Sulphur Springs Independent School District

Sulphur Springs Middle School

2025-2026 Campus Improvement Plan

Accountability Rating: C

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

Mission Statement

We are Sulphur Springs Independent School District, an innovative, student centered, family-oriented district, preparing ALL students to adapt and excel as citizens of a fast-changing world. In partnership with families and our community, we provide opportunities for ALL students to attain personal growth and become lifelong learners.

Vision

Educating students to their fullest potential.

Value Statement

We believe all children can learn.

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

We believe every person should be and feel safe.

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

We believe relationships are essential.

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

We believe family and community partnerships are essential.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Sulphur Springs Middle School serves approximately 917 students in grades 6, 7, and 8. SSMS serves an ethnically diverse student population with economically disadvantaged and at-risk student populations similar to state averages. The enrollment numbers for each grade level (6, 7, 8) at the middle school has remained between 300-370 students for the past 5+ school years.

SSMS Ethnic Distribution and Sub-Demographics (as of 09/25/25)

Ethnic Distribution	Percent	Sub-Demographic	Percent
African American	9.27%	Economically Disadvantaged	43.84%
Hispanic	32.03%	Emerging Bilingual	25.63%
White	52.67%	At-Risk	50.05%
American Indian	<1%	Gifted and Talented	6.43%
Asian	<1%	Special Education	18.02%
Pacific Islander	<1%	Dyslexia	11.46%
Two or More Races	4.44%	Section 504	23.12%

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

Demographics Strengths

The students and faculty at Sulphur Springs Middle School are very welcoming to new students from diverse backgrounds. Parents report that their student are excited to attend school at SSMS. Our faculty and staff have worked to make sure we are meeting the needs of all students. Our teachers actively search out staff development with the goal of constant improvement in the teaching methods that are proven to connect learning for our all our students.

We are continually working on closing the gap between our sub-populations and general education students.

STAAR 6-8 Reading - Approaches or Above											
	13-14	14-15	15-16	16-17	17-18	18-19*	20-21	21-22	22-23	23-24	24-25	Average Annual Growth 2020-2024

STAAR 6-8 Reading - Approaches or Above

	13-14	14-15	15-16	16-17	17-18	18-19*	20-21	21-22	22-23	23-24	24-25	Average Annual Growth 2020-2023
Special Education	12.79%	20.99%	20.59%	17.65%	20.00%	21.71%	21.26%	29.46%	34.96%	28%	40.0%	**2.25%**
Emerging Bilingual	19.67%	47.78%	58.33%	53.40%	38.71%	57.76%	48.84%	65.84%	68.42%	65%	68.0%	**5.39%**
Economically Disadvantaged	48.41%	67.82%	75.86%	66.03%	61.36%	62.65%	53.85%	70.96%	72.07%	66%	69.0%	**3.83%**
Hispanic	55.00%	69.74%	81.01%	70.54%	66.15%	69.85%	60.35%	73.81%	73.72%	68%	71%	**2.55%**
African American	36.36%	64.41%	76.74%	53.98%	51.85%	52.25%	43.59%	65.82%	65.88%	58%	54%	**4.80%**
White	55.00%	69.74%	81.01%	70.54%	66.15%	69.85%	60.35%	82.92%	84.91%	79%	82%	**4.09%**
All Students	61.42%	77.85%	84.55%	74.13%	72.88%	72.48%	65.82%	78.74%	80.25%	74%	75%	**2.41%**

STAAR 6-8 Math - Approaches or Above

	13-14	14-15	15-16	16-17	17-18	18-19*	20-21	21-22	22-23	23-24	24-25	Average Annual Growth 2020-2023
Special Education	15.12%	19.51%	26.47%	43.14%	40.00%	43.08%	36.00%	31.05%	40.00%	38%	32%	**0.67%**
Emerging Bilingual	22.95%	60.00%	65.38%	78.43%	77.42%	78.95%	69.05%	72.56%	71.25%	74%	55%	**1.65%**
Economically Disadvantaged	45.06%	62.00%	75.14%	76.65%	79.82%	79.75%	65.37%	71.61%	69.14%	72%	57%	**2.21%**
Hispanic	52.78%	72.85%	79.78%	81.66%	83.27%	84.67%	72.66%	75.28%	74.17%	75%	58%	**0.78%**
African American	32.99%	52.99%	71.74%	68.47%	70.19%	75.23%	60.00%	69.74%	64.90%	62%	51%	**0.67%**
White	52.78%	72.85%	79.78%	81.66%	83.27%	84.67%	72.66%	82.11%	81.43%	79%	72%	**2.11%**
All Students	57.67%	72.75%	83.60%	82.10%	84.75%	85.18%	74.80%	78.34%	77.24%	77%	65%	**0.73%**

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): STAAR Math scores for all students are taking longer to recover than STAAR Reading scores.

