

# Sulphur Springs Independent School District

## Sulphur Springs Elementary

### 2025-2026 Campus Improvement Plan

Accountability Rating: B



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

# Mission Statement

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

## Vision

Educating All Students to Their Fullest Potential

## Value Statement

### 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

Sulphur Springs Elementary School is a 4th and 5th grade campus located in Sulphur Springs, Texas. Sulphur Springs Elementary School is a Title 1 campus that currently serves 600 students. Student enrollment at Sulphur Springs Elementary Elementary has dropped in both grade levels. Sulphur Springs Elementary School serves an ethnically diverse student population with a large number of economically disadvantaged and at-risk student populations similar to state averages. PEIMS enrollment data for 2025-26, by ethnicity is listed below. Sulphur Springs Elementary student groups are listed below. For 2025-26, 66% are economically disadvantaged. Six buses transport approximately 350 students to/from the district bus hub daily where students are bussed to and from home.

Ethnic Distribution	Percent		Sub-Demographic	Percent
African American	9		Economically Disadvantaged	50
Hispanic	33		English Language Learners	18
White	51		At-Risk	??
American Indian	.03		Gifted and Talented	8
Asian	.05		Special Education	30
Pacific Islander	.03		Section 504	16
Two or More Races	5			

SSES has 14 fourth grade classrooms. Classrooms exist with general education, bilingual education with a 2-way program and special education students; 11 general education/inclusion teachers are assisted by inclusion paraprofessionals and 2 resource teachers. Three dual language classes have 57 students total. 4 paraprofessionals serve students in 4th grade. Students receive enrichment and/or interventions during Extended Learning Time (ELT) for 40-45 minutes per day. A Literacy Support Teacher and Math Intervention Aide provide interventions during ELT. Dyslexic students are serviced through the Take Flight program by 1.5 full time dyslexia teachers. A behavior teacher works with students in need of behavior support, interventions and accommodations. Currently, the reading and math resource teachers provide 45 minutes of instruction 5 days per week in a pull out to provide resource minutes to special education students who constitute 30% of the total population with 18% receiving Resource Reading and/or Math. Paraprofessionals provide in class support to students in the classroom and in small groups during ELT. Students attend "specials" 5 days per week. One PE teacher and one PE paraprofessional provide instruction to both grade levels and the campus has one music teacher and one library aide.

SSES has 14 fifth grade classrooms. Classrooms exist with general education, bilingual education and special education students. Three dual language classes have 57 students total. Four paraprofessionals provide in class support to students. Two Academic Interventionists provide interventions for math and reading. Students receive enrichment and/or interventions during Extended Learning Time (ELT) for 40 minutes per day. Dyslexic students are serviced through the Take Flight program and are taught by the 1.5 campus dyslexia teachers. Currently, the reading and math resource teachers provide 45 minutes of instruction 5 days per week in a pull out to provide resource minutes to special education students who constitute 30% of the total population with 18% receiving Resource Reading and/or Math). Paraprofessionals provide in class support to students in the classroom. Students attend "specials" 5 days per week. One PE paraprofessional and one teacher share 4th and 5th grade students and one music teacher and one library aide is assigned to the campus.

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

With the increase of students who qualify for self-contained special education, the three self-contained classes were restructured to provide quality instruction to the students. One teacher and 2 paras work with 5 severely autistic students. One teacher and 2 aides work in a self-contained special education class has with 8 students who are intellectually disabled and autistic in grades 5 and the third teacher and 1 para work with 8 students in grades 4-5.

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

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

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

### **Demographics Strengths**

Sulphur Springs Elementary School has been in existence for 15 years; but with districtwide restructure of campuses, SSES is currently in year eight as a 4th and 5th grade campus. Subject and grade level teams, as well as the Campus Advisory Committee, review student performance data and how the data relates to instruction and student achievement.

Sulphur Springs Elementary School utilizes state compensatory and federal Title 1 funding to provide supplementary services to provide additional support for students who are economically disadvantaged and/or at risk. The ongoing use of these funding sources helps to ensure that all SSISD students reach their fullest potential.

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

- Attendance Rates is nearing 97% - comparable to other like campuses in the region and state.
- SSISD has numerous supportive community partners, businesses and families.
- Students are valued by the staff.
- Students are accepting of new students regardless of race or ethnicity.
- New teachers report that the campus and district mentoring and support processes are helpful and effective.
- STAAR Scores improved in 2024-25 by 11 points and had many areas of improvement in Meets and Masters.
- SSES 2024-25 accountability rating is a B.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** An increase in students receiving special services in 504, RtI and Special Education.

**Root Cause:** A significant increase in SPED and special services (504/RtI) student population shows that our staff needs to focus on effective instructional strategies as well as a viable curriculum to reach all levels of students' needs. The growth from last year is 6% with a lower student population.

**Problem Statement 2 (Prioritized):** An increase in SPED students receiving resource minutes and Reading by Design for Dyslexia students makes the number of students in need for in class support greater.

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

**Problem Statement 3 (Prioritized):** Increase in the number students in the sub populations of ethnicity performing below grade level.

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

# Student Learning

## Student Learning Summary

SSES will use the 2025 STAAR scores which include performance levels of Masters, Meets, High Approaches, Approaches, High Did Not Meet and Did Not Meet Grade Level Performance to plan for instruction. Other methods of data collection such as reading Lexile levels and math levels and data from MAP will be used to help monitor and adjust the instruction and interventions. The Approaches, High Approaches, Meets, and Masters levels are all considered passing. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. The Masters category indicates that students have mastered course knowledge and skills and student is on track for college and/or career. For the current Texas Accountability System, the meets and masters categories are the main focus for SSES data analysis.

