits. SCE pays the salaries for DAEP and the AEP to provide support to students in an alternate placement. 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 District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Allison Miesse	Behavior Intervention	1
Amy Blanchard	Teacher	0.5
Barbara Gillham	Teacher	1
Brittany Torres	AEP Teacher	1
Carrie Bigler	DAEP Aide	1
Cathy Gray	Dyslexia	0.5
Christi Funderburk	Teacher	0.5
Cristina DeLaRosa	PK Aide	1
David Reynolds	DAEP	1
Gwen Panter	AEP aide	1
Hannah Fields	Teacher	0.5
Holly Thompson	Teacher	1
Holly Willis	Read 180	1
James Payne	Principal	1
Jennifer Balentine	Teacher	0.5
Jennifer Moore	PK Teacher	0.6
Jeremy Delorge	Teacher	0.25
Jerry Burton	Teacher	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Jordan Miesse	DAEP	1
Jovana Schmidt	Literacy Support	1
Kathryn Bennett	Teacher	0.5
Keenan Clayton	Academic Aide	0.8
Kodeann Crawford	Math Intervention	1
Leslie Harred	DAEP Counselor	1
Lindsay Ramirez	AEP Teacher	1
Lisa Webb	Teacher	0.12
Maria DeSantiago	ESL Academic Aide	0.7
Melinda Dixon	Read 180 teacher	0.5
Melissa Johnson	Teacher	0.5
Paulina Cantu	Academic Aide	1
Rachel Finney	English Teacher	0.5
Rachel Maib	PK Aide	1
Shawn Sinclair	Asst Principal	1
Susan Reynolds	DAEP	1
Tammie Mattison	PK Teacher	0.3
Teresa Quarles	Academic Aide	1
Todd McCoy	Teacher	0.12

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, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the Local Educational Agency (LEA).

Campuses shall provide the date(s) that the CNA was developed and/or the date(s) that the CNA was reviewed and/or revised.

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, paraprofessionals 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.

Campuses shall provide a list of the individuals (Campus Advisory Committee) and their roles who assisted with the development or the review of the CIP .

2.2: Regular monitoring and revision

The DIP 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.

The district shall provide the date that the DIP was revised and/or evaluated throughout the school year. Campuses shall also provide the date(s) that the CIP was revised and/or evaluated.

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.

Campuses shall indicate locations where the LEA made the CIP available.

Campus shall indicate languages in which the CIP was distributed.

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

Campuses will annually evaluate the schoolwide plan, using data from the State's assessments as well as other student performance data, and perception data to determine if the schoolwide plan has been effective in addressing the major problem areas. Campuses will make necessary changes in order to increase student achievement and to ensure continuous improvement.

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.

Campuses shall indicate how the Parent and Family Engagement Policy was distributed.

Campuses shall indicate languages in which the Parent and Family Engagement Policy was distributed.

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.

Campuses shall indicate days and times that the Parent and Family Engagement meetings were held and locations.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alexandra Best	Academic Aide	Title 1	1
Ana Aguilar	Instructional Interventionist	Title 1	1
Ana Ramirez	Academic Specialist	Title 1	1
Anne Michelle Penson	Academic Specialist	Title 1	1
Ashley Sanchez	Academic Aide	Title 1	1
Barbara Bloodgood	Academic Aide	Title I	1
Brent Copeland	Academic Aide	Title 1	1
Deloris Smith	Academic Aide	Title 1	1
Jaedyn Schroeder	Academic Aide	Title 1	1
Jaqueline Espinoza Frias	Academic Aide	Title 1	1
Jaret Carmona	Academic Aide	Title 1	1
Joan Stowater	Academic Aide	Title I	1
Joanna Foster	Academic Specialist	Title I	1
Jodi Goodman	Academic Specialist	Title I	1
Jurreka Timmons	Academic Aide	Title 1	1
Kayla Bohannon	Math Specialist	Title 1	1
Kim Gillem	Math Specialist	Title 1	1
Kim Sartin	Academic aide	Title 1	1
Kim Slaughter	Math Specialist	Title 1	1
Krystal Sutton	Academic Aide	Title 1	1
Linda Johnson	Academic Aide	Title 1	1
Margaret Boyt	Academic Aide	Title 1	1
Mariana Hernandez	Literacy Support	Title I	1
Marieke DeWitte	Academic Aide	Title 1	1
Melinda Page	Literacy Support	Title 1	1
Meredith Rule	Academic Aide	Title I	1
Misty Cline	Academic Aide	Title 1	1

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Rachel Kistler	Academic Specialist	Title 1	1
San Juanita Cardenas	Academic Aide	Title I	1
Shara Roden	Academic Specialist	Title 1	1
Susan Cook	Math Interventionist	Title I	1
Yanetxzi Cervantes	Academic Aide	Title I	1

District Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	2	Salaries		\$0.00
2	2	6	Salaries		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$664,004.00
+/- Difference					\$664,004.00
199 PIC 34 State Comp Ed, Prekindergarten					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Pk salaries		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
205 Headstart Program					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Salary		\$0.00
1	1	5	Salaries		\$0.00
1	2	7	Salaries		\$0.00
3	1	2	Salaries Academic Specialists		\$0.00
4	1	1	Blackboard Connect		\$0.00
4	1	2	Plan4Learning		\$0.00
4	2	2	PFE		\$0.00

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$938,312.00
+/- Difference					\$938,312.00
212 Title I, Part C, Migrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
224 IDEA B, Formula Special Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	SPED		\$0.00
1	5	3	SPED		\$0.00
1	5	4	Salaries		\$0.00
1	5	5	salaries		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$891,942.00
+/- Difference					\$891,942.00
225 IDEA B, Preschool Special Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$21,895.00
+/- Difference					\$21,895.00
244 Perkins Career & Technical Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$44,210.00
+/- Difference					\$44,210.00

255 Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Salary		\$0.00
1	1	5	Salaries		\$0.00
1	3	1	Region 8 Contract		\$0.00
3	1	2	Salaries		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$148,122.00
+/- Difference					\$148,122.00
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Region 8 Contract - BE/ESL Program		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$63,391.00
+/- Difference					\$63,391.00
288 Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	COGAT		\$0.00
1	1	5	Salary		\$0.00
1	1	5	Amplify		\$0.00
1	1	5	IXL		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$74,871.00
+/- Difference					\$74,871.00
Grand Total Budgeted					\$2,846,747.00
Grand Total Spent					\$0.00
+/- Difference					\$2,846,747.00

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 			
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <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
11. Sexual Abuse and Maltreatment of Children	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	
12. Student Welfare: Crisis Intervention Programs & Training <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. 	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal)	Assistant Superintendent for Elementary Education	Student Handbooks
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <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 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) Board Policy FFH(Legal), FFH(Local) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Assistant Superintendent for Secondary Education	Student Handbooks, Code of Conduct
14. Texas Behavior Support Initiative (TBSI)	TEC 21.451(d)(2) Board Policy DMA(Legal)	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

CCMR Progress

The percent of Texas Success Initiative criterias met on

Yearly

2020

2021

27% (21%)

32% (36%)

Closing the Gaps Study

African
American

Hispanic

White

American
Indian

Asian

2020

5%

20%

75%

2021

5.60%

18.69%

73.83%

2022

xx%

xx%

xx%

xx%

xx%

2023

xx%

xx%

xx%

xx%

xx%

2024

xx%

xx%

xx%

xx%

xx%

CCMR Progress

The percent of AP Examination/Dual Course Credits on the C

Yearly

2020

2021

44% (46%)

48% (46%)