Root Cause: The gaps formed in our students' math skills from lost instructional time are impacting overall achievement. Math skills are very sequential and gaps than need to be filled may have been overlooked.

Problem Statement 2 (Prioritized): The number of students served under our Special Programs continues to grow, requiring more physical space to provide them with the services they need to be successful in school .
Root Cause: Better identification of needs has led to more individualized plans that are difficult to implement in overcrowded spaces and fewer available supports.

Problem Statement 3 (Prioritized): Some students require more time on task and multiple opportunities to accomplish academic goals.
Root Cause: All students can learn, however some students need additional time and instructional intervention to find academic success.

Problem Statement 4 (Prioritized): Students who miss class because they have been assigned to ISS for disciplinary reasons miss critical instruction.
Root Cause: ISS is a viable disciplinary consequence, but it doesn't always help change behavior. Behavior must be taught.

Problem Statement 5 (Prioritized): Parent involvement and support is crucial for student success.
Root Cause: Many households have multiple commitments that make it difficult for them to be involved at SSMS.

Problem Statement 6 (Prioritized): For most students to be successful, there must be an efficient and functional home to school connection.
Root Cause: Parents are busy and sometimes hard to reach due to other commitments. Relying on students to keep parents notified does not ensure that parents will receive the information that they need to make informed decisions regarding their students academic performance and success.

Student Learning

Student Learning Summary

Subject	2017	2018	2019*	2021	2022	2023	2024	2025	24 to 25 Growth	2025 State Averages
Math	82.10%	84.75%	85.18%	74.80%	78.34%	77.24%	77%	65.3%	-11.7%	66.7%
Reading	74.13%	72.88%	72.48%	65.82%	78.74%	80.25%	74%	75.2%	1.2%	76.3%
Social Studies	53.57%	69.33%	69.16%	63.95%	68.03%	70.82%	66%	54.5%	-11.5%	55.00%
Science	65.70%	73.16%	77.40%	67.33%	78.96%	85.28%	79%	62.2%	-16.8%	72.00%

A comparison of STAAR passing rates for All Students level show:

- Math: 11.7% decrease, 1% below state average
- Reading: 1.2% increase, 1% below state average
- Social Studies: 11.5% decrease, .5% below state average
- Science: 16.8% decrease, 10% below state average

STAAR scores include the performance levels of Masters, Meets, Approaches and did Not Meet Grade Level Performance. The Approaches, Meets and Masters levels are all considered passing. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. The Masters category indicates that students should have high levels of success in the next grade level or course.

The data below shows scores for each grade level from year to year:

6th Grade		21-22	22-23	23-24	24-25	Change
Mathematics	Academic Readiness - Did Not Meet	18.33%	26.21%	21%	29.47%	8.47%
	Academic Readiness - Approaches	81.67%	73.79%	79%	71.53%	-7.47%
	Academic Readiness - Meets	47.59%	39.48%	43%	30.88%	-12.12%
	Academic Readiness - Masters	23.47%	18.45%	16%	12.28%	-3.72%

6th Grade		21-22	22-23	23-24	24-25	Change
Reading	Academic Readiness - Did Not Meet	25.08%	23.55%	25%	30.63%	5.63
	Academic Readiness - Approaches	74.92%	76.45%	75%	69.37%	-5.63
	Academic Readiness - Meets	45.34%	51.94%	47%	44.37%	-2.63%
	Academic Readiness - Masters	27.01%	20.00%	19%	22.89%	3.89%