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

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

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

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

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

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

<b>2023-24 STAAR DATA</b>			
<b>Grade 4</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
Reading	77	45	15

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

**STAAR DATA Comparisons - Sulphur Springs Elementary School**

							GOALS
<b>Grade 4</b>	<b>Approaches 24</b>	<b>Approaches 25</b>	<b>Meets 24</b>	<b>Meets 25</b>	<b>Masters 24</b>	<b>Masters 25</b>	
Reading	77	81	45	58	15	23	80/55/20
Spanish Reading	49	50	23	42	9	8	
Math	63	67	40	40	14	28	80/60/20
Spanish Math	33	29	0	29	0	0	
<b>Grade 5</b>	<b>Approaches 24</b>	<b>Approaches 25</b>	<b>Meets 24</b>	<b>Meets 25</b>	<b>Masters 24</b>	<b>Masters 25</b>	
Reading	75	73	43	43	19	30	80/55/20
Spanish Reading	72	65	28	58	4	17	
Math	84	78	54	58	12	20	80/60/20
Spanish Math	25	0	0	0	0	0	
Science	65	69	28	57	9	11	
Spanish Science	33	50	0	0	0	0	
GROWTH							
EQUAL to 2024							
<b>SSES Compared to Region 8 and TX</b>							
<b>4th Math</b>	<b>SSES</b>	<b>Region 8</b>	<b>Texas</b>				
Approaches	67	66	67				
Meets	40	42	45				

**STAAR DATA Comparisons - Sulphur Springs Elementary School**

Masters	<b>28</b>	20	23			
<b>4th Reading</b>	<b>SSES</b>	<b>Region 8</b>	<b>Texas</b>			
Approaches	<b>81</b>	81	79			
Meets	<b>58</b>	49	52			
Masters	23	18	23			
<b>5th Math</b>	<b>SSES</b>	<b>Region 8</b>	<b>Texas</b>			
Approaches	<b>78</b>	70	73			
Meets	<b>58</b>	41	45			
Masters	20	16	21			
<b>5th Reading</b>	<b>SSES</b>	<b>Region 8</b>	<b>Texas</b>			
Approaches	73	74	76			
Meets	43	52	57			
Masters	<b>30</b>	23	29			
<b>5th Science</b>	<b>SSES</b>	<b>Region 8</b>	<b>Texas</b>			
Approaches	<b>69</b>	66	63			
Meets	<b>31</b>	28	29			
Masters	11	10	12			
	<b>BOLD = Equal or Better than TX</b>					
	Region 8 Data is to sl					
<b>GROWTH from 2024 to 2025</b>						
<b>Comparison of SAME students</b>						
<b>Math 4th to 5th Same Students</b>						
Approaches	63-78					
Meets	40-58					
Masters	14-20					
<b>Reading 4th to 5th Same Students</b>						
Approaches	77-75					
Meets	45-43					

**STAAR DATA Comparisons - Sulphur Springs Elementary School**

Masters	15-30						
<b>Spanish Read 4th to 5th Same Students</b>							
Approaches	49-65						
Meets	23-58						
Masters	9-17						
<b>Math 3rd to 4th Same Students</b>							
Approaches	72-67						
Meets	46-40						
Masters	18-28						
<b>Reading 3rd to 4th Same Students</b>							
Approaches	71-81						
Meets	51-58						
Masters	20-23						
<b>Spanish Read 3rd to 4th Same Students</b>							
Approaches	52-50						
Meets	24-42						
Masters	17-8						
<b>**First Number is previous year</b>							
<b>**Second Number is current year</b>							
<b>IMPROVED THE SCORES</b>							

An analysis of scores for demographic groups reveals the following:

- Lowest performing sub-populations are African American and Hispanic students in Achievement, Growth and Success
- African American students, compared to all other students, scored lower than white peers in reading and math.
- Hispanic students, compared to all other students, scored below their white peers in reading and math.
- The deficit in math is a problem being corrected by Sharon Wells Math.

- 4th Grade Spanish STAAR is significantly lower than the English STAAR for Reading.
- Data will be used to monitor and adjust for 2024-25.

## Student Learning Strengths

### Student Academic Strengths:

The campus moved from an "Improvement Required" campus with an F rating to a B rating for several years. In 2024-25, SSES dropped to a C for the first time since it became a 4th-5th grade campus. This rating improved to a B for 2025-26. The campus will continue to focus on the following strengths to maximize student achievement and growth.

- Master Schedule revisions have been made to maximize learning time to closing performance gaps and meet the needs of the HB1416 law for Accelerated Intervention Plans.
- Teachers have analyzed specific STAAR data for students in all tested grades, the beginning of year Lexile levels and MAP assessments to ensure improvements in academic achievement and growth.
- Writing strategies have been incorporated and will be reviewed this year to ensure growth in academic achievement in writing which is critical to the ECR and SCR written responses on the 2026 STAAR.
- Extended Learning Time - consistent 40-45 minute daily interventions to fill gaps and to provide enrichment for students to increase the Meets and Masters Level percentages. Reading and math interventionists continually review data to close achievement gaps and make progress.
- Teachers are grouped in teams and all students in each grade attend this school - there is no discrepancy between campus grade levels as all SSISD students in grades 4-5 attend SSES.
- All teachers in grades 4-5 are on this campus and plan together in bi-weekly PLCs.
- Consistent data talks, along with consulting with Region 8 ESC and the data trackers provided, are necessary to ensure student needs are met and progress is made.
- Region 8 ESC also supports teachers and staff with resources according to the guidelines of the LASO Grant.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Reading and Math data in grades 4-5 show significant gaps with African American, Economically Disadvantaged, Special Education and Hispanic students when compared to the white peers.

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

**Problem Statement 2 (Prioritized):** Narrowing the gaps for all sub-populations.

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

**Problem Statement 3 (Prioritized):** 30% Reading levels and Lexile levels are not on grade level.

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

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

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

# School Processes & Programs

## School Processes & Programs Summary

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

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

Instructional needs and professional development needs for teachers and staff are fulfilled by the district Curriculum, Instruction and Assessment Team and Region 8 ESC. The CIA team, along with teacher input, is responsible for development and implementation of a guaranteed and viable curriculum based on state standards. As a recipient of the Texas LASO grant and the adoption of Bluebonnet Reading and Math Curriculum, extensive professional development is provided for best instructional practices, curriculum development and assessment development. Professional development is an ongoing activity planned with the input of teacher/staff surveys, requests and feedback as tracked through Eduphoria. Reading teachers incorporate the curriculum to provide a common structure. Math teachers work to build math fluency and comprehension with the newly adopted math curriculum. Implementation of T-TESS gives the administrative team the opportunity to conference with teachers to set goals, address areas of weaknesses, celebrate areas of strength, and devise a plan for professional growth. Teachers continue to review and modify curriculum and assessment documents to effectively implement vertical alignment of curriculum. The LASO Grant specifies learning walks and classroom observation tools be used on a timeline by campus, district and region ESC leaders.