Closing the Gaps Study

African
American

Hispanic

White

American
Indian

Asian

2020

5.13%

17.09%

75.21%

0.85%

2021	5%	17.50%	75%		0.83%
2022	xx%	xx%	xx%	xx%	xx%
2023	xx%	xx%	xx%	xx%	xx%
2024	xx%	xx%	xx%	xx%	xx%

CCMR Pro		
The percent of Industry-Based Certifications on the		
Yearly		
2020	2021	
10% (30%)	15% (35%)	

Closing the Gaps Stu					
	African American	Hispanic	White	American Indian	Asian
2020	4.59%	27.58%	65.51%		
2021	7.84%	14.70%	76.47		
2022	xx%	xx%	xx%	xx%	xx%
2023	xx%	xx%	xx%	xx%	xx%
2024	xx%	xx%	xx%	xx%	xx%

CCMR Targeted Pro

Progress Measure 1

the CCMR Report will increase from 23% to 43% by August 2024

Yearly Target Goals		
2022	2023	2024
36%	40%	43%

Student Groups Yearly Targets						
Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled
		0%	35%	0%	1.66%	90%
	1.86%	0.93%	37.38%		11.21%	89.72%
xx%	xx%	xx%	xx%	xx%	xx%	xx%
xx%	xx%	xx%	xx%	xx%	xx%	xx%
xx%	xx%	xx%	xx%	xx%	xx%	xx%

Progress Measure 2

CCMR Report will increase from a combined 40% to 60% by August

Yearly Target Goals		
2022	2023	2024
52%	56%	60%

Student Groups Yearly Targets						
Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled
	1.70%	0%	29.05%	0%	0.85%	94.87%

	1.66%	0%	30%		10%	90.83%
xx%	xx%	xx%	xx%	xx%	xx%	xx%
xx%	xx%	xx%	xx%	xx%	xx%	xx%
xx%	xx%	xx%	xx%	xx%	xx%	xx%

Progress Measure 3

The CCMR Report will increase from 4% to 30% by August 2024.

Yearly Target Goals		
2022	2023	2024
20%	25%	30%

Student Groups Yearly Targets						
Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled
	2.29%	0%	44.82%	0%	3.44%	93.10%
	0.98%	4.90%	37.25%	0.98%	8.82%	91.18%
xx%	xx%	xx%	xx%	xx%	xx%	xx%
xx%	xx%	xx%	xx%	xx%	xx%	xx%
xx%	xx%	xx%	xx%	xx%	xx%	xx%

Professional Development Plan



Non-Cont.
Enrolled

10%

10.28%

xx%

xx%

xx%



st 2024.



Non-Cont.
Enrolled

5.12%

9.16%
xx%
xx%
xx%



Non-Cont. Enrolled
6.80%
8.82%
xx%
xx%
xx%



Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds ACT (ESSA), the Priority for Service (PFS) Action Plan is a required activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds.
Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none">Who have made a qualifying move within the previous 1-year period; <u>AND</u> <ul style="list-style-type: none">Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none">Who have made a qualifying move within the previous 1-year period; <u>AND</u> <ul style="list-style-type: none">Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u>For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district’s plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Specialist.

School District: ALL Migrant SSA member districts
Region: 8

Priority for Service (PFS) Action Plan

School Year: 2022 - 2023

Filled Out By: Region 8 ESC Migrant Staff
Date: August 26, 2022

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).

<u>Goal(s):</u>	<u>Objective(s):</u>
The goal for students that participate in the Migrant Education Program and that are identified as Priority for Service students is that they will be successful on yearly state and/or curriculum-based assessments and graduate on time from High School or obtain a High School Equivalency Diploma.	<ul style="list-style-type: none"> • Monitor the progress of MEP students who are PFS • Communicate the progress and determine needs of PFS migrant students to school staff, parents and students • Provide services to PFS students according to need

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> ▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	Monthly, September through August	NGS Specialist	NGS Reports
<ul style="list-style-type: none"> ▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	Beginning of year	ESC MEP Specialist	PFS Action Plan
Additional Activities			
<ul style="list-style-type: none"> ▪ For PFS students who are identified as LEP, TELPAS and other data will be analyzed to ensure instruction is appropriate ▪ For PFS students who failed or were at risk of failing STAAR during the previous two years. STAAR: results will be analyzed and tutorials recommended to staff for these students 	Ongoing as needed	ESC MEP Specialists	Individual PFS Progress Review NGS Reports, Eduphoria, DMAC
Required Strategies	Timeline	Person(s) Responsible	Documentation

Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	September 2022	ESC MEP Specialists	Individual PFS Progress Review Reports
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students' information on the Priority for Service criteria. 	September 2022-August 2023	ESC MEP Specialists	Individual PFS Progress Review reports
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	Ongoing as needed	ESC MEP Specialists	Individual PFS Progress Review Reports; calendar
Additional Activities			
<ul style="list-style-type: none"> For PFS students who are identified as LEP, TELPAS and other data will be explained to parents 	Ongoing as needed	ESC MEP Specialists	Individual PFS Progress Review Reports
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	Monthly	ESC MEP Specialists	Individual PFS Progress Review Reports
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	Monthly	ESC MEP Specialists	Individual PFS Progress Review Reports
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine (ensure that) what federal, state, or local programs serve PFS students. 	Monthly	ESC State & Federal Program Director	Individual PFS Progress Review Reports
Additional Activities			
<ul style="list-style-type: none"> Additional tutorials will be provided for all PFS students who failed the STAAR test during the previous two school years 	Ongoing as Needed	ESC MEP Specialists	NGS Reports Eduphoria/DMAC

Region 8 Migrant SSA Service Delivery Plan (2022-2023)

Strategy 1: Professional Development

Member districts of the Region 8 Migrant Shared Services Arrangement will participate in effective professional development activities to ensure accurate identification and recruitment of migrant students.

Major Activities	Responsible Staff	Estimated Time Frame	Performance Indicators
Participate in Statewide Trainer-of-Trainers ID&R workshop addressing current rules and regulations related to the ID&R process	ESC 8 Staff	June, July or August of each year	Certificate of Training
Communicate with all districts to ensure work surveys are sent out, collected and submitted to Region 8 ESC for follow up.	ESC 8 Staff	July/Jan.	Emails
ID&R training for any new ESC Migrant staff	LEA and ESC 8 Staff	As needed by request	Certificates of Training
Train the NGS Data Specialists and COE reviewer to ensure accurate review of ID&R data submitted on the COEs.	ESC 8 Staff/NGS Data Specialist	Fall/Spring	Certificates of Training
Participate in Statewide ID&R Focus Group to receive most current state information regarding ID&R rules, regulations and activities.	ESC 8 Staff	Fall/Spring	ESC 8 Migrant Staff Electronic Portfolio
Train LEA staff as requested on the use of MSIX to promptly identify Migrant students	ESC 8 Staff	As needed by request	ESC works
Attend ID&R sessions at the AMET conference	ESC 8 Staff	Fall	Session handouts, notes,
Attend ID&R sessions at the national conference if approved by ESC Exec. Director to attend	ESC 8 Staff	Spring	Sessions handouts, notes

Strategy 2: Identification & Recruitment Process

Member districts of the Region 8 Migrant Shared Services Arrangement will participate in effective identification & recruitment activities to ensure accurate identification and recruitment of migrant students.