7th Grade		21-22	22-23	23-24	24-25	Change
Mathematics	Academic Readiness - Did Not Meet	30.00%	36.67%	45%	57.07%	-12.07%
	Academic Readiness - Approaches	70.00%	63.33%	55%	42.92%	-12.08%
	Academic Readiness - Meets	31.67%	31.25%	26%	12.79%	-13.21%
	Academic Readiness - Masters	6.25%	2.92%	5%	0%	-5.0%
Reading	Academic Readiness - Did Not Meet	18.94%	22.71%	33%	26.55%	6.45%
	Academic Readiness - Approaches	81.06%	77.29%	67%	73.1%	6.1%
	Academic Readiness - Meets	56.83%	57.41%	46%	44.83%	-1.17%
	Academic Readiness - Masters	40.99%	30.91%	23%	21.38%	-1.62%

8th Grade		21-22	22-23	23-24	24-25	Change
Mathematics	Academic Readiness - Did Not Meet	18.71%	9.03%	14%	31%	-17.0%
	Academic Readiness - Approaches	81.29%	90.97%	86%	69%	-17%
	Academic Readiness - Meets	59.20%	73.21%	69%	48%	-21.0%
	Academic Readiness - Masters	32.82%	42.06%	35%	22%	-13.0%
Reading	Academic Readiness - Did Not Meet	20.05%	13.23%	21%	19%	2%
	Academic Readiness - Approaches	79.95%	86.77%	79%	81%	2%
	Academic Readiness - Meets	53.66%	64.00%	55%	56%	1.00%
	Academic Readiness - Masters	35.23%	30.15%	29%	30%	1.00%

6th Grade		21-22	22-23	23-24	24-25	Change
Social Studies	Academic Readiness - Did Not Meet	31.97%	29.18%	34%	47%	-13.00%
	Academic Readiness - Approaches	68.03%	70.82%	66%	53%	-13.00%
	Academic Readiness - Meets	34.15%	36.17%	32%	23%	-9.00%
	Academic Readiness - Masters	18.85%	13.68%	15%	10%	-5.00%
Science	Academic Readiness - Did Not Meet	21.04%	14.72%	21%	40%	-19.00%
	Academic Readiness - Approaches	78.96%	85.28%	79%	60%	-19.00%
	Academic Readiness - Meets	48.63%	57.36%	48%	23%	-25.00%
	Academic Readiness - Masters	26.23%	16.87%	16%	14%	-2.00%

When looking at these scores, it is important to note a few things:

- All 6th graders take the 6th grade math STAAR, including the advanced pre-algebra students. In 7th grade, our students in pre-algebra do not take the 7th grade STAAR, instead they take the 8th grade STAAR test.
- This is the reason we see lower scores in 7th grade math compared to 6th and 8th grade scores every year.

ACCOUNTABILITY RATING:

2025 Accountability Report Card - Middle School			
Campus Name	SULPHUR SPRINGS MIDDLE	**Campus Number** (enter 9-digit county-district-campus #, no hyphens or spaces)	**112901041**
%EcoDis (Fall 2022 Snapshot)	**63.2%**		

	Component Score	Scale Score	Letter Grade	Overall Grade Components	Weight	Total

2025 Accountability Report Card - Middle School

Domain I - Student Achievement STAAR Performance	42	74	C	**Best Scale Score:** **Domain I** *or* **Domain II**	77	70%	53.9
Domain II - School Progress *(Better of Part A or Part B)*		77	C				
Part A - Academic Growth	60	69	D				
Part B - Relative Performance		77	C				
Domain III - Closing the Gaps	26	65	D	**Domain III Scale Score**	65	30%	19.5
				Overall Score			73
				Overall Letter Grade			C

Student Learning Strengths

We attribute our students successes over the last few years to the following:

- universal assessments (MAP Testing, STAAR Simulation) to help guide planning and intervention needs
- engaging on-line instructional enrichment and intervention programs: IXL and Flocabulary
- availability of Stem Scopes activities in all Science classrooms to enrich teaching and learning
- co-teach special education classes: Math, Reading, Science, and Social Studies
- special education resource classes: Math, Reading, Science, and Social Studies
- restorative discipline practices to help students manage their own behavior by reflecting on behaviors that are detrimental to success in the classroom; the goal is to keep kids in the classroom as much as possible so they do not miss out on academic activities and instruction
- programs in place to encourage good attendance and academic effort.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 6th Grade Math STAAR scores saw approximately 11% of students drop one or more achievement levels compared to their 5 grade results.
Root Cause: Curricular alignment between 5th and 6th grade needs to be evaluated identify and fill gaps. Students are lacking skills that are necessary to successfully master 6th grade concepts.