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

SSES is committed to hiring and retaining highly-qualified teachers. The SSISD Mentor/Mentee program was implemented to support new teachers for the first two years of teaching and provide support beyond 2 years. Professional development for the Bluebonnet curriculum along with unit/module and lesson internalization is ongoing along with other pertinent trainings to ensure new and veteran teachers are successful.

Intervention for struggling learners continues to be a top priority for SSES. This practice will remain at the highest priority for 2025-26. Instructional revisions have been made to the curriculum documents to ensure students receive appropriate instruction to include TEKS. Teachers and campus leaders carefully monitor and intervene to ensure that all students reach their full potential as readers. 2024-25 data indicates gaps in performance for students in grades 4 and 5 as a result of instructional practices. Math fluency and number sense will also be monitored to ensure students reach grade level expectations in math literacy. The district will utilize Success Ed to effectively track student interventions and corresponding responses to the interventions. Math and Reading

interventionists will provide interventions to promote student progress and will focus on the meets and masters students for accountability.

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

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

Critical instructional and assessment programs will continue. Many of these programs are made available with federal funding or special state allotments.

Critical programs include Read 180, IXL. In May 2025, SSES formed a PBIS team to focus on positive behaviors on campus. This team is part of a Region 8 ESC Cohort and meets regularly to meet the guidelines of the cohort and to focus on the campus needs, priorities and improvements.

### **School Processes & Programs Strengths**

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

- Teachers and staff build positive relational capacity with students.
- PLCs effectively analyze student performance data to maximize learning opportunities.
- Extended Learning time provides efficient and effective interventions and enrichment for all students each day. This intervention time built into the school day will allow performance gaps to be lessened effectively and efficiently.
- The campus Attendance Rates have historically exceeded comparable campuses across the state.
- All content area PLCs report strong skills for designing and implementing campus curriculum and assessments.
- Teachers and staff demonstrate a commitment to use data driven instruction with a focus on effective instructional strategies to teach content.
- Teacher and staff are committed to building relationships with students and staff.
- Extra Curricular Activities: UIL, Book Clubs, GROW, Student Council, Honor Choir
- As a 1:1 technology campus, technology is utilized to optimize student learning.
- Student software and intervention programs are designed to promote student success and progress.
- Support of parent/community involvement: PTO, Alliance Bank Community Partner, First Baptist Church

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

**Problem Statement 1 (Prioritized):** Teachers request training for instructional best practices and classroom structures that are aligned to campus and district processes.

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

**Problem Statement 2 (Prioritized):** Teachers need more opportunities for instructional strategies for differentiation.

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

# Perceptions

## Perceptions Summary

In concert with SSISD, one of the core beliefs at Sulphur Springs Elementary School is students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. The staff works very hard at maintaining a culture of high expectations for student learning. SSES is committed to narrowing the performance gaps among all student groups, and particularly the Hispanic, Economically Disadvantaged, African American, Hispanic and SPED student populations. With this in mind, the message that the entire staff is asked to constantly convey to students, parents, and community members is to show ownership for students - ALL students. The staff (teachers and instructional aides included) take students where they are and immediately begin to move them as quickly and as far as possible.

SSES Climate Staff Survey indicates a strong emphasis is placed on high expectations and an aligned curriculum. Also, students are able to get extra help and teachers and staff believe all students can learn. 99% of the staff feels appreciated for their work and receive appropriate feedback for their instruction. Focus areas this year include the SSISD professional development and PLC processes.

Sulphur Springs Elementary School places a priority on building a climate and culture focused on building relationships and a sense of community among teachers, staff, students, and parents. Communication is key to parent involvement. Typical methods of communication include: student conduct sheets, student folders, notes home, contact by the teacher, contact by the school administrators and secretary, Skyward emails, SSES Facebook, Remind, SSES website, SSISD Facebook, Blackboard Connect.

## Perceptions Strengths

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

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Behavioral/Discipline issues continue to be a challenge for some students.

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

**Problem Statement 2 (Prioritized):** School facilities are in need of repair and updates.

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

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

the Parental Involvement Committee must continue to be a high priority need for the campus.

**Root Cause:** Significant increases with positive results began occurring as a result of mentorship programs with community partners. More parent involvement opportunities will be scheduled for 2025-26.

**Problem Statement 4 (Prioritized):** Transparency with campus budget and fiscal accountability.

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

# Priority Problem Statements

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

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

**Problem Statement 1 Areas:** Student Learning

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

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

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** An increase in SPED students receiving resource minutes and Reading by Design for Dyslexia students makes the number of students in need for in class support greater.

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

**Problem Statement 3 Areas:** Demographics

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

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

**Problem Statement 4 Areas:** Student Learning

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

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

**Problem Statement 5 Areas:** Student Learning

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

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

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

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

**Root Cause 7:** Significant increases with positive results began occurring as a result of mentorship programs with community partners. More parent involvement opportunities will be scheduled for 2025-26.

**Problem Statement 7 Areas:** Perceptions

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

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

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

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

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

**Problem Statement 9 Areas:** Perceptions

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

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

**Problem Statement 10 Areas:** Demographics

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

**Root Cause 11:** A significant increase in SPED and special services (504/RtI) student population shows that our staff needs to focus on effective instructional strategies as well as a viable curriculum to reach all levels of students' needs. The growth from last year is 6% with a lower student population.