Major Activities	Responsible Staff	Estimated Time Frame	Performance Indicators
Survey all students at the beginning of each school year to determine academic needs.	LEA Migrant Staff	August	Completed Surveys
Survey returning migrant students at the beginning of each school year to check for summer moves.	LEA Migrant Staff	August	Completed Surveys
Include survey in enrollment packets to screen new enrollees for possible eligibility.	LEA Migrant Staff	On-going	Completed Surveys
Interview families to make final eligibility determination	ESC 8 Staff	As needed	Completed COE's
Conduct ID&R activities at spring Pre-K/Headstart Kindergarten Registrations	LEA Recruiters/ Migrant Staff	Spring	Completed Surveys/ COE's
All completed COEs forwarded to Eligibility Reviewer and/or NGS Data Specialist for final review	Eligibility Reviewer/ NGS Data Specialist	As needed	Completed COE's
Monitor student academic progress	ESC 8 Staff	On-going	District Reports
Utilize MSIX to monitor ensure Migrant students are promptly identified and served upon moving from one district to another	ESC/LEA Migrant staff	As needed	MSIX searches, emails
Canvass districts by actively searching for farms, ranches, orchards etc.	ESC Recruiters	As Needed	Completed COE's, Travel Logs

Strategy 3: Family & Community Relations & Coordination

Member districts of the Region 8 Migrant Shared Services Arrangement will coordinate with district families and community members to facilitate Identification & Recruitment activities.

Major Activities	Responsible Staff	Estimated Time Frame	Performance Indicators
Coordinate with the Region 8 Migrant SSA Parent Advisory Council to obtain new ideas for Identification & Recruitment Activities.	PAC Members	Fall/Spring	PAC Minutes- ESC 8
Make contact and collaborate with local businesses that may employ migrant workers to make them aware of our identification and recruitment efforts.	LEA Migrant Coordinator/ Migrant Staff/ LEA Recruiters	Fall/Spring	List of local businesses that employ migrant workers
Provide supplemental books and school materials for Migrant students to be used during summer months to encourage literacy activities.	ESC/LEA staff/parents	May/June	NGS report/list of students who received supplies

Strategy 4: Strategy Implementation Plan

Member districts of the Region 8 Migrant Shared Services Arrangement will coordinate with district families and community members to facilitate Identification & Recruitment activities.

Strategy 1: Reading and Mathematics	Responsible Staff: ESC Staff/ School Staff	Estimated Time Frame: Year-Round	Performance Indicators: Reading Assessment Scores; Surveys
1-1 Coordinate/provide needs-based supplemental reading and/or mathematics instruction to migratory students in grades K-12 using results of disaggregated formal/informal assessments during the regular and summer terms.			
1-2 Coordinate/provide training/ support to migratory students on the use of academic tools and resources to increase success in reading and mathematics.			
1-3 Utilize Project SMART when providing summer supplemental services in mathematics to migratory students in grades K-8.			
Strategy 2: School Readiness	Responsible Staff: ESC Staff/ School Staff	Estimated Time Frame: Year-Round	Performance Indicators: Math Assessment Scores; Surveys
2-1 Coordinate with LEA and/or community-based school readiness programs to provide migratory children ages 3-5 (who are not in kindergarten) with access to school readiness services.			
2-2 Provide the TEA-approved early literacy program (A Bright Beginning) for migratory children ages 3-5 who are not served by other programs.			
Strategy 3: High School Graduation/OSY	Responsible Staff: ESC Staff/ School Staff	Estimated Time Frame: Year-Round	Performance Indicators: Pre and Post Assessments; Surveys
3-1 Coordinate/provide opportunities to confer with migratory students and OSY to increase awareness and access to credit accrual options.			
3-2 Coordinate/provide appropriate and targeted supplemental instruction to migratory students in grades 9-12 and OSY including late enrollments and early withdrawal students.			
3-3 Coordinate/provide post-secondary and high school equivalency (HSE) program information to secondary-aged migratory students and parents.			
3-4 Coordinate/provide services to OSY based on identified needs.			
Strategy 4: Non Instructional Support Services	Responsible Staff: ESC Staff/ School Staff	Estimated Time Frame: Year-Round	Performance Indicators: Graduation Rate; Surveys
4-1 Coordinate/provide support services during the regular term and summer that address the identified needs of migratory students.			
4-2 Coordinate/provide training for parents to empower them to access and use resources/services to address the identified needs of their child.			
4-3 Educate MEP/LEA staff on the unique needs of migratory students to ensure student success.			
4-4 Educate MEP/LEA staff about instructional and support service provided by other funding sources to ensure migratory students receive services to which they are entitled.			
4-5 Coordinate/provide needs-based PD for MEP/LEA staff who provide supplemental reading and math instruction to migratory students.			

STAAR 3-8 Differential Report for 2021 - 2022 April, May Administration																																
Campus	Grade Level	Reading							Math							Science							Social Studies									
		2020 - 2021			2021 - 2022			+/-	2020 - 2021			2021 - 2022			+/-	2020 - 2021			2021 - 2022			+/-	2020 - 2021			2021 - 2022			+/-			
		Tested	Met	% Met	Tested	Met	% Met		Tested	Met	% Met	Tested	Met	% Met		Tested	Met	% Met	Tested	Met	% Met		Tested	Met	% Met	Tested	Met	% Met				
(112901041) Sulphur Springs Middle	6	301	190	63%	311	233	74%	11%	302	234	77%	311	254	81%	4%	0	0	0%	0	0	0%	0%	0	0	0%	0%	0	0	0%	0%		
	7	345	221	64%	322	261	81%	17%	222	130	58%	240	168	70%	12%	0	0	0%	0	0	0%	0%	0	0	0%	0%	0	0	0%	0%		
	8	302	213	70%	369	295	79%	9%	357	295	82%	326	265	81%	-1%	300	202	67%	366	289	78%	11%	294	188	63%	366	249	68%	5%			
	All	948	624	65%	1002	789	78%	13%	881	659	74%	877	687	78%	4%	300	202	67%	366	289	78%	11%	294	188	63%	366	249	68%	5%			
(112901102) Barbara Bush	3	79	46	58%	85	61	71%	13%	79	40	50%	86	55	63%	13%	0	0	0%	0	0	0%	0%	0	0	0%	0%	0	0	0%	0%		
	All	79	46	58%	85	61	71%	13%	79	40	50%	86	55	63%	13%	0	0	0%	0	0	0%	0%	0	0	0%	0%	0	0	0%	0%		
(112901104) Rowena	3	74	47	63%	82	65	79%	16%	74	41	55%	82	51	62%	7%	0	0	0%	0	0	0%	0%	0	0	0%	0%	0	0	0%	0%		
	All	74	47	63%	82	65	79%	16%	74	41	55%	82	51	62%	7%	0	0	0%	0	0	0%	0%	0	0	0%	0%	0	0	0%	0%		
(112901105) Travis PRI	3	68	30	44%	59	42	71%	27%	68	23	33%	59	35	59%	26%	0	0	0%	0	0	0%	0%	0	0	0%	0%	0	0	0%	0%		
	All	68	30	44%	59	42	71%	27%	68	23	33%	59	35	59%	26%	0	0	0%	0	0	0%	0%	0	0	0%	0%	0	0	0%	0%		
(112901106) Bowie PRI	3	75	53	70%	82	60	73%	3%	76	40	52%	82	52	63%	11%	0	0	0%	0	0	0%	0%	0	0	0%	0%	0	0	0%	0%		
	All	75	53	70%	82	60	73%	3%	76	40	52%	82	52	63%	11%	0	0	0%	0	0	0%	0%	0	0	0%	0%	0	0	0%	0%		
(112901108) Sulphur Springs EL	4	289	198	68%	299	226	75%	7%	288	197	68%	299	207	69%	1%	0	0	0%	0	0	0%	0%	0	0	0%	0%	0	0	0%	0%		
	5	296	216	72%	311	255	81%	9%	297	234	78%	309	262	84%	6%	296	224	75%	310	224	72%	-3%	0	0	0%	0	0	0%	0%			
	All	585	414	70%	610	481	78%	8%	585	431	73%	608	469	77%	4%	296	224	75%	310	224	72%	-3%	0	0	0%	0	0	0%	0%			
(All Campus)	3	296	176	59%	308	228	74%	15%	297	144	48%	309	193	62%	14%	0	0	0%	0	0	0%	0%	0	0	0%	0%	0	0	0%	0%		
	4	289	198	68%	299	226	75%	7%	288	197	68%	299	207	69%	1%	0	0	0%	0	0	0%	0%	0	0	0%	0%	0	0	0%	0%		
	5	296	216	72%	311	255	81%	9%	297	234	78%	309	262	84%	6%	296	224	75%	310	224	72%	-3%	0	0	0%	0	0	0%	0%			
	6	301	190	63%	311	233	74%	11%	302	234	77%	311	254	81%	4%	0	0	0%	0	0	0%	0%	0	0	0%	0%	0	0	0%	0%		
	7	345	221	64%	322	261	81%	17%	222	130	58%	240	168	70%	12%	0	0	0%	0	0	0%	0%	0	0	0%	0%	0	0	0%	0%		
	8	302	213	70%	369	295	79%	9%	357	295	82%	326	265	81%	-1%	300	202	67%	366	289	78%	11%	294	188	63%	366	249	68%	5%			
	All	1829	1214	66%	1920	1498	78%	12%	1763	1234	69%	1794	1349	75%	6%	596	426	71%	676	513	75%	4%	294	188	63%	366	249	68%	5%			
<div><div></div> <= 49%</div> <div><div></div> 50%-69%</div> <div><div></div> 70%-79%</div> <div><div></div> 80%-89%</div> <div><div></div> >= 90%</div>																																

