

Sulphur Springs Independent School District

Douglass ECLC

2025-2026 Campus Improvement Plan



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

Mission Statement

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

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

Value Statement

We believe all children can learn.

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

We believe every person should be and feel safe.

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

We believe relationships are essential.

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

We believe family and community partnerships are essential.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Douglass Early Childhood Learning Center serves a current enrollment of 215 students. The campus, located at 600 Calvert Street, in Sulphur Springs, Texas, Hopkins County, houses three programs in the Sulphur Springs Independent School District. It provides services for students in ECSE (Early Childhood Special Education), Head Start 3 and 4, and Pre-Kindergarten. At present time, the class average for the Head Start 3 classrooms is 17 students per classroom; Head Start 4 has an average of 20 students per classroom; and Pre-Kindergarten classes have class averages of 12.

The strategic planning process seeks to involve parents, teachers, community members, and district staff through the Policy Council, Campus Advisory Council, and the Sulphur Springs ISD School Board, to provide the best educational opportunities possible for Douglass ECLC students. The Douglass ECLC *Campus Improvement Plan* also serves as the Head Start *Strategic Plan*.

The Douglass Early Childhood Learning Center serves an ethnically diverse student population with an economically disadvantaged student population higher than state averages. The staff breakdown for the campus is (2) ECSE teachers, (4) Head Start 3 teachers, (6) Head Start 4 teachers, (4) Pre-Kindergarten teachers, and (1) Physical Education teacher; (1) Head Start 4 and (1) Pre-Kindergarten teachers are DLE (Dual Language Enrichment) teachers; (2) Head Start 4 and (1) Pre-Kindergarten teacher serves the ESL students; and (21) paraprofessionals also serve to help meet the needs of the students.

The campus serves an ethnically diverse student population with economically disadvantaged and at-risk student populations. The Student Ethnic Distribution and Sub-Demographic percentages, reported on 09/28/2024 are as follows:

Student Ethnic Distribution	Percent		Sub-Demographic	Percent
African American	25%		Economically Disadvantaged	95%
Hispanic	41%		English Language Learners	17.7%
White	40%		At-Risk	21%
American Indian	<2%		Gifted and Talented	0%
Asian	<1%		Special Education	7%
Pacific Islander	1%			
Two or More Races	14%			

Demographics Strengths

Some of the most notable strengths in demographics include:

1. The ethnic diversity of the campus' population enriches learning opportunities for all students.
2. The District's New Teacher Academy and the campus mentoring program are both very helpful and effective in supporting new teachers.
3. Douglass maintains a 10:1 student to teacher ratio in all classes. All classroom teachers are assisted with an aide, with the exception of the ECSE classes who have two.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The percentage of economically disadvantaged students is 95%.

Root Cause: Both Head Start and Pre-Kindergarten programs were created to help children of lower-income families.

Problem Statement 2 (Prioritized): A percent score of 24.6% one wave one was earned by the All Students group on School Readiness Assessment (SRA), Mathematics, for 2025-2026.

Root Cause: While the School Readiness Assessment (SRA) screener was locally-developed for Kindergarten Readiness, it is a good indication of the learning gaps that need to be closed.

Student Learning

Student Learning Summary

Douglass ECLC utilizes a standards-based report card and follows the elementary Progress Reporting Calendar. At the end of each grading period, parents receive a report card to communicate student progress. In addition, at least two home visits and two parent conferences will be held for each child during the school year. Student progress is monitored through informal observations, School Readiness Assessment (SRA), the ASQ (Ages and Stages Questionnaire), ASQ-SE (Ages and Stages Questionnaire – Social Emotional), and the CLI Engage, Texas School Readiness.

The ASQ and ASQ-SE is administered within the first 45 days of the school year. It is a set of questionnaires about the child's development in the areas of communication, gross motor, fine motor, problem-solving, and personal-social. This tool helps identify strengths as well as any areas in which a child may need support. If a child scores Well Below in an area, the ASQ could be administered again at the end of year.