**Problem Statement 11 Areas:** Demographics

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

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

**Problem Statement 12 Areas:** Perceptions

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

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

**Problem Statement 13 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

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

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- School safety data

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

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

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

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

# Goals

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

**Performance Objective 1:** Achievement - With a focus on rigor in classroom instruction, student achievement will increase at least 5 points in all content areas on the 2026 STAAR.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR Results


Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Teachers will continue to make data-driven decisions to provide rigorous and relevant instructional practices based on student need.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will differentiate instruction based on data and student need. Student achievement will increase by 5 points on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Specialist Teachers Team Leads Read 180 Teacher/Literacy Support Math Interventionist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1</p>	Formative		Summative
	Nov	Mar	June

Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Provide academic interventions during Extended Learning Time to increase academic achievement in the core content areas based on the needs/levels of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will exhibit progress and measurable growth on:</p> <ol style="list-style-type: none"> <li>1. Lexile levels</li> <li>2. Read 180 progress</li> <li>3. CODE Progress</li> <li>4. STAAR</li> <li>5. Math Assessments</li> <li>6. MAP Data</li> <li>7. Reading Assessments</li> </ol> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Specialist Teachers Interventionists Instructional/Title 1/SPED Aides Read 180/Literacy Support</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2</p> <p><b>Funding Sources:</b> SCE Summer Acceleration - 199 PIC 24 State Comp Ed, Accelerated Ed</p>	Formative		Summative
	Nov	Mar	June

Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Teachers use resources to further classroom instruction in mathematics, such as: IXL Fact fluency Bluebonnet Math Curriculum</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement will increase on formative assessments, district unit tests and 5 points on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Specialist Teachers Math Interventionist Instructional/Title 1 Aides</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> IXL - 211 Title I, Part A</p>	Formative		Summative
	Nov	Mar	June

Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> SSES will effectively and systematically implement RtI to intentionally provide intervention to students that are not performing at grade level and will provide RtI to students who did not pass STAAR in 2024 and 2025. Students will have opportunities to receive interventions during the school day, possible after-school tutoring and/or in summer school.</p> <p><b>Strategy's Expected Result/Impact:</b> Close/ narrow performance gaps as indicated in state accountability Index 3:</p> <ol style="list-style-type: none"> <li>1. Economically Disadvantaged students</li> <li>2. African American students</li> <li>3. Special Education students</li> <li>4. EL students</li> </ol> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Specialist 504/RtI Coordinator Teachers Interventionists Instructional/Title 1 Aides Read 180 Teacher/Literacy Support</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> Salaries - 211 Title I, Part A</p>	Formative		Summative
	Nov	Mar	June

Strategy 5 Details	Reviews		
<p><b>Strategy 5:</b> Teachers will meet weekly in PLCs to: design curriculum aligned to the state standards, analyze TEKS and discuss instructional methods, discuss data gathered from assessments, build formative assessments. Teachers discuss these questions for the PLC process *How will we respond when students don't know something? *How will we respond when students already know something? *What do students need to be able to do? *How will we know when they haven't learned it?</p> <p><b>Strategy's Expected Result/Impact:</b> Implementing a systematic way to provide rigorous direct instruction, small group instruction, interventions, enrichment, and differentiation that will result in a 5% increase of proficiency on grade-level assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Specialist RtI/ Testing Coordinator Interventionists Read 180/Literacy Support Instructional/Title 1 Aides</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
<p><b>Strategy 6:</b> Teachers will develop an effective plan of instruction for writing including editing and revising strategies, and successful ECR and SCR writings. This will provide students with tools for written response questions on STAAR.</p> <p><b>Strategy's Expected Result/Impact:</b> Student success on written responses on STAAR and a 3% increase in scores.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Specialist Teachers Interventionists Instructional/Title 1 Aides</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 4</p>	Formative		Summative
	Nov	Mar	June

Strategy 7 Details	Reviews		
<p><b>Strategy 7:</b> 5th grade students will be provided an opportunity to attend the Sky Ranch School Camp for enrichment in science and character skills. Students will attend 2 days of camp.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will gain knowledge in character building and team building skills as well as science.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Classroom Teachers 5th Grade Science Teacher Teacher Support Staff Behavior Interventionist Counselor CIS Coordinator</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 3, 4</p>	Formative		Summative
	Nov	Mar	June
Strategy 8 Details	Reviews		
<p><b>Strategy 8:</b> Teachers will internalized the Bluebonnet Math modules and lessons alongside Region 8 ESC LASO staff and/or the SSISD math coordinator.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in math STAAR scores, math fluency and math problem solving.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Specialist Math team leaders Math Teachers Instructional/Title 1 Aides Math Interventionists</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2, 3</p>	Formative		Summative
	Nov	Mar	June
			

**Performance Objective 1 Problem Statements:**

## Demographics

**Problem Statement 1:** An increase in students receiving special services in 504, RtI and Special Education. **Root Cause:** A significant increase in SPED and special services (504/RtI) student population shows that our staff needs to focus on effective instructional strategies as well as a viable curriculum to reach all levels of students' needs. The growth from last year is 6% with a lower student population.

**Problem Statement 2:** An increase in SPED students receiving resource minutes and Reading by Design for Dyslexia students makes the number of students in need for in class support greater. **Root Cause:** The resource teacher in each grade level content area has helped meet the needs of all SPED students to the degree needed for increased academic achievement. Continued efforts will fill gaps.

## Student Learning

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

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

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

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

## School Processes & Programs

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

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

## Perceptions

**Problem Statement 3:** A significant increase in parent/community participation, and positive teacher and parent survey data last year confirms that implementation of the Parental Involvement Committee must continue to be a high priority need for the campus. **Root Cause:** Significant increases with positive results began occurring as a result of mentorship programs with community partners. More parent involvement opportunities will be scheduled for 2025-26.