School Year 2023 – 2024

SULPHUR SPRINGS ISD

**State Compensatory Education
Policy and
Procedures Manual**

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Section I: Program Overview

Program Purpose

In keeping with the intent and purpose of Section 29.081 of the Texas Education Code addressing Compensatory, Intensive, and Accelerated Instruction, Sulphur Springs ISD provides compensatory education services, hereafter referred to as State Compensatory Education (SCE) services, which are **supplemental** to the regular education program for students identified as at risk of dropping out of school **except at Douglass, Bowie Primary, Johnson Primary, Travis Primary, Bush Primary, and Sulphur Springs Elementary School, all having a poverty rate in excess of 40%. These campuses have chosen to use their supplemental SCE funds to support the schoolwide program for upgrading the entire educational program.** On all other campuses, the district ensures that these funds remain supplemental to those used to implement the regular education program and that the intent and purpose of the SCE Program are met – **to increase the academic achievement and reduce the dropout rate of students meeting the State-defined eligibility criteria.**

Program Goals

The goals of all Sulphur Springs ISD SCE services provided to identified students are to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 and to reduce/eliminate any disparity in the rates of high school completion between students identified in at-risk situations and all other district students (§29.081, Texas Education Code and 77(R) SB 702 Enrolled – Bill Text).

General Use of Funds

Sulphur Springs ISD uses all SCE funds to supplement services beyond those offered through the regular education program. The only exception to this ruling is where SCE funds are used to support one or more of the **ten** components at Douglass, Bowie Primary, Johnson Primary, Travis Primary, Bush Primary, and Sulphur Springs Elementary School our Title I, Part A schoolwide campuses, which exceeds 40% low income threshold. SCE funds do not supplant funds for the Regular Education Program, defined as those basic instructional services to which all eligible students are entitled and which consists of the required curriculum for each school district that serves grades K-12 (e.g., English language arts, mathematics, science, social studies) and enrichment curriculum (e.g., languages other than English, health, physical education, fine arts, economics, career and technology education and technology applications).

Use of Funds on Title I, Part A Campuses

As appropriate and necessary, SCE funds will be used to support one or more of the **ten** Title I, Part A Schoolwide Program Components at Douglass, Bowie Primary, Johnson Primary, Travis Primary, Bush Primary, and Sulphur Springs Elementary School so long as the campus continues to meet, at a minimum, the **40%** poverty threshold. The district ensures that all campuses shall continue to receive their fair share of state and local funds for conducting the regular education program and ensures that the intent and purpose of the SCE Program will be met.

Section II: Student Eligibility

Sulphur Springs ISD has adopted the thirteen criteria delineated in Texas Education Code §29.081 and redefined by Senate Bill 702 as the sole criteria used in identifying students who are eligible to receive intensive, supplemental services. These criteria include the following:

A student at risk of dropping out of school includes each student who is under 26 years of age and who...

1. Is in pre-kindergarten, kindergarten or grade 1,2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year (**exited at the end of the school year**);
2. Is in grade 7, 8, 9, 10, 11, or 12, and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester (**exited when the student finishes the school year with all final grades passing**);
3. Was not advanced from one grade level to the next for one or more school years. The exception is a student who did not advance from Pre-K or Kindergarten to the next grade level only as a result of the request of the student's parents (**exited at graduation**);
4. Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument (**exited when the student passes at the 110% level on the next state assessment**);
5. Is pregnant or is a parent (**exited at graduation**);
6. Has been placed in an alternative education program in accordance with §37.006 during the preceding or current school year (**exited when student has not been in AEP for an entire school year**);
7. Has been expelled in accordance with §37.007 during the preceding or current school year (**exited after an entire school year with no expulsions**);
8. Is currently on parole, probation, deferred prosecution, or other conditional release (**exited when relevant situation is no longer applicable**);
9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school (**exited at graduation**);
10. Is a student of limited English proficiency, as defined by §29.052 (**exited when no longer considered to be of limited English proficiency**);
11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official (**exited at end of school year**);
12. Is homeless, as defined by 42 U.S.C. §11302, and its subsequent amendments (**exited when no longer homeless**); or

13. Resided, in the preceding school year, or who resides, in the current school year, in a residential placement facility within the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home **(exited one year after the relevant situation ceases to apply)**.
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code. **(exited at graduation)**
15. Is enrolled in a school district or open-enrollment charter school, or a campus of a school district or open-enrollment charter school, that is designated as a dropout recovery school under Section 39.0548

Section III: Identification Procedures

Responsibilities – Campus Contact

The Superintendent, in consultation with each campus principal, has named the **counselor** on each campus as the At-Risk Contact. Each contact is responsible to...

- Oversee processes for identification of students
- Maintain a list of identified students with the qualifying criterion/criteria listed
- Advise campus staff, as appropriate, of the status of identified students
- Oversee processes for timely review of student progress to determine the need for continued services &/or continued eligibility
- Oversee, at a minimum, a semi-annual review of student data to determine the student's continued eligibility
- Collaborate with campus administration and staff (SBDM) to ensure appropriate services are available to identified students
- Plan and conduct, in coordination with the district contact, an annual evaluation of program effectiveness at the campus level
- Collaborate with the principal and SBDM or campus staff to provide appropriate staff development sessions

Procedures for Identifying Eligible Students

The district coordinator shall establish uniform procedures for identifying students, utilizing a district-adopted/created document for identifying and monitoring the status of students in at-risk situations according to the criteria outlined by the State (**see Section XI of this document**). Each campus contact shall oversee identification processes at his/her respective campus and shall ensure that PEIMS data is updated accordingly.