Problem Statement 2 (Prioritized): Some students require more time on task and multiple opportunities to accomplish academic goals.

Root Cause: All students can learn, however some students need additional time and instructional intervention to find academic success.

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Problem Statement 5 (Prioritized): The number of students served under our Special Programs continues to grow, requiring more physical space to provide them with the services they need to be successful in school .
Root Cause: Better identification of needs has led to more individualized plans that are difficult to implement in overcrowded spaces and fewer available supports.

Problem Statement 6 (Prioritized): Providing staff with the time to engage in on-going staff development through the school year is needed to foster a growth mindset and keep staff informed of the trending needs of our students.
Root Cause: Educators must adopt a growth mindset and look at themselves as life-long learners. Societal changes are reflected in our student body and require us to continually adapt and grow to be able to meet the needs of our students. Time for professional development needs to be part of the school calendar.

Problem Statement 7 (Prioritized): The relational capacity of our students and staff can have a large impact on student performance and sense of belonging.
Root Cause: Task completion and test scores drive many of the daily operations of a school and leave out the need to build meaningful relationships with students.

School Processes & Programs

School Processes & Programs Summary

Sulphur Springs Middle School is committed to educating the whole child. Our academic program is very strong, and student centered. We utilize frequent common formative assessments to help identify student knowledge and make instructional adjustments. Our teachers are trained and use the principals of the Fundamental Five. We are committed to encouraging students to take an active role in their learning. Our goal is for teachers to do more facilitating of learning than lecture or the traditional "sit and get."

SSMS puts a great amount of emphasis in character development. We want our students to show integrity and hold themselves accountable for their actions. All students make mistakes but that does not make them a "bad kid." Our students have pride in our school and take ownership keeping it clean, safe, and inclusive.

Teacher recognition is important to maintaining a positive school environment. We have partnered with our parents to create individualized messages to teachers and will be celebrating their success at the end of each semester. We have also partnered with local business to celebrate our teachers with donations from their businesses. Our PTO, PAC, and community sponsors also celebrate our teachers with meals, treats, and small gifts throughout the year.

All staff have committed to work to form relationships with our students. We believe that using class time to establish these relationships yields a higher result in achievement than solely focusing on instruction. Motivation is a huge part of success and students will work hard for someone they know cares about them.

Students at the middle school are encouraged to develop a growth mindset. ELAR teachers are using our MAP data to help students set goals and do the work needed to improve their reading level. Teachers are encouraged to meet with students regularly about student progress. We are focusing on growth, not the final product. Students are encouraged to take ownership and to enjoy the process of learning. Students are taught that making mistakes and learning from them is what leads to academic growth and success.

Sulphur Springs Middle School attempts to protect instruction from unnecessary interruptions. The daily schedule is arranged to maximize time in the classroom. Announcements needing to be made during the school day must be cleared with the principal. Students who need to be seen by professionals on campus (counselors, nurse, administrators, etc.) are called from class at the end of the period if possible. All parent communication to students is hand delivered at the end or beginning of the class period to keep from interrupting class time. All deliveries are picked up in the office at the end of the school day. Lunch deliveries must be picked up in the office by the student. Class time interruptions are highly discouraged at SSMS.

SSISD is committed to innovative instruction. The Curriculum Specialists work with PLC teams to incorporate the use of innovative methods to teach content in the classroom. Their goal is to assist the PLCs with data collection and organization so they are able to move quickly to utilize data to drive classroom instruction.

School Processes & Programs Strengths

Sulphur Springs Middle School has identified the following strengths:

- All PLCs report and demonstrate strong skills for designing and implementing common assessments
- Over 50% of the time teachers spend in PLCs focuses on reviewing student data and adjusting instruction based on the data
- All teachers use Aware to access student information including IEPs, BIPs, 504 service plans, LPAC documents, and testing data. Teachers also are adept at using Aware to document information regarding their students, such as behavior, progress, parent contact, etc.
- Uniform safety procedures for students and faculty are in place and followed. Staff and student indicate that safety is a priority at SSMS.
- Restorative discipline implementation is critical to teaching students how to "make amends" after they have chosen to behave inappropriately.
- Students and families believe that the personnel at the school truly care for them and want to help them learn.