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

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

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

**High Priority**





**HB3 Goal**

**Evaluation Data Sources:** STAAR, MAP Lexile Level - BOY, MOY and EOY

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> ELAR Classroom Teachers, Interventionists and Special Ed Resource teachers will provide reading instruction to advance the academic achievement and ensure student growth by one year in reading Lexile levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase academic achievement in reading as demonstrated by the following:            STAAR            IXL            Read 180/CODE            Increase in Lexile levels            Language Launch for newcomers</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Academic Specialist            RTI/504 Coordinator            Teachers            Read 180 Teacher/Literacy Support            Title 1 Aides            Behavior Interventionist</p> <p><b>Title I:</b>            2.53            - <b>TEA Priorities:</b>            Build a foundation of reading and math            - <b>ESF Levers:</b>            Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2</p>	Formative		Summative
	Nov	Mar	June

Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Classroom Teachers, Interventionists and Support Staff will gain a deeper understanding of the reading process and how to differentiate instruction to address the needs of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase achievement as demonstrated by: Implementation of HMH Pathways - Waggle, Read 180 Flex, Read 180 and Code Data Analysis MAP</p> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Specialist RTI/Testing Coordinator Reading Interventionist Reading teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2, 3</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Reading teachers will participate in the Bluebonnet Internalization PD days with the SSISD reading coordinator and/or the Region 8 ESC LASO staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will internalize lessons effectively. Teachers will provide Bluebonnet Instruction to all students in Tier 1 Instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Reading Teachers Academic Specialists Principal</p> <p><b>Title I:</b> 2.51, 2.52 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Student Learning 3, 4</p>	Formative		Summative
	Nov	Mar	June

Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> ESL and EB teachers will provide a comprehensive plan in preparation for the TELPAS assessment in 2026. Accountability for TELPAS will be based on a composite score for the current year.</p> <p><b>Strategy's Expected Result/Impact:</b> Summit K-12 will be used to provide interventions and enrichments for EB and ESL students as they prepare for the TELPAS. Tutoring will be completed prior to the test.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Academic Specialist, Reading Intervention, teachers, tutor</p> <p><b>Title I:</b> 2.51, 2.53</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	Formative		Summative
	Nov	Mar	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> An increase in SPED students receiving resource minutes and Reading by Design for Dyslexia students makes the number of students in need for in class support greater. <b>Root Cause:</b> The resource teacher in each grade level content area has helped meet the needs of all SPED students to the degree needed for increased academic achievement. Continued efforts will fill gaps.</p>
Student Learning
<p><b>Problem Statement 1:</b> Reading and Math data in grades 4-5 show significant gaps with African American, Economically Disadvantaged, Special Education and Hispanic students when compared to the white peers. <b>Root Cause:</b> Teachers need consistent data analysis and PLC meeting time for teaching diverse populations, cultural awareness and sensitivity, building relationships, and implementation of more strategic ways to encourage parents and community to become active partners in efforts to achieve student success for all students.</p>
<p><b>Problem Statement 2:</b> Narrowing the gaps for all sub-populations. <b>Root Cause:</b> Students are coming to SSES below grade level in reading and math. Resource teachers and interventionists will continue to analyze data to drive instruction in accordance to the Bluebonnet Curriculum.</p>
<p><b>Problem Statement 3:</b> 30% Reading levels and Lexile levels are not on grade level. <b>Root Cause:</b> Bluebonnet reading curriculum has been adopted to improve Lexile and reading levels. Teachers must address students at the current reading level and close the performance gaps at the level of performance.</p>
<p><b>Problem Statement 4:</b> Writing data from the STAAR reveals that students did not perform as well on the constructed responses and extended constructed responses. Growth is still needed and will be a focus for this year on written responses on the state assessment. <b>Root Cause:</b> Lack of a consistent vertically aligned Writing curriculum among K-5th grades for previous years;</p>

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

**Performance Objective 3:** Narrowing Performance Gaps - The 2026 STAAR (All Subjects) met standard (approaches grade level) pass rate for student/ethnic groups (particularly SpEd, African American, EcoDis, EL, and At-Risk) will increase by 5 points.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR Data

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Progress in closing performance gaps will be the focus for:                      Inclusion aides                      Extended Learning Time Support Staff                      Teachers                      Paraprofessionals                      Differentiated instruction will be the focus to meet students at their current level and work to improve the levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Progress in reading and math levels to achieve grade level status on STAAR and on assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal                      Academic Specialist                      Teachers                      Support Staff                      Interventionist                      Read 180/Literacy Support                      Instructional/Title 1 Aides                      Behavior Interventionist</p> <p><b>Title I:</b>                      2.51, 2.53                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1, 3 - Student Learning 2, 3</p> <p><b>Funding Sources:</b> BE/ESL Staff and Resources - 263 Title III, LEP</p>	Formative		Summative
	Nov	Mar	June
	Empty review cells		

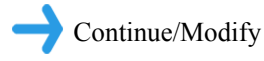
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Teachers, support staff and paraprofessionals will work to meet the needs of the current IEP, RtI plan or 504 plan to improve academic achievement in reading and math.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Student's progress measure will increase to show one year's worth of growth on STAAR. 2. Students in special programs will spend more time in small group instruction to narrow gaps with the resource teacher facilitating.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers Academic Specialist 504/RtI Coordinator Counselor Interventionists Read 180/Literacy Support Instructional/Title 1 Aides</p> <p><b>Title I:</b> 2.51</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Salary - 199 PIC 30 State Comp Ed, Title IA, Schoolwide</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> The staff of SSES will utilize best practices for character building and social skills in all classrooms and support classrooms to the fullest extent. Social contracts will be created and followed to promote a healthier environment in all areas of school. Behavior will improve with the PBIS cohort and implementation of the following expectations - Be Safe, Be Responsible, Be Respectful.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Discipline referrals will be reduced. 2. Classroom behavior will improve.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor Academic Specialist Teachers Staff CIS Coordinator</p> <p><b>Title I:</b> 2.531</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative		Summative
	Nov	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 3 Problem Statements:

#### Demographics

**Problem Statement 1:** An increase in students receiving special services in 504, RtI and Special Education. **Root Cause:** A significant increase in SPED and special services (504/RtI) student population shows that our staff needs to focus on effective instructional strategies as well as a viable curriculum to reach all levels of students' needs. The growth from last year is 6% with a lower student population.