Periodic Updates and Eligibility Review

The campus contact, in consultation with the district coordinator and the campus principal and/or his designee(s), shall establish procedures to conduct periodic reviews semiannually, at a minimum, to identify additional eligible students, as well as to review the status of previously identified students, ensuring that all students receive services as needed.

Student data to be reviewed shall include, but may not be limited to, the following:

- For primary students only – students' performance on a readiness test or assessment instrument administered during the current school year;
- For students in grades 7-12 only – student grades in subjects in the foundation curriculum to determine maintenance of grades of 70 or above in a semester preceding the current school year or maintenance within the current school year (failure to maintain less than 70 in two or more subjects qualify students to be identified as At-risk)
- Retention rates
- Performance on State assessments, inclusive of STAAR, EOCs, and alternative assessments (failure or lack of mastery equal to 110 percent of the level of satisfactory performance)
- Parental or pregnancy status (if the child is adopted, then, natural parents are no longer identified at-risk if this criterion is the only qualifying criterion);
- Alternative education program placement (current or preceding year school year)
- Expulsion records (current or preceding school year)
- To the extent possible, data regarding parole, probation, deferred prosecution or other conditional release
- Previous dropout information
- LEP status
- Department of Protective and Regulatory Services(DPRS) referrals (current school year)
- Homeless status
- Residential facility placement data (preceding or current school)

Section IV: Provision of Services

Services

Upon identification of students, the campus contact, in collaboration with appropriate campus staff, shall ensure that identified students are provided appropriate services that address the student's qualifying criteria. These services may include, but are not limited to, the following:

- ♦ Intensive remediation services for State Assessments
- ♦ Extended learning opportunities (e.g., before-, during- &/or after-school tutoring sessions)
- ♦ Basic course extensions (e.g., Algebra labs, extended writing labs, content mastery – like services)
- ♦ Counseling sessions
- ♦ Peer, teacher, community-member mentoring sessions
- ♦ ACT/SAT preparation sessions for identified students
- ♦ Teen parenting sessions
- ♦ Intensive, supplemental reading programs
- ♦ Study skills sessions
- ♦ Self-esteem enhancement sessions
- ♦ Summer enhancement programs
- ♦ Individualized instruction
- ♦ Extended early childhood programs
- ♦ Goal-setting sessions
- ♦ Class-size reduction measures

Monitoring

In addition to provision of services, the campus contact, in consultation with appropriate staff and representatives from external agencies, where appropriate, will establish measures for timely monitoring of the student's progress. Such measures may include the following:

- ♦ Periodic interviews with service providers
- ♦ Ongoing monitoring of changes in status or situations with students
- ♦ Review of subject area performance
- ♦ Periodic checkpoint assessments
- ♦ Review of six-week failure lists and/or three-week progress reports
- ♦ To the extent possible, quarterly &/or other timely consultations with law enforcement agents and representatives from DPRS
- ♦ As appropriate, review impact of counseling services offered to identified students

Section V: Exit Procedures

Exit Review

Since some criteria may only temporarily qualify students for SCE services (e.g., performance in subject area curriculum, on readiness tests, on State Assessments, expulsion timeframe, LEP status, residential placement timeframes), the campus contact, in consultation with the principal and/or the appropriate staff, will determine through periodic review of student data the student's continued eligibility and need for continued services. All decisions for exiting a student from the SCE program (see pages 2-3 for appropriate exit timelines) will be based upon the review of student data and may include the following:

- ♦ 110% level of satisfactory performance on state assessments
- ♦ Promotion records
- ♦ Maintenance of passing grades with a score of 70 or greater
- ♦ Residential placement status
- ♦ Condition of pregnancy or parent status
- ♦ Alternative education program placement timeframe
- ♦ LEP status

Continued Monitoring

To ensure that previously identified and served students receive timely and appropriate assistance, as needed, the campus contact will establish periodic reviews of students' performance for those students who have been exited from the SCE Program services.

Section VI: Program Evaluation

Required Overall Program Evaluation

The district coordinator will conduct an annual program evaluation, with assistance from the campus-level contacts, to assess the impact of SCE services/programs on the level of disparity between identified students in at-risk situations in relation to all other student populations for the following:

1. The disparity in performance on Chapter 39 Assessments; and
2. The disparity in the rates of high school completion.

Additional Evaluation Measures

Other evaluation measures may include a review of evaluation data arising from specific services provided at each of the campuses. This information will include the campus' individual assessments of the progress made toward achieving the goals of services provided. Additional evaluation measures, both formative and summative, may be found in the tables for each campus.

Specific Program Evaluation

Specifics of the SCE Program evaluation are outlined on the table provided on the next page. Each year as evaluation results are reviewed, evaluation measures will be modified/enhanced to ensure that the district receives information that accurately assesses the effectiveness of the services provided to identified students and to assess professional development provided to teachers and principals, ensuring that they have the capacities to address the students' needs effectively and in a timely manner.

The school district shall hold a public hearing annually to present the evaluation results for the accelerated instruction provided for students failing to perform satisfactorily on an end-of-course assessment.

Annual SCE Evaluation – School Year 2022-2023

SCE Program Evaluation				
Service & Evaluation Strategy	Campuses / Person(s) Responsible	Final Evaluation Conducted By	Findings	Program Modification
Extended Day Services (e.g., after-school tutoring, Saturday classes, etc.) – Semi-annual review of checkpoint assessment results for identified students served and state assessment results. SSHS Tutorials SSMS Tutorials	SSHS, SSMS, AAC, Primaries and SSES District Coordinator, Campus Contacts	District SBDM Committee	SCE paid for Summer school and some tutoring at SSMS and SSHS along with Austin. Since ESSER will not fund this in 2024 or Summer School, then the amount will need to increase.	Increase funding to cover summer and HB 4545 issues.
Special Classes (e.g., reading and math labs)- - Review 6 week failure lists for identified students served in special programs and course completions/promotion rates. SSMS At-Risk Lab	SSMS District Coordinator, Campus principals	District SBDM Committee	The At Risk lab has been used to provide an alternate format for classroom instruction for students who are at-risk of dropping out due to difficulty performing in a traditional setting	Continue
Teacher assistants / Subject Specific Interventionalists providing one-on-one or small group instruction to at-risk students: review 6-weeks grades, checkpoint scores, Rtl progress monitoring data, and comparison of at-risk and non-at-risk assessment scores. Douglass Through SSHS Services (9 Campuses)	All – Douglass through SSHS District Coordinator, Campus Principals	District SBDM Committee	Interventions and teacher assistants have become a staple for supporting at-risk students at each campus. Pull outs and 1 on 1 review are taking place continually at each campus.	Continue
Extended year services for at-risk students: state assessment results. Primary Through SSHS Summer Remediation (7 Campuses)	Primaries through SSHS District Coordinator, Campus Principals	District SBDM Committee	Summer school attendance at the elementary campuses remains steady and the High School is able to provide significant Credit Recovery through this process. SSMS is implementing an expanded Summer School program to target STAAR failures.	Due to the loss of ESSER funding, budgets for summer school will need to increase in 2024.
DAEP: student grades did not fall during placement. AAC / DAEP Students are able to return to home campus	AAC District Coordinator, Campus Principals	District SBDM Committee	The use of Edgenuity to provide support has allowed students in the DAEP to keep up with grades.	Continue
Credit Recovery Program: student credits received while in program. AAC – Summer Credit Recovery; SSHS/CCP – Credit Recovery; REACH Credit Recovery Number of participants	AAC, SSHS District Coordinator, Campus Principals	District SBDM Committee	The Summer Credit recovery continues to provide a needed service and the school year program is growing and providing a service that is allowing	Continue

			students to slow the drop out pace.	
Pre-K – Supplemental ½ of Program Douglass	Douglass District Coordinator, Campus Principals	District SBDM Committee	In order to allow full day Pre-K services, some of the teachers are provided funding.	Continue
Communities in Schools: Social Workers for all campuses in SSISD	All 9 Campuses Campus Principals and District Coordinator.	District SBDM Committee	SSISD pays for CIS workers to provide social work services to all 9 campuses providing a needed service to free campus counselors.	