The students are tested on the School Readiness Assessment (SRA) (locally-developed screener to test Kindergarten standards) at the beginning of year (BOY) and end of year (EOY) to show growth during their preschool years as well as establish a baseline for cognitive skills. The ELAR (English Language Arts and Reading) checks student knowledge in letter naming, letter sounds, and sight words. The Mathematics School Readiness Assessment (SRA) assesses shape identification, sorting, number identification, one-to-one correspondence, oral counting to 100, and counting backward from 20. The screener will show continued progress as students transition to Kindergarten.

The CLI Engage, Texas School Readiness provides a systematic method for observing the skill development of any child, including children with disabilities. It is a criterion-referenced assessment instrument, which measures the development in the domains of Language Development & Knowledge, Cognitive Development & Knowledge, Early Writing, Approaches to Learning, Physical Development and Social/Emotional Development. It's an on-going observation tool and administered three times per year (Wave 1 – Beginning of Year; Wave 2 – Middle of Year; and Wave 3 – End of Year).

Performance data may be found in the Attachment section of this plan.

Student Learning Strengths

Strengths in Student Academic Achievement include:

1. Douglass ECLC has high expectations for all students.
2. Teachers and aides use the data from the assessments to set student goals and individualize instruction for each student.
3. Student progress from the beginning of year to end of year on the CLI Engage, Cognitive domain increased from 65% to 80%, students scoring on age level or above.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): On the CLI Engage, Social & Emotional, 49% of students scored below their developmental age on beginning of year testing.

Root Cause: The campus' high percentage rate of economically disadvantaged students would indicate a need for specialized professional development in working with students of poverty.

School Processes & Programs

School Processes & Programs Summary

Students will be encouraged and challenged to meet their full educational potential through a guaranteed and viable curriculum. The curriculum will include depth and rigor to involve all students in learning opportunities. Supplemental programs provide student opportunities in reading, math, science, and social studies. A plethora of instructional strategies/ programs and resources, including technology, Conscious Discipline, Fundamental Five, Daily Five, SeeSaw, IXL, Discovery Educations, and Khan Academy will be implemented by all staff, including classroom teachers and paraprofessionals.

PLCs (Professional Learning Communities) meet weekly for 1 ½ hours. In addition, the district holds PLCs at the end of each nine-week grading period. Campus staff will collaborate with the district Curriculum Department to find tools to measure student growth and success. Teachers have direct input through the professional learning environment model to affect and guide campus assessment practices. Assessment data is analyzed for purposes of specific, targeted instruction for differentiation and individualization and to drive instruction.

All staff will be highly qualified. The Mission Statement for Sulphur Springs ISD promotes personal growth and lifelong learning. Instructional staff will participate in training based on their own learning needs as well as the needs of all students. Training on instructional strategies and technology integration will be offered. Douglass ECLC will implement Wisdom Walks/peer observations, which will allow teachers to observe other teachers effectively implementing best practices or strategies. All teachers and administrators will participate in a refresher study of the Fundamental Five components. In addition, all staff are required to complete Eduhero courses on the following:

All Staff:

- Suicide Awareness and Prevention
- David's Law Cyberbullying for Educators
- Bullying Prevention for School Personnel
- FERPA and PPRA in Schools
- Managing Students with Food Allergies
- Mental Health SB460 Part 1
- Bloodborne Pathogens
- Child Maltreatment Responsibilities/ and Addendum
- Human Trafficking Awareness
- Trauma Informed Care in Education
- Establishing Positive Relationships
- Narcan in Schools
- Title IX in Schools

Transportation Staff:

- SSISD Transportation Training

Highly qualified instructional staff will participate in training to utilize technology to meet the needs of all students. Technology training will include Promethean boards, iPads, Google Drive, software programs, and approved applications. Faculty/staff will be proficient in using the Skyward and Eduphoria systems.

The implementation of Conscious Discipline, a comprehensive classroom management program and a social-emotional curriculum, continues. It is based on current brain research,

child development information, and developmentally appropriate practices. Its focus is on learning, forming relationships, communicating effectively, being sensitive to others' needs and getting along with others.

CLASS (Classroom Assessment Scoring System) is a tool for observing and assessing the effectiveness of interactions among teachers and students in classrooms. It measures the emotional, organizational, and instructional supports provided by teachers that contribute to children's social, developmental, and academic achievement.