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

#### Student Learning

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

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

#### School Processes & Programs

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





#### Perceptions

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

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

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

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

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Technology TEKS and typing instruction will be completed in the classroom and media center.  <b>Strategy's Expected Result/Impact:</b> Greater appropriate use of technology for instruction and learning.  <b>Staff Responsible for Monitoring:</b> Teachers                      Innovative Learning Specialist                      Librarian</p> <p><b>Problem Statements:</b> Student Learning 4 - School Processes &amp; Programs 1</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>			

**Performance Objective 4 Problem Statements:**





<b>Student Learning</b>
<p><b>Problem Statement 4:</b> Writing data from the STAAR reveals that students did not perform as well on the constructed responses and extended constructed responses. Growth is still needed and will be a focus for this year on written responses on the state assessment. <b>Root Cause:</b> Lack of a consistent vertically aligned Writing curriculum among K-5th grades for previous years;</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Teachers request training for instructional best practices and classroom structures that are aligned to campus and district processes. <b>Root Cause:</b> With hiring of new teachers due to teacher turnover and a growing student body, teachers and administrators realize the importance of new teacher training and ongoing professional development of all teachers and staff.</p>

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

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

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

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Continue the use of school safety support systems including:</p> <ol style="list-style-type: none"> <li>1. CPI/Handle with Care training</li> <li>2. Raptor check in system</li> <li>3. Security Cameras</li> <li>4. Emergency Preparedness Plan</li> <li>5. Radios</li> <li>6. Campus wide Bully Reporter System</li> <li>7. Texas School Safety Training for Team - online</li> </ol> <p><b>Strategy's Expected Result/Impact:</b> 1. Safety and Security of all students and staff members 100% of the time.                  2. Texas School Safety Training Online for all staff on the team.                  3. Bully Reporter Incidents</p> <p><b>Staff Responsible for Monitoring:</b> Principal                  Campus Police Officer                  Academic Specialists                  Behavior Specialists                  Staff</p> <p><b>Title I:</b>                  2.533</p> <p>- <b>TEA Priorities:</b>                  Improve low-performing schools</p> <p>- <b>ESF Levers:</b>                  Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative		Summative
	Nov	Mar	June

Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> 1) Fifth graders will have the opportunity to attend Sky Ranch School Program Camp for science enrichment, team building and character skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will learn about team building and cooperative learning for character skills and receive enrichment in science.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers</p> <p><b>Title I:</b> 2.532</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative		Summative
	Nov	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 1 Problem Statements:**





<b>Student Learning</b>
<p><b>Problem Statement 2:</b> Narrowing the gaps for all sub-populations. <b>Root Cause:</b> Students are coming to SSES below grade level in reading and math. Resource teachers and interventionists will continue to analyze data to drive instruction in accordance to the Bluebonnet Curriculum.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> Behavioral/Discipline issues continue to be a challenge for some students. <b>Root Cause:</b> Student need: mental health issues, diagnosis, emotional issues. Many students move in to the district as a result of circumstances and are living with friends/relatives. Students continue to bear stressful weight in pandemic after effects as the social and emotional needs of students are just as important as the academic needs.</p>

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

**Performance Objective 2:** By May 2026, establish processes to increase opportunities to promote safe and healthy lifestyles while teaching the importance of respect, honor, and citizenship. Evaluate the PBIS Program and cohort participation - Be Safe, Be Respectful, Be Responsible.

**Evaluation Data Sources:** Discipline logs, office referrals, counseling logs, bullying reports, PBIS logs and meeting meetings, Region 8 cohort participation

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Continue to incorporate the following campus-wide initiatives:</p> <p>PBIS - 2025-26 Region 8 ESC Cohort            Guidance Lessons from Counselor            Bully prevention guidance lessons            Red Ribbon Week            Monthly Wildcat Rally - celebration of learning            Monthly Character Word Student Awards            Golden Ticket Attendance Awards</p> <p><b>Strategy's Expected Result/Impact:</b> To increase awareness of the importance of maintaining healthy lifestyles, promote positive character traits, and decrease bullying through guidance lessons and utilizing community mentors.</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Academic Specialist            Counselor            CIS Coordinator</p> <p><b>Title I:</b>            2.533            - <b>TEA Priorities:</b>            Improve low-performing schools            - <b>ESF Levers:</b>            Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative		Summative
	Nov	Mar	June

Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Social Emotional Learning plans for all staff and students will be implemented. Check-ins for students in need will be implemented.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in student discipline, increase in student academic performance and decrease in teacher turnover.</p> <p><b>Staff Responsible for Monitoring:</b> All campus administrators, counselor and CIS Coordinator</p> <p><b>Title I:</b> 2.53, 2.533</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 3 - School Processes &amp; Programs 2</p>	Formative		Summative
	Nov	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Reading and Math data in grades 4-5 show significant gaps with African American, Economically Disadvantaged, Special Education and Hispanic students when compared to the white peers. <b>Root Cause:</b> Teachers need consistent data analysis and PLC meeting time for teaching diverse populations, cultural awareness and sensitivity, building relationships, and implementation of more strategic ways to encourage parents and community to become active partners in efforts to achieve student success for all students.</p>
<p><b>Problem Statement 3:</b> 30% Reading levels and Lexile levels are not on grade level. <b>Root Cause:</b> Bluebonnet reading curriculum has been adopted to improve Lexile and reading levels. Teachers must address students at the current reading level and close the performance gaps at the level of performance.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> Teachers need more opportunities for instructional strategies for differentiation. <b>Root Cause:</b> Sub populations of students are growing, interventions will help to fill gaps in learning.</p>

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





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

**High Priority**

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

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> CIS and Counselor will provide group sessions to provide students with practical tools to manage behavior, social acceptance, mental health concerns and academic concerns. This will be supplemented with the following extra-curricular activities available to students:</p> <p>GROW for Girls                      UIL                      Sky Ranch                      Utilize the CIS social worker on campus                      Wildcat Word of the Month - student awards                      Goldent Ticket Attendance Awards</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be equipped to handle social, behavior and academic issues. Behavior/ Discipline will improve.</p> <p><b>Staff Responsible for Monitoring:</b> Principal                      Counselor                      Academic Specialists                      CIS Coordinator</p> <p><b>Title I:</b>                      2.531</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> CIS - 199 PIC 30 State Comp Ed, Title IA, Schoolwide</p>	Formative		Summative
	Nov	Mar	June

Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> SSES will work to improve the student and staff culture. The principal and academic specialist will lead the charge to train teachers, staff and students through the process. Action Plans will be implemented for each culture routine.</p> <p><b>Strategy's Expected Result/Impact:</b> Student culture will improve allowing the student academic and behavior success to improve. Students will be respectful and will adhere to the challenges of the culture change.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Specialist Counselor All staff</p> <p><b>Title I:</b> 2.534</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative		Summative
	Nov	Mar	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue





**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Reading and Math data in grades 4-5 show significant gaps with African American, Economically Disadvantaged, Special Education and Hispanic students when compared to the white peers. <b>Root Cause:</b> Teachers need consistent data analysis and PLC meeting time for teaching diverse populations, cultural awareness and sensitivity, building relationships, and implementation of more strategic ways to encourage parents and community to become active partners in efforts to achieve student success for all students.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Teachers request training for instructional best practices and classroom structures that are aligned to campus and district processes. <b>Root Cause:</b> With hiring of new teachers due to teacher turnover and a growing student body, teachers and administrators realize the importance of new teacher training and ongoing professional development of all teachers and staff.</p>

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

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

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

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Utilize the facilities study for the current bond committee to make improvements to the facility. Many recommendations were made to maintain the building appearance.</p> <p><b>Strategy's Expected Result/Impact:</b> Determination of the needs of SSISD for facility upgrades</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent and Long Range Facility Committee Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>Problem Statements:</b> Perceptions 2</p>	Formative		Summative
	Nov	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 4 Problem Statements:**

Perceptions
<p><b>Problem Statement 2:</b> School facilities are in need of repair and updates. <b>Root Cause:</b> Facilities have not been properly maintained but will be a non-issue with the new schools from the successful bond in May 2024.</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:** Retaining Exceptionally Trained Staff - SSISD / SSES will mentor, coach, and retain highly qualified and exceptionally trained staff. SSISD / SSES will strive to decrease the turnover rate for non-retirees.

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

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> New Teachers with 0-1 years experience will participate in the New Teacher Mentor/Mentee Program. Teachers will continue to receive support in the New Teacher Mentor/Mentee program until 2 years are completed.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Teacher retention will improve 2. Teachers will be provided with tools for success in providing instruction 3. Improved student learning</p> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Specialist Mentors Director of Curriculum</p> <p><b>Title I:</b> 2.52, 2.534 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 2</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Active partnership with Texas A&amp;M University-Commerce Student Teacher Partnership. Will commit to accepting student teachers on the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Student teachers will learn the processes of teaching to be hireable in SSISD. The student teacher evaluations will be used to determine effectiveness of student teacher.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Mentor Teachers</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Campus Admin Team will conduct walk throughs to provide effective feedback within 24 hours which will lead to data driven instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Quality of instruction will improve. Feedback regarding T-TESS Domain 2 will be the focus . Staff will use best practices and effective instructional strategies in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Specialists</p> <p><b>Title I:</b> 2.51, 2.52</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Student Learning 1, 4</p>	Formative		Summative
	Nov	Mar	June

 No Progress     
 Accomplished     
 Continue/Modify     
 Discontinue

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 3:</b> Increase in the number students in the sub populations of ethnicity performing below grade level. <b>Root Cause:</b> Minority students including African American, and Hispanic ethnicities are consistent each year, yet the achievement on state testing is lower than other ethnicities.</p>
Student Learning
<p><b>Problem Statement 1:</b> Reading and Math data in grades 4-5 show significant gaps with African American, Economically Disadvantaged, Special Education and Hispanic students when compared to the white peers. <b>Root Cause:</b> Teachers need consistent data analysis and PLC meeting time for teaching diverse populations, cultural awareness and sensitivity, building relationships, and implementation of more strategic ways to encourage parents and community to become active partners in efforts to achieve student success for all students.</p>
<p><b>Problem Statement 2:</b> Narrowing the gaps for all sub-populations. <b>Root Cause:</b> Students are coming to SSES below grade level in reading and math. Resource teachers and interventionists will continue to analyze data to drive instruction in accordance to the Bluebonnet Curriculum.</p>
<p><b>Problem Statement 4:</b> Writing data from the STAAR reveals that students did not perform as well on the constructed responses and extended constructed responses. Growth is still needed and will be a focus for this year on written responses on the state assessment. <b>Root Cause:</b> Lack of a consistent vertically aligned Writing curriculum among K-5th grades for previous years;</p>

## School Processes & Programs





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

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

**Performance Objective 1:** SSES will communicate meaningful and effective information to ensure the community of stake holders is well informed.

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

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Provide opportunities for parents and community members to volunteer and participate in campus events and activities.</p> <p><b>Strategy's Expected Result/Impact:</b> To increase involvement and positive interactions between Sulphur Springs Elementary, parents, and community stakeholders. Sign-In sheets will be monitored.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Specialist Secretary Counselor and CIS Coordinator</p> <p><b>Title I:</b> 2.535</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 3 - Perceptions 3</p> <p><b>Funding Sources:</b> Blackboard Connect - 211 Title I, Part A, PFE - 211 Title I, Part A</p>	Formative		Summative
	Nov	Mar	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 1 Problem Statements:**





Demographics
<p><b>Problem Statement 3:</b> Increase in the number students in the sub populations of ethnicity performing below grade level. <b>Root Cause:</b> Minority students including African American, and Hispanic ethnicities are consistent each year, yet the achievement on state testing is lower than other ethnicities.</p>
Perceptions
<p><b>Problem Statement 3:</b> A significant increase in parent/community participation, and positive teacher and parent survey data last year confirms that implementation of the Parental Involvement Committee must continue to be a high priority need for the campus. <b>Root Cause:</b> Significant increases with positive results began occurring as a result of mentorship programs with community partners. More parent involvement opportunities will be scheduled for 2025-26.</p>