Section VII: Campus-Level Services

These tables will be included in campus improvement plans, even on school-wide campuses, to facilitate the annual evaluation that must be conducted at the district level and to document use of SCE funds.

When formative and summative measures are planned, remember the two evaluation criteria for gauging the effectiveness of SCE services:

- 1) reduction in the disparity of performance results on State Assessments between At-Risk students and all other students;
- 2) reduction in the disparity of graduation rates between At-Risk students and all other students in the district.

Student Eligibility Criteria	Program or Service	SWP Comp.	Formative Evaluation	Formative Evaluation Timeline	Summative Evaluation	Estimated Expense

<u>CNA</u>	<i>Comp. Needs Assessment</i>	<u>RS</u>	<i>Reform Strategy</i>	<u>HQ</u>	<i>Highly Qualified Staff</i>	<u>PD</u>	<i>Professional Development</i>	<u>R/R</u>	<i>Recruitment & Retention of Cert. Staff</i>
<u>PI</u>	<i>Parental Involvement</i>	<u>T</u>	<i>Transition</i>	<u>A</u>	<i>Teacher Inv. in Assessment Decisions</i>	<u>M</u>	<i>Timely assistance for Student Mastery</i>	<u>Coord</u>	<i>Coordination & Integration of federal, local, & state Programs</i>

Douglass

Student Eligibility Criteria	Program or Service	SWP Comp.	Formative Evaluation	Formative Evaluation Timeline	Summative Evaluation	Estimated Expense
Pre-K eligibility criteria	Full Day Pre-K supplement for teachers		Program supplements the half day funding of PK so that full day PK can be offered	August-May	ECDS beginning and end of year data. Kindergarten readiness evaluations	\$70,000
Pre-K eligibility criteria	Full Day Pre-K supplement for instructional aides		Program supplements the half day funding of PK so that full day PK can be offered	August-May	ECDS beginning and end of year data. Kindergarten readiness evaluations	\$40,000
AT Risk Criteria	Communities in Schools		This program provides social work services to At-Risk students.	August-May	Number of Services Costs	\$13,500

<u>CNA</u>	<u>Comp. Needs Assessment</u>	<u>RS</u>	<u>Reform Strategy</u>	<u>HQ</u>	<u>Highly Qualified Staff</u>	<u>PD</u>	<u>Professional Development</u>	<u>R/R</u>	<u>Recruitment & Retention of Cert. Staff</u>
<u>PI</u>	<u>Parental Involvement</u>	<u>T</u>	<u>Transition</u>	<u>A</u>	<u>Teacher Inv. in Assessment Decisions</u>	<u>M</u>	<u>Timely assistance for Student Mastery</u>	<u>Coord</u>	<u>Coordination & Integration of federal, local, & state Programs</u>

Note: The column for the SWP Component indicates where the campus is utilizing SCE funds to support the listed SWP Component required for each Title I SWP. **This flexibility is open only to those schools that meet the 40% threshold naturally – no waivers & no feeder pattern – for a school that has been declared a SWP.*

Bowie Primary

Student Eligibility Criteria	Program or Service	SWP Comp.	Formative Evaluation	Formative Evaluation Timeline	Summative Evaluation	Estimated Expense
Previous discipline history and At-Risk Criteria	Behavior Intervention	Title 1	Discipline referrals and time out of class.	August-May	Year end PEIMS Discipline data.	\$110,000
Reading A-Z scores and campus checkpoints	Instructional support (Aides and Interventionist)	Title 1	Students are evaluated on Early Reading Indicators, academic checkpoints, and 9 week standards	August-May	End of the year Reading A-Z and STAAR scores	\$170,000
AT Risk Criteria	Communities in Schools	Title 1	This program provides social work services to At-Risk students.	August-May	Number of Services Costs	\$13,500

<u>CNA</u>	<u>Comp. Needs Assessment</u>	<u>RS</u>	<u>Reform Strategy</u>	<u>HQ</u>	<u>Highly Qualified Staff</u>	<u>PD</u>	<u>Professional Development</u>	<u>R/R</u>	<u>Recruitment & Retention of Cert. Staff</u>
<u>PI</u>	<u>Parental Involvement</u>	<u>I</u>	<u>Transition</u>	<u>A</u>	<u>Teacher Inv. in Assessment Decisions</u>	<u>M</u>	<u>Timely assistance for Student Mastery</u>	<u>Coord</u>	<u>Coordination & Integration of federal, local, & state Programs</u>

Note: The column for the SWP Component indicates where the campus is utilizing SCE funds to support the listed SWP Component required for each Title I SWP. **This flexibility is open only to those schools that meet the 40% threshold naturally – no waivers & no feeder pattern – for a school that has been declared a SWP.*

Rowena Johnson Primary

Student Eligibility Criteria	Program or Service	SWP Comp.	Formative Evaluation	Formative Evaluation Timeline	Summative Evaluation	Estimated Expense
AT Risk Criteria	Communities in Schools		This program provides social work services to At-Risk students.	August-May	Number of Services Costs	\$13,500
Reading A-Z scores and campus checkpoints	Instructional support (Aides and Interventionist)	Title 1	Students are evaluated on Early Reading Indicators, academic checkpoints, and 9 week standards	August-May	End of the year Reading A-Z and STAAR scores	\$23,000

<u>CNA</u>	Comp. Needs Assessment	<u>RS</u>	Reform Strategy	<u>HQ</u>	Highly Qualified Staff	<u>PD</u>	Professional Development	<u>R/R</u>	Recruitment & Retention of Cert. Staff
<u>PI</u>	Parental Involvement	<u>I</u>	Transition	<u>A</u>	Teacher Inv. in Assessment Decisions	<u>M</u>	Timely assistance for Student Mastery	<u>Coord</u>	Coordination & Integration of federal, local, & state Programs

*Note: The column for the SWP Component indicates where the campus is utilizing SCE funds to support the listed SWP Component required for each Title I SWP. **This flexibility is open only to those schools that meet the 40% threshold naturally – no waivers & no feeder pattern – for a school that has been declared a SWP.**

Travis Primary

Student Eligibility Criteria	Program or Service	SWP Comp.	Formative Evaluation	Formative Evaluation Timeline	Summative Evaluation	Estimated Expense
Dyslexia screeners and At Risk Criteria	Supplemental Dyslexia Services	Title 1	Early Reading Indicators, dyslexia screenings, one on one assessment, benchmark/checkpoint reading, reading inventories	August-May	Take Flight Level Increases	\$60,000
Reading A-Z and At Risk Criteria	Literacy Support Staff	Title 1	Early Reading Indicators, benchmarks, Reading A-Z	August-May	Reading A-Z levels STAAR Scores	\$112,000
AT Risk Criteria	Communities in Schools		This program provides social work services to At-Risk students.	August-May	Number of Services Costs	\$13,500