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

Critical instructional and assessment programs will continue. Many of these are supplemental programs funded through federal funding or special state allotments. Critical programs include Success Ed (RtI), Khan Academy, Discovery Education, Epic, IXL, and Conscious Discipline.

Douglass ECLC is committed to hiring and retaining highly-qualified teachers as well as high quality aides. Support systems, such as SSISD's New Teacher Academy as well as campus mentors are implemented to support new teachers. Wisdom Walks/peer observations, PLCs, Common Planning sessions, and other training will equip both new and seasoned teachers to be successful educators.

School Processes & Programs Strengths

Strengths in school processes and programs include:

1. PLCs allow time for teachers to use data to drive instruction and focus on effective instructional strategies to teach content.
2. 100% of teachers participate in multiple professional development opportunities.
3. On-going communication with campus stakeholders is a strength.
4. Teachers and staff are committed to building relationships with staff, student, and their families
5. During PLC time our 4 year old students participate in enrichment activities that include are, story time, music, technology, social emotional, etc.
6. We provide site-based ongoing coaching.
7. We have one-to-one devices for our students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We want campus wide implementation of Conscious Discipline.

Root Cause: Continued formal training with Conscious Discipline training with updates during the year.

Perceptions

Perceptions Summary

Douglass Early Childhood Learning Center focuses on a home/school connection to educate and engage parents through the Policy Council, Meet the Teacher, Walk and Talk sessions, Grandparents Raising Grandchildren, and other parental involvement opportunities. Our goal is to prepare students to be responsible and productive citizens by guiding and assisting them to achieve academically, while nurturing their physical, social, and emotional growth to create a positive and safe learning climate for students.

Douglass ECLC encourages and welcomes parent/guardian and community involvement in school activities. Community support and involvement in school activities will include district student programs from various campuses and Head Start and Pre-Kindergarten parent volunteers. Automated systems for parent notification, newsletters, monthly calendars, Remind 101, Dojo, social media, and the school marquee are used regularly to communicate with parents and other stakeholders in an expedient manner.

The implementation of Conscious Discipline, a comprehensive classroom management program and a social-emotional curriculum, continues. It is based on current brain research, child development information, and developmentally appropriate practices. Its focus is on learning, forming relationships, communicating effectively, being sensitive to others' needs and getting along with others.

We are committed to ensuring that students will be educated in learning environments that are safe, drug free, and conducive to learning. Due to the increasing need for social emotional learning and mental health awareness, Douglass ECLC students receive counseling services, if needed, from a Licensed Professional Counselor (LPC). In addition, Douglass ECLC has a full time police officer who works continuously with other district staff members to engage in safety audits and carry out the campus' emergency management plan. We are also committed to eliminating bullying in our schools. Campus staff work continuously with students and community members to protect students and work against the effects of bullying. SSISD now employs an anonymous bully reporting system to more easily report incidents of bullying.

Perceptions Strengths

Strengths in perceptions include:

1. Douglass ECLC has a strong school to home connection, with many opportunities for parental involvement.
2. Campus staff genuinely care about students and their progress as well as parent education and their learning.
3. Building positive connections and relationships with students, families, and staff, as well as classroom management strategies are implemented.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): To better protect all stakeholders, SSISD seeks to enhance its safety and security measures.

Root Cause: Growing needs in our society, including social emotional needs

Problem Statement 2 (Prioritized): Research indicates there is an increase in social emotional needs as well as mental health concerns.

Root Cause: School threats for safety, increase fewer opportunities for socializing

Problem Statement 3 (Prioritized): Although there are many opportunities for parental involvement, we don't have 100% participation.

Root Cause: Work schedules and business interfere with opportunities to be involved. Also, lack of parent knowledge of how important Early Childhood Education is for a child.

Priority Problem Statements

Problem Statement 1: We want campus wide implementation of Conscious Discipline.

Root Cause 1: Continued formal training with Conscious Discipline training with updates during the year.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: The percentage of economically disadvantaged students is 95%.

Root Cause 2: Both Head Start and Pre-Kindergarten programs were created to help children of lower-income families.

Problem Statement 2 Areas: Demographics

Problem Statement 3: A percent score of 24.6% one wave one was earned by the All Students group on School Readiness Assessment (SRA), Mathematics, for 2025-2026.