- SSMS facilities are widely regarded as the nicest in the district. Families enjoy coming to events due to the accessibility and maintenance of our facilities.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Providing staff with the time to engage in on-going staff development through the school year is needed to foster a growth mindset and keep staff informed of the trending needs of our students.
Root Cause: Educators must adopt a growth mindset and look at themselves as life-long learners. Societal changes are reflected in our student body and require us to continually adapt and grow to be able to meet the needs of our students. Time for professional development needs to be part of the school calendar.

Problem Statement 2: Adolescents are constantly receiving conflicting messages regarding appropriate behavior and their self worth.
Root Cause: Adolescents are experiencing rapid physical and emotional changes. They are trying to establish themselves and develop their personal belief systems.

Problem Statement 3 (Prioritized): The relational capacity of our students and staff can have a large impact on student performance and sense of belonging.
Root Cause: Task completion and test scores drive many of the daily operations of a school and leave out the need to build meaningful relationships with students.

Problem Statement 4 (Prioritized): SSMS is a large campus and requires investment to keep it in such great condition. The building is at the age where items are starting to break and need upkeep.
Root Cause: As items age, repairs/replacements need to be made to maintain physical appearance and functionality. Costs of maintenance rise quicker than budget increases.

Problem Statement 5 (Prioritized): The number of students served under our Special Programs continues to grow, requiring more physical space to provide them with the services they need to be successful in school .
Root Cause: Better identification of needs has led to more individualized plans that are difficult to implement in overcrowded spaces and fewer available supports.

Problem Statement 6 (Prioritized): 6th Grade Math STAAR scores saw approximately 11% of students drop one or more achievement levels compared to their 5 grade results.
Root Cause: Curricular alignment between 5th and 6th grade needs to be evaluated identify and fill gaps. Students are lacking skills that are necessary to successfully master 6th grade concepts.

Problem Statement 7 (Prioritized): For most students to be successful, there must be an efficient and functional home to school connection.
Root Cause: Parents are busy and sometimes hard to reach due to other commitments. Relying on students to keep parents notified does not ensure that parents will receive the information that they need to make informed decisions regarding their students academic performance and success.

Problem Statement 8 (Prioritized): The campus seeks to enhance its security measures to better protect all stakeholders.
Root Cause: Growing dangers in our society

Perceptions

Perceptions Summary

Staff perceptions:

1. There is a schoolwide commitment to aligning instructional practices, curriculum, and assessment. Students are being prepared for the next grade level, academic expectations are high and academic achievement is a priority at our school.
2. The faculty and staff are committed to an attitude of excellence. Our staff is very kind and considerate to each other. We have pulled together on numerous occasions to help each other when needs arise. Faculty and staff are motivated and enjoy coming to work at SSMS.
3. Faculty and staff feel supported by administration. Administrators provide useful feedback to teachers regarding instructional practices and personal growth.
4. SSMS facilities are excellent but beginning to show signs of aging.
5. Funds are made available to address instructional needs that fall outside of the scope of curriculum.

Parent/Guardian perceptions:

1. Parents and guest are impressed by the activities that highlight our students.
2. The academic programming and expectation for students at SSMS is high and rigorous. Parents believe our students are being well prepared for the next grade level and for future success.
3. Teachers are genuinely concerned for the students' well being and success and that school administration works to make decisions in the best interest of the students.
4. Parent input regarding their student's learning needs is respected and valued and that the belief that "all students can learn" is evident at SSMS.

Perceptions Strengths

Sulphur Springs Middle School is perceived to work diligently to keep our students and faculty safe while at school. Faculty believe that bullying is not allowed SSMS and consequences are assigned when students do not meet the expectations. Teachers are actively working to teach students to be kind and respectful to each other. SSMS facilities are functional and welcoming to families and visitors.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent involvement and support is crucial for student success.
Root Cause: Many households have multiple commitments that make it difficult for them to be involved at SSMS.

Problem Statement 2 (Prioritized): For most students to be successful, there must be an efficient and functional home to school connection.
Root Cause: Parents are busy and sometimes hard to reach due to other commitments. Relying on students to keep parents notified does not ensure that parents will receive the information that they need to make informed decisions regarding their students academic performance and success.