<u>CNA</u>	<u>Comp. Needs Assessment</u>	<u>RS</u>	<u>Reform Strategy</u>	<u>HQ</u>	<u>Highly Qualified Staff</u>	<u>PD</u>	<u>Professional Development</u>	<u>R/R</u>	<u>Recruitment & Retention of Cert. Staff</u>
<u>PI</u>	<u>Parental Involvement</u>	<u>I</u>	<u>Transition</u>	<u>A</u>	<u>Teacher Inv. in Assessment Decisions</u>	<u>M</u>	<u>Timely assistance for Student Mastery</u>	<u>Coord</u>	<u>Coordination & Integration of federal, local, & state Programs</u>

Note: The column for the SWP Component indicates where the campus is utilizing SCE funds to support the listed SWP Component required for each Title I SWP. **This flexibility is open only to those schools that meet the 40% threshold naturally – no waivers & no feeder pattern – for a school that has been declared a SWP.*

Bush Primary

Student Eligibility Criteria	Program or Service	SWP Comp.	Formative Evaluation	Formative Evaluation Timeline	Summative Evaluation	Estimated Expense
Reading A-Z and At Risk Criteria	Literacy Support Staff	Title 1	Early Reading Indicators, benchmarks, Reading A-Z	August-May	Reading A-Z levels STAAR Scores	\$46,000
AT Risk Criteria	Communities in Schools		This program provides social work services to At-Risk students.	August-May	Number of Services Costs	\$13,500

<u>CNA</u>	<u>Comp. Needs Assessment</u>	<u>RS</u>	<u>Reform Strategy</u>	<u>HQ</u>	<u>Highly Qualified Staff</u>	<u>PD</u>	<u>Professional Development</u>	<u>R/R</u>	<u>Recruitment & Retention of Cert. Staff</u>
<u>PI</u>	<u>Parental Involvement</u>	<u>I</u>	<u>Transition</u>	<u>A</u>	<u>Teacher Inv. in Assessment Decisions</u>	<u>M</u>	<u>Timely assistance for Student Mastery</u>	<u>Coord</u>	<u>Coordination & Integration of federal, local, & state Programs</u>

Note: The column for the SWP Component indicates where the campus is utilizing SCE funds to support the listed SWP Component required for each Title I SWP. **This flexibility is open only to those schools that meet the 40% threshold naturally – no waivers & no feeder pattern – for a school that has been declared a SWP.*

SSES

Student Eligibility Criteria	Program or Service	SWP Comp.	Formative Evaluation	Formative Evaluation Timeline	Summative Evaluation	Estimated Expense
Previous Math STAAR and At Risk Criteria	Math Interventionist	Title 1	Students are evaluated on checkpoints and previous STAAR scores.	August-May	STAAR Scores	\$53,000
Reading levels and At-Risk Criteria with LEP status	Instructional Intervention	Title 1	Coordination of student services for LEP students. Reading levels, checkpoints, STAAR scores	August-May	TELPAS and STAAR	\$58,000
Previous discipline history and At-Risk Criteria	Behavior Intervention	Title 1	Discipline referrals and time out of class.	August-May	Year end PEIMS Discipline data.	\$120,000
Reading levels and At-Risk Criteria	Literacy Support Staff	Title 1	Early Reading Indicators, benchmarks, Reading A-Z	August-May	Reading A-Z levels STAAR Scores	\$62,000
AT Risk Criteria	Communities in Schools		This program provides social work services to At-Risk students.	August-May	Number of Services Costs	\$27,000

<u>CNA</u>	<u>Comp. Needs Assessment</u>	<u>RS</u>	<u>Reform Strategy</u>	<u>HQ</u>	<u>Highly Qualified Staff</u>	<u>PD</u>	<u>Professional Development</u>	<u>R/R</u>	<u>Recruitment & Retention of Cert. Staff</u>
<u>PI</u>	<u>Parental Involvement</u>	<u>I</u>	<u>Transition</u>	<u>A</u>	<u>Teacher Inv. in Assessment Decisions</u>	<u>M</u>	<u>Timely assistance for Student Mastery</u>	<u>Coord</u>	<u>Coordination & Integration of federal, local, & state Programs</u>

Note: The column for the SWP Component indicates where the campus is utilizing SCE funds to support the listed SWP Component required for each Title I SWP. **This flexibility is open only to those schools that meet the 40% threshold naturally – no waivers & no feeder pattern – for a school that has been declared a SWP.*

SSMS

Student Eligibility Criteria	Program or Service	SWP Comp.	Formative Evaluation	Formative Evaluation Timeline	Summative Evaluation	Estimated Expense
Previous discipline history and At-Risk Criteria	Behavior Intervention		Discipline referrals and time out of class.	August-May	Year end PEIMS Discipline data.	\$60,000
Previous STAAR scores and Lexile levels.	Read 180		Reading levels in Read 180. Campus Checkpoints and interim assessments	August-May	STAAR performance	\$125,000
At Risk Criteria	Edgenuity		Previous classroom success, discipline issues, reading levels, and checkpoint scores	August-May	Course Credit and STAAR scores	\$27,000
At Risk Criteria and previous STAAR performance	Double Block Math and Reading		Checkpoints, interim assessments, 9 week grades	August-May	STAAR Scores	\$165,000
Reading levels and At-Risk Criteria with LEP status	Instructional Intervention		Coordination of student services for LEP students. Reading levels, checkpoints, STAAR scores	August-May	TELPAS and STAAR	\$50,000
STAAR scores, reading levels and At Risk Criteria	Summer School and STAAR Tutorials		Students are evaluated on Early Reading Indicators, academic checkpoints, and 9 week standards.	August-May	Reading A-Z STAAR Scores	\$38,000
AT Risk Criteria	Communities in Schools		This program provides social work services to At-Risk students.	August-May	Number of Services Costs	\$32,500

<u>CNA</u>	<u>Comp. Needs Assessment</u>	<u>RS</u>	<u>Reform Strategy</u>	<u>HQ</u>	<u>Highly Qualified Staff</u>	<u>PD</u>	<u>Professional Development</u>	<u>R/R</u>	<u>Recruitment & Retention of Cert. Staff</u>
<u>PI</u>	<u>Parental Involvement</u>	<u>I</u>	<u>Transition</u>	<u>A</u>	<u>Teacher Inv. in Assessment Decisions</u>	<u>M</u>	<u>Timely assistance for Student Mastery</u>	<u>Coord</u>	<u>Coordination & Integration of federal, local, & state Programs</u>

Note: The column for the SWP Component indicates where the campus is utilizing SCE funds to support the listed SWP Component required for each Title I SWP. **This flexibility is open only to those schools that meet the 40% threshold naturally – no waivers & no feeder pattern – for a school that has been declared a SWP.*

Austin Academic Center

Student Eligibility Criteria	Program or Service	SWP Comp.	Formative Evaluation	Formative Evaluation Timeline	Summative Evaluation	Estimated Expense
At Risk Criteria, attendance, lack of credits	Edgenuity		Number of courses and pace of completion for graduation.	August-May	Total number of courses completed and graduation numbers.	\$38,500
At Risk Criteria, attendance, lack of credits	CIS Social Worker		Number of students served	August-May	Number of students receiving benefits and number of incidents solved	\$13,250
At Risk Criteria, attendance, lack of credits	Teachers, Aides, staff and administrations		Total number of students served, graduated, and credits earned	August-May	Total credits Total graduates Total students on campus	\$567,000
At Risk Criteria, attendance, lack of credits	Campus Supply Budget		Daily supplies needed	August-May	Daily operations	\$17,500
At Risk Criteria, attendance, lack of credits, STAAR Scores	Summer School		Credits gained, STAAR results	June-August	Graduates EOC results Credits earned	\$21,000
At Risk Criteria for discipline	DAEP		Discipline records, Edgenuity completion, staying on track for course completion	August-May	Return to home campus and credit earned. Discipline Records	Included with staff line