Root Cause 3: While the School Readiness Assessment (SRA) screener was locally-developed for Kindergarten Readiness, it is a good indication of the learning gaps that need to be closed.

Problem Statement 3 Areas: Demographics

Problem Statement 4: On the CLI Engage, Social & Emotional, 49% of students scored below their developmental age on beginning of year testing.

Root Cause 4: The campus' high percentage rate of economically disadvantaged students would indicate a need for specialized professional development in working with students of poverty.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: To better protect all stakeholders, SSISD seeks to enhance its safety and security measures.

Root Cause 5: Growing needs in our society, including social emotional needs

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Although there are many opportunities for parental involvement, we don't have 100% participation.

Root Cause 6: Work schedules and business interfere with opportunities to be involved. Also, lack of parent knowledge of how important Early Childhood Education is for a child.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Research indicates there is an increase in social emotional needs as well as mental health concerns.

Root Cause 7: School threats for safety, increase fewer opportunities for socializing

Problem Statement 7 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- 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

Student Data: Assessments

- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Revised/Approved: May 8, 2026

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





Performance Objective 1: At least 80% of all students will score on age level or above age level in the Cognitive & Knowledge domain of the CLI Engage, on end of year testing, or Wave 3.

High Priority

Evaluation Data Sources: Wave 3, end of year Cognitive & Knowledge scores

Strategy 1 Details	Reviews		
<p>Strategy 1: Continued use of supplemental programs of instruction that include, but are not limited to, Khan Academy, Epic, IXL, and Discovery Education</p> <p>Strategy's Expected Result/Impact: Student cognitive scores, letter knowledge will increase.</p> <p>Staff Responsible for Monitoring: Academic Specialist</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Discovery Education - 211 Title I, Part A, Khan Academy - 211 Title I, Part A - \$3,100</p>	Formative		Summative
	Nov	Mar	June

Strategy 2 Details	Reviews		
<p>Strategy 2: Classroom teachers and administrators will deepen their understanding of and ability to address the specific academic needs of all students.</p> <p>Strategy's Expected Result/Impact: Increase in student's academic achievement as demonstrated by:</p> <ul style="list-style-type: none"> (1) the increased use of Discovery Education (2) the use of data from the assessments (3) teacher implementation of Khan Academy computer program for practice <p>Staff Responsible for Monitoring: Principal Academic Specialist</p> <p>Title I: 2.51, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Khan Academy - 211 Title I, Part A - \$3,000, Discovery Educations - 211 Title I, Part A</p>	Formative		Summative
	Nov	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:





Demographics
<p>Problem Statement 1: The percentage of economically disadvantaged students is 95%. Root Cause: Both Head Start and Pre-Kindergarten programs were created to help children of lower-income families.</p>
Student Learning
<p>Problem Statement 1: On the CLI Engage, Social & Emotional, 49% of students scored below their developmental age on beginning of year testing. Root Cause: The campus' high percentage rate of economically disadvantaged students would indicate a need for specialized professional development in working with students of poverty.</p>

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

Performance Objective 2: With a focus on rigor in the classroom, the PreK and Head Start students will increase BOY to EOY by 33% on the Math on the (SRA) School Readiness Assessment; and increase by 45% on the (SRA) School Readiness Assessment administered in April.

Evaluation Data Sources: Scores on the (SRA) School Readiness Assessment

Strategy 1 Details	Reviews		
<p>Strategy 1: Provide supplementary services and resources, including Khan Academy , Epic, IXL, and Discovery Education to increase the academic achievement of students.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement in all content areas</p> <p>Staff Responsible for Monitoring: Principal Academic Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: Supplemental Pre-K Personnel Costs - 199 PIC 34 State Comp Ed, Prekindergarten - \$113,074</p>	Formative		Summative
	Nov	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:





Demographics
<p>Problem Statement 2: A percent score of 24.6% one wave one was earned by the All Students group on School Readiness Assessment (SRA), Mathematics, for 2025-2026. Root Cause: While the School Readiness Assessment (SRA) screener was locally-developed for Kindergarten Readiness, it is a good indication of the learning gaps that need to be closed.</p>

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

Performance Objective 3: Innovative learning opportunities that foster risk taking and student passion will be provided.