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

**Performance Objective 2:** Advocacy - SSES staff will proactively advocate for their students and programs.

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

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Social Media / School Communication Systems - SSES will continue to employ social media, local media, and school communication systems to advocate for students and programs.</p> <p>SSES Facebook                      SSISD Social Media                      Skyward emails                      Local radio facebook pages                      websites                      School Board Presentations</p> <p><b>Strategy's Expected Result/Impact:</b> Make the parents and community aware of campus activities and accomplishments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal                      Secretary                      Academic Specialists</p> <p><b>TEA Priorities:</b>                      Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 3</p>	Formative		Summative
	Nov	Mar	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 2 Problem Statements:**

Perceptions
<p><b>Problem Statement 3:</b> A significant increase in parent/community participation, and positive teacher and parent survey data last year confirms that implementation of the Parental Involvement Committee must continue to be a high priority need for the campus. <b>Root Cause:</b> Significant increases with positive results began occurring as a result of mentorship programs with community partners. More parent involvement opportunities will be scheduled for 2025-26.</p>

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





**Performance Objective 3:** Parent Involvement opportunities will provide for meaningful partnerships and interactions with teachers/staff, students and parents.

PTO volunteers will serve in various ways to support staff and campus.

Monthly Treats from Business Partners.

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

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Parent Involvement Opportunities will be provided as:                      Family STEAM Night                      Student Performances - Robotics and Music                      PTO - variety of opportunities to participate                      Title 1 Meeting Activities                      EPIC - truancy advocacy</p> <p><b>Strategy's Expected Result/Impact:</b> The number of parents who are actively involved in their student's education will improve. Sign In Sheets will be used to determine involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal                      Academic Specialist                      Team Leaders</p> <p><b>Problem Statements:</b> Perceptions 3</p> <p><b>Funding Sources:</b> Parent and Family Engagement Funding - 211 Title I, Part A</p>	Formative		Summative
	Nov	Mar	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue


**Performance Objective 3 Problem Statements:**

Perceptions
<p><b>Problem Statement 3:</b> A significant increase in parent/community participation, and positive teacher and parent survey data last year confirms that implementation of the Parental Involvement Committee must continue to be a high priority need for the campus. <b>Root Cause:</b> Significant increases with positive results began occurring as a result of mentorship programs with community partners. More parent involvement opportunities will be scheduled for 2025-26.</p>

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

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

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

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Meet with campus advisory committee and administrators to determine the funding needs of the campus.  <b>Strategy's Expected Result/Impact:</b> Better decision making regarding fiscal accountability based on the needs of the campus.  <b>Staff Responsible for Monitoring:</b> Principal, Academic Specialist, Secretary, Campus Advisory Committee, Team Leaders</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 4: High-Quality Instructional Materials and Assessments  <b>Problem Statements:</b> Perceptions 2</p>	Formative		Summative
	Nov	Mar	June
			

**Performance Objective 1 Problem Statements:**





Perceptions
<p><b>Problem Statement 2:</b> School facilities are in need of repair and updates. <b>Root Cause:</b> Facilities have not been properly maintained but will be a non-issue with the new schools from the successful bond in May 2024.</p>

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

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

**High Priority**

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

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Work with PTO and parent volunteers to determine fundraising needs for PTO, Sky Ranch, Choir.  <b>Strategy's Expected Result/Impact:</b> Additional funding will be obtained for the extra curricular activities.  <b>Staff Responsible for Monitoring:</b> PTO, Principal, Secretary, Campus Admin Team</p> <p><b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning  <b>Problem Statements:</b> 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><b>Problem Statement 3:</b> A significant increase in parent/community participation, and positive teacher and parent survey data last year confirms that implementation of the Parental Involvement Committee must continue to be a high priority need for the campus. <b>Root Cause:</b> Significant increases with positive results began occurring as a result of mentorship programs with community partners. More parent involvement opportunities will be scheduled for 2025-26.</p>

**Goal 6:** We will monitor, project and plan for district facility needs. The May 2024 Bond passed and 2 new campuses are under construction. Renovations will occur on 2 other campuses to serve students successfully.

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

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

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> The campus advisory committee will meet to make decisions regarding the budget planning based on teacher, student and campus needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and teachers will receive quality materials and funding based on their input and needs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Secretary, Admin Team</p> <p><b>Title I:</b> 2.51</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 4</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><b>Problem Statement 4:</b> Transparency with campus budget and fiscal accountability. <b>Root Cause:</b> Stakeholders need be more aware of the expenditures for teachers, students and campus.</p>

**Goal 6:** We will monitor, project and plan for district facility needs. The May 2024 Bond passed and 2 new campuses are under construction. Renovations will occur on 2 other campuses to serve students successfully.

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

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

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Plan with admin and CAC to determine the campus needs for sustainability.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and teachers will be provided with funding necessary to promote sustainability with programs, materials and curriculum.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Team Leaders, Campus Admin</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> 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><b>Problem Statement 3:</b> A significant increase in parent/community participation, and positive teacher and parent survey data last year confirms that implementation of the Parental Involvement Committee must continue to be a high priority need for the campus. <b>Root Cause:</b> Significant increases with positive results began occurring as a result of mentorship programs with community partners. More parent involvement opportunities will be scheduled for 2025-26.</p>

# State Compensatory

## Budget for Sulphur Springs Elementary

**Total SCE Funds:** \$203,432.00

**Total FTEs Funded by SCE:** 4.5

### Brief Description of SCE Services and/or Programs

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

## Personnel for Sulphur Springs Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Chelsea Mayes	Academic Paraprofessional	1
Holly Willis	Teacher	1
Margaret Boyte	Academic Paraprofessional	1
Melinda Dixon	Teacher	0.5
San Juanita Cardenas	Academic Paraprofessional	1

# Title I

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ana Aguilar	504/RTI/LPAC Coordinator	Title I Schoolwide	1.0
Jodi Goodman	Academic Specialist	Title I Schoolwide	1
Marieke DeWitte	Academic Paraprofessional	Title I Schoolwide	1.0
Susan Cook	Math Interventionist	Title I Schoolwide	1.0

# Plan Notes

# Campus Funding Summary

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

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

# 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