<u>CNA</u>	<u>Comp. Needs Assessment</u>	<u>RS</u>	<u>Reform Strategy</u>	<u>HQ</u>	<u>Highly Qualified Staff</u>	<u>PD</u>	<u>Professional Development</u>	<u>R/R</u>	<u>Recruitment & Retention of Cert. Staff</u>
<u>PI</u>	<u>Parental Involvement</u>	<u>I</u>	<u>Transition</u>	<u>A</u>	<u>Teacher Inv. in Assessment Decisions</u>	<u>M</u>	<u>Timely assistance for Student Mastery</u>	<u>Coord</u>	<u>Coordination & Integration of federal, local, & state Programs</u>

SSHS

Student Eligibility Criteria	Program or Service	SWP Comp.	Formative Evaluation	Formative Evaluation Timeline	Summative Evaluation	Estimated Expense
At Risk Criteria	Edgenuity and Credit Recovery		Credit Evaluation, discipline history and EOC performance	August-May	Credit Recovery and graduation plans	\$38,500
At Risk Criteria and previous EOC English and Math performance	Double Block ELAR and Algebra		Checkpoints, interim assessments	August-May	EOC results	\$50,000
At Risk Criteria and LEP status	ESL Supplemental Teacher		9 week grades, checkpoint performance, years in US schools	August-May	TELPAS and EOC Scores	\$64,420
At Risk Criteria and STARR performance	RTI		Credit Evaluation, EOC scores, checkpoint data, continuous report card scores	August-May	EOC and Credit	\$15,000
STAAR scores, reading levels and At Risk Criteria	Summer School and STAAR Tutorials		Checkpoint and interim assessment data.	August-May	STAAR Scores	\$25000
AT Risk Criteria	Communities in Schools		This program provides social work services to At-Risk students.	August-May	Number of Services Costs	\$52,500

<u>CNA</u>	<u>Comp. Needs Assessment</u>	<u>RS</u>	<u>Reform Strategy</u>	<u>HQ</u>	<u>Highly Qualified Staff</u>	<u>PD</u>	<u>Professional Development</u>	<u>R/R</u>	<u>Recruitment & Retention of Cert. Staff</u>
<u>PI</u>	<u>Parental Involvement</u>	<u>T</u>	<u>Transition</u>	<u>A</u>	<u>Teacher Inv. in Assessment Decisions</u>	<u>M</u>	<u>Timely assistance for Student Mastery</u>	<u>Coord</u>	<u>Coordination & Integration of federal, local, & state Programs</u>

Note: The column for the SWP Component indicates where the campus is utilizing SCE funds to support the listed SWP Component required for each Title I SWP. **This flexibility is open only to those schools that meet the 40% threshold naturally – no waivers & no feeder pattern – for a school that has been declared a SWP.*

Section VIII: Other Services/Funds Utilized

In addition to the strategies listed within the campus tables included, Sulphur Springs ISD draws on other fund sources to support services to address the needs of students identified in at-risk situations. In particular, local and special grants support our goals to provide our teaching staff with the most current effective staff development, a required component of State Compensatory Education. Please refer to the staff development plan located within the District Improvement Plan. As well, other special state and federal funds support additional initiatives designed to support all students, especially those in greatest need.

- ***Title I, Part A***
- ***Title II, Part A***
- ***Title III***
- ***Pre-Kindergarten Grant***

Section IX: Summary of FTEs

Campus	Personnel	Position	Salary/Benefits	FTE	SCE Funds
SSHS					
SSMS					
Douglas					
Note: Salaries include benefits					

Campus	Personnel	Position	Salary/Benefits	FTE	SCE Funds
SSES					
Travis					
Johnson					
Bowie					
Bush					
Note: Salaries include benefits					

Section XI: At-Risk Student Profile
SULPUR SPRINGS ISD AT-RISK STUDENT PROFILE

PEIMS ID #	Student ID#	Last Name	First Name	MI	DOB	Grade	School Year	Current Yr Enroll Date
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STUDENT PERFORMANCE/IDENTIFICATION CRITERIA

PK-3 Criteria

Readiness on TPRI Score: _____
(PK-3 only)

Readiness TPRI Test Date: _____
(PK-3 only)

21 State Assessment Scores

State Assessment – Rdg. _____
State Assessment – Math _____
State Assessment – Sci _____
State Assessment – SS _____

Core Subject Grades (7-12 only)
Previous Semester

MATH _____
SCIENCE _____
ELA _____
SOCIAL STUDIES _____

Core Subjects Grades (7-12 only)
Current Semester

MATH _____
SCIENCE _____
ELA _____
SOCIAL STUDIES _____

AT RISK CRITERIA

Place a "Y" in the box for each questioned answered, "Yes". A "Yes" response to any question qualifies the student as "At-Risk."

DOCUMENTATION

Check all that apply. Documentation for each applicable item must be kept in student's At-Risk Folder.

1.	Did not perform satisfactorily on Readiness Test? (PK-3 only -- TPRI)		Copy of Readiness Test (PK-3)
2.	Failed 2 or more core subjects during a semester in preceding or current school year or is not maintaining a 70 in 2 or more subjects in the current semester? (Grades 7-12)		Grade Record or failure list
3.	Was not advanced from one grade to the next for one or more school yrs.?		Grade Record
4.	Did not perform satisfactorily on state assessment? Or has failed State Assessment in prior year, and currently has passed; however, has not passed by the 110% rule? (Please circle)		Copy of State Assessment or EOC reports
5.	Is pregnant or is a parent?		Copy of Doctor's report confirming pregnancy or records proving parenthood
6.	Is/Was in AEP (preceding or current year)?		Copy of hearing record indicating placement in AEP due to appropriate cause
7.	Is/Was expelled in preceding or current school year?		Copy of expulsion records indicating cause of expulsion
8.	Is currently on parole, probation, deferred prosecution, or other conditional release?		Copy of legal document confirming parole, probation, deferred prosecution, or other conditional release
9.	Was previously reported to PEIMS as a dropout?		Copy of PEIMS report classifying student as a dropout
10.	Is a LEP student?		Copy of LPAC profile indicating LEP status
11.	Is in custody or care of Dept. of Protective & Regulatory Services or has in current school year been referred to DPRS by school official, officer of juvenile court, or officer of the law?		Copy of DPRS documentation confirming custody or referral
12.	Is homeless, as defined by 42 U.S.C. §11302, and its amendments?		Copy of records indicating homeless status
13.	Resided in preceding or current year in a residential placement facility in the district, including a foster group home?		Copy of documentation indicating residential placement in detention or substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home
14.	Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student		
15.	Is enrolled in a school district or open-enrollment charter school, or a campus of a school district or open-enrollment charter school, that is designated as a dropout recovery school		

Student is At-Risk (Please Circle): **Yes** **NO**

Person Completing Form

Principal's Signature

Date

MONITORING RECORD

DATE	MONITORED BY	SERVICE PROVIDED	DATA REVIEWED	RECOMMENDATION TO EXIT		RECOMMENDATION TO MODIFY SERVICES (EXPLAIN)	PRINCIPAL'S INITIALS
				YES	NO		

EXIT RECORD

DATE EXITED FROM SCE SERVICES: _____

REASON FOR EXITING STUDENT: _____

EXIT REVIEW CONDUCTED BY: _____

Principal's signature: _____

Date: _____