Evaluation Data Sources: Lesson plans; classroom observations

Strategy 1 Details	Reviews		
<p>Strategy 1: Students will experience innovative thinking through problem-solving activities in centers, where they have free choice.</p> <p>Strategy's Expected Result/Impact: Increase in critical thinking</p> <p>Staff Responsible for Monitoring: Teachers Principal Academic Specialist Education Specialist</p> <p>Title I: 2.532, 2.535</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1</p>	Formative		Summative
	Nov	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: On the CLI Engage, Social & Emotional, 49% of students scored below their developmental age on beginning of year testing. Root Cause: The campus' high percentage rate of economically disadvantaged students would indicate a need for specialized professional development in working with students of poverty.</p>

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

Performance Objective 1: Sustain a focus on maintaining school safety with 100% of all staff receiving training in the District's behavioral and safety initiatives.

Evaluation Data Sources: Campus Emergency Preparedness Manual; Sign In Sheets for behavioral, social emotional learning training/meetings

Strategy 1 Details	Reviews		
<p>Strategy 1: Continue utilizing safety support systems in place, including the Campus Police Officer, safety drills, the Raptor System, two-way radios, and the Emergency Preparedness Plan.</p> <p>Strategy's Expected Result/Impact: To ensure a campus which is 100% safe and secure for all students and staff, the Campus Police Officer will protect the campus and serve as a deterrent to criminal activity.</p> <p>Staff Responsible for Monitoring: Principal Police Officer</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Social and Emotional Learning-Social and Emotional learning plans for all staff and students will be implemented. The Licensed Professional Counselor, LPC, will continue to provide services to students who need mental health and/or social emotional support.</p> <p>Strategy's Expected Result/Impact: Increase in effective teamwork, self-control, and self-regulation</p> <p>Staff Responsible for Monitoring: Mental Health and Disabilities Specialist</p> <p>Title I: 2.531, 2.533</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	Formative		Summative
	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: To better protect all stakeholders, SSISD seeks to enhance its safety and security measures. **Root Cause:** Growing needs in our society, including social emotional needs





Problem Statement 2: Research indicates there is an increase in social emotional needs as well as mental health concerns. **Root Cause:** School threats for safety, increase fewer opportunities for socializing

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

Performance Objective 2: All teachers will score at a minimum of 6 on the Behavior Management dimension in CLASS (Classroom Assessment Scoring System) by the end of year observation.

Evaluation Data Sources: CLASS Observation Sheet and scores

Strategy 1 Details	Reviews		
<p>Strategy 1: Continue the implementation of character education, Conscious Discipline, and CLASS (Classroom Assessment Scoring System).</p> <p>Strategy's Expected Result/Impact: Classroom teachers will be better equipped in classroom management which increases our overall safe and secure campus climate. Increased positive character traits by students</p> <p>Staff Responsible for Monitoring: Principal Academic Specialist</p> <p>Title I: 2.531, 2.534</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		Summative
	Nov	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: We want campus wide implementation of Conscious Discipline. Root Cause: Continued formal training with Conscious Discipline training with updates during the year.</p>

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

Performance Objective 1: At least 75% of all teachers will score an average of 4 or more in the Instructional Support domain.

Evaluation Data Sources: CLASS Observation Sheet and scores

Strategy 1 Details	Reviews		
<p>Strategy 1: Continue to provide on-going PLC conversations and support regarding teacher implementation of high-yield instructional practices from the Fundamental Five book study components.</p> <p>Strategy's Expected Result/Impact: Increase in overall student academic performance across all content areas</p> <p>Staff Responsible for Monitoring: Academic Specialist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 1</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Provide staff with appropriate professional development opportunities to ensure effective delivery of instructional strategies for academic achievement.</p> <p>Strategy's Expected Result/Impact: Staff will effectively use the instructional delivery to reach students of all levels.</p> <p>Staff Responsible for Monitoring: Principal Academic Specialist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		Summative
	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: On the CLI Engage, Social & Emotional, 49% of students scored below their developmental age on beginning of year testing. **Root Cause:** The campus' high percentage rate of economically disadvantaged students would indicate a need for specialized professional development in working with students of poverty.





School Processes & Programs

Problem Statement 1: We want campus wide implementation of Conscious Discipline. **Root Cause:** Continued formal training with Conscious Discipline training with updates during the year.

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: Retain at least 90% of faculty and staff, with little turnover rate.

Evaluation Data Sources: TAPR reports

Strategy 1 Details	Reviews		
<p>Strategy 1: Implementation of support systems, including New Teacher Academy, District of Innovation, and Mentors</p> <p>Strategy's Expected Result/Impact: Continue to retain exceptional staff, while giving support to newly hired and retained staff members.</p> <p>Staff Responsible for Monitoring: Principal Academic Specialist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Implementation and support of classroom management systems through CLASS (Classroom Assessment Scoring System) in the domains of Emotional Support, Classroom Organization, and Instructional Support.</p> <p>Strategy's Expected Result/Impact: Increase in positive classroom environment; increase in self-regulation by students; decrease in discipline referrals and time off task</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative		Summative
	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: The percentage of economically disadvantaged students is 95%. **Root Cause:** Both Head Start and Pre-Kindergarten programs were created to help children of lower-income families.

School Processes & Programs

Problem Statement 1: We want campus wide implementation of Conscious Discipline. **Root Cause:** Continued formal training with Conscious Discipline training with updates during the year.





Perceptions

Problem Statement 1: To better protect all stakeholders, SSISD seeks to enhance its safety and security measures. **Root Cause:** Growing needs in our society, including social emotional needs

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

Performance Objective 1: Douglass Early Childhood Learning Center will effectively communicate meaningful information to ensure the community of stakeholders is well-informed.

Evaluation Data Sources: Parent Surveys, newsletters





Strategy 1 Details	Reviews		
<p>Strategy 1: Continue providing multiple opportunities for parents and community members to volunteer and participate in campus activities.</p> <p>Strategy's Expected Result/Impact: Increase in overall involvement and positive interactions with all stakeholders</p> <p>Staff Responsible for Monitoring: Principal Head Start Family Services Specialists</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 3</p> <p>Funding Sources: Title I Parent Involvement Funding - 211 Title I, Part A - \$2,050, Blackboard Connect - 211 Title I, Part A - \$350</p>	Formative		Summative
	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 3: Although there are many opportunities for parental involvement, we don't have 100% participation. Root Cause: Work schedules and business interfere with opportunities to be involved. Also, lack of parent knowledge of how important Early Childhood Education is for a child.</p>

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

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

Strategy 1 Details	Reviews		
<p>Strategy 1: Continue implementing a volunteer program that engages families and community members.</p> <p>Strategy's Expected Result/Impact: Increase in parent and community involvement</p> <p>Staff Responsible for Monitoring: Academic Specialist; Parent Family Community Engagement Specialists</p> <p>Problem Statements: Perceptions 3</p>	Formative		Summative
	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 3: Although there are many opportunities for parental involvement, we don't have 100% participation. Root Cause: Work schedules and business interfere with opportunities to be involved. Also, lack of parent knowledge of how important Early Childhood Education is for a child.</p>

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

Performance Objective 1: Implement cost-saving measures where possible without compromising the quality of education. Regularly review contracts and purchasing agreement to ensure the school is getting the best value.

Evaluation Data Sources: Parent meetings, Policy Council meetings, CIP meetings

Strategy 1 Details	Reviews		
<p>Strategy 1: Douglass Early Childhood Learning Center will effectively communicate meaningful information to ensure the community of stakeholders is well-informed.</p> <p>Strategy's Expected Result/Impact: Increase in overall involvement and positive interactions with all stakeholders.</p> <p>Staff Responsible for Monitoring: Principal, CIP Committee, Policy Council Committee</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Perceptions 1</p>	Formative		Summative
	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: To better protect all stakeholders, SSISD seeks to enhance its safety and security measures. Root Cause: Growing needs in our society, including social emotional needs</p>

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

Performance Objective 1: Excellent facilities that equip students to pursue their passions and fulfill their needs will be provided.

Evaluation Data Sources: Facilities study

Strategy 1 Details	Reviews		
<p>Strategy 1: On-going facilities study with stakeholders Strategy's Expected Result/Impact: Determination of the needs for facility upgrades. Staff Responsible for Monitoring: Superintendent</p> <p>ESF Levers: Lever 2: Strategic Staffing Problem Statements: Perceptions 2</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Renovations planning continues through the 2025-2026 school year with renovations beginning Summer 2026. Douglass Early Childhood Learning Center will be updated due to Sulphur Springs passed a bond renovating the campus with a 6.72M budget. Strategy's Expected Result/Impact: Planning meetings throughout the 2025-2026 school year. Staff Responsible for Monitoring: Administrative staff, Campus Principal and Assistant Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Perceptions 1</p>	Formative		Summative
	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: To better protect all stakeholders, SSISD seeks to enhance its safety and security measures. Root Cause: Growing needs in our society, including social emotional needs</p>
<p>Problem Statement 2: Research indicates there is an increase in social emotional needs as well as mental health concerns. Root Cause: School threats for safety, increase fewer opportunities for socializing</p>

State Compensatory

Budget for Douglass ECLC

Total SCE Funds: \$114,250.00

Total FTEs Funded by SCE: 2.1

Brief Description of SCE Services and/or Programs

State Compensatory Education funds students at risk of dropping out of school. Instructional aides and interventionists are hired at each level to help provide learning support for at-risk students. In addition, Communities in Schools is supported by SCE in order to provide social work support to the At-Risk students on all campuses.

Personnel for Douglass ECLC

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Cristina DeLaRosa	Pre-K Aide	1
Jennifer Moore	Pre-K Teacher	0.6
Tammie Mattison	Pre-K Teacher	0.5

Title I

Campus Advisory Council

Committee Role	Name	Position
Business Owner	Kaleb Wallace	Business Owner
Parent/Business Owner	Madisyn Parker	Parent
Parent	Monique Roland	Parent
Teacher	Adriana Salas	Prek Bilingual Teacher
Teacher	Dlayne Perkins	HS 4 Teacher
Teacher	Lucia Hickman	HS 4 Teacher
Teacher	Amber Johnson	HS 3 Teacher
Teacher	Ivy Gilbreath	ECSE Teacher
Community Representative	Suzy Rost	Community Representative
District Level Professional	Andi Hinton	Educational Diagnostician
Classroom Paraprofessional	Angelia Sanders	Paraprofessional
District-level Professional	Lacy Coker	Speech Language Pathologist
Administrator	Amanda Ridner	Administrator
Administrator	Sherry Sinclair	Principal/Head Start Director
Community Representative	Ricky Godbolt	Community Representative

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$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	Supplemental Pre-K Personnel Costs		\$113,074.00
Sub-Total					\$113,074.00
Budgeted Fund Source Amount					\$113,074.00
+/- Difference					\$0.00
205 Headstart Program					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,442,101.00
+/- Difference					\$1,442,101.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Discovery Education		\$0.00
1	1	1	Khan Academy		\$3,100.00
1	1	2	Khan Academy		\$3,000.00
1	1	2	Discovery Educations		\$0.00
4	1	1	Title I Parent Involvement Funding		\$2,050.00
4	1	1	Blackboard Connect		\$350.00
Sub-Total					\$8,500.00
Budgeted Fund Source Amount					\$8,500.00

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00
225 IDEA B, Preschool Special Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$21,365.00
+/- Difference					\$21,365.00
Grand Total Budgeted					\$2,249,044.00
Grand Total Spent					\$121,574.00
+/- Difference					\$2,127,470.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention			Amanda Fenton	8/28/2025
Child Abuse and Neglect			Amanda Fenton	8/28/2025
Coordinated Health Program			Amanda Fenton	8/28/2025
Disciplinary Alternative Education Program (DAEP)			Amanda Fenton	8/28/2025
Dyslexia Treatment Program	Lyndsay Anderson		Amanda Fenton	8/28/2025
Title I, Part C Migrant	Mandy Fenton		Amanda Fenton	8/28/2025
Recruiting Teachers and Paraprofessionals	Mandy Fenton		Amanda Fenton	8/28/2025