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

Problem Statement 4: Adolescents are constantly receiving conflicting messages regarding appropriate behavior and their self worth.

Root Cause: Adolescents are experiencing rapid physical and emotional changes. They are trying to establish themselves and develop their personal belief systems.

Problem Statement 5 (Prioritized): SSMS is a large campus and requires investment to keep it in such great condition. The building is at the age where items are starting to break and need upkeep.
Root Cause: As items age, repairs/replacements need to be made to maintain physical appearance and functionality. Costs of maintenance rise quicker than budget increases.

Priority Problem Statements

Problem Statement 1: Parent involvement and support is crucial for student success.

Root Cause 1: Many households have multiple commitments that make it difficult for them to be involved at SSMS.

Problem Statement 1 Areas: Demographics - Perceptions

Problem Statement 2: Providing staff with the time to engage in on-going staff development through the school year is needed to foster a growth mindset and keep staff informed of the trending needs of our students.

Root Cause 2: Educators must adopt a growth mindset and look at themselves as life-long learners. Societal changes are reflected in our student body and require us to continually adapt and grow to be able to meet the needs of our students. Time for professional development needs to be part of the school calendar.

Problem Statement 2 Areas: Student Learning - School Processes & Programs

Problem Statement 3: 6th Grade Math STAAR scores saw approximately 11% of students drop one or more achievement levels compared to their 5 grade results.

Root Cause 3: Curricular alignment between 5th and 6th grade needs to be evaluated identify and fill gaps. Students are lacking skills that are necessary to successfully master 6th grade concepts.

Problem Statement 3 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning - School Processes & Programs

Problem Statement 4: Some students require more time on task and multiple opportunities to accomplish academic goals.

Root Cause 4: All students can learn, however some students need additional time and instructional intervention to find academic success.

Problem Statement 4 Areas: Demographics - Demographics - Student Learning

Problem Statement 5: Students who miss class because they have been assigned to ISS for disciplinary reasons miss critical instruction.

Root Cause 5: ISS is a viable disciplinary consequence, but it doesn't always help change behavior. Behavior must be taught.

Problem Statement 5 Areas: Family and Community Engagement - Demographics - Student Learning

Problem Statement 6: For most students to be successful, there must be an efficient and functional home to school connection.

Root Cause 6: Parents are busy and sometimes hard to reach due to other commitments. Relying on students to keep parents notified does not ensure that parents will receive the information that they need to make informed decisions regarding their students academic performance and success.

Problem Statement 6 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 7: The relational capacity of our students and staff can have a large impact on student performance and sense of belonging.

Root Cause 7: Task completion and test scores drive many of the daily operations of a school and leave out the need to build meaningful relationships with students.

Problem Statement 7 Areas: Student Learning - School Processes & Programs

Problem Statement 8: The campus seeks to enhance its security measures to better protect all stakeholders.

Root Cause 8: Growing dangers in our society

Problem Statement 8 Areas: School Organization - School Processes & Programs - Perceptions

Problem Statement 9: STAAR Math scores for all students are taking longer to recover than STAAR Reading scores.

Root Cause 9: The gaps formed in our students' math skills from lost instructional time are impacting overall achievement. Math skills are very sequential and gaps than need to be filled may have been overlooked.

Problem Statement 9 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Demographics - Student Learning

Problem Statement 10: The number of students served under our Special Programs continues to grow, requiring more physical space to provide them with the services they need to be successful in school .

Root Cause 10: Better identification of needs has led to more individualized plans that are difficult to implement in overcrowded spaces and fewer available supports.

Problem Statement 10 Areas: Demographics - Demographics - Student Learning - School Processes & Programs

Problem Statement 11: SSMS is a large campus and requires investment to keep it in such great condition. The building is at the age where items are starting to break and need upkeep.

Root Cause 11: As items age, repairs/replacements need to be made to maintain physical appearance and functionality. Costs of maintenance rise quicker than budget increases.

Problem Statement 11 Areas: School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- 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
- Effective Schools Framework data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

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
- T-TESS data

Support Systems and Other Data

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

Goals

Revised/Approved: September 25, 2025

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

Performance Objective 1: Increase the percentage of students in the Meets category on the Reading STAAR from 50% to 60%.

High Priority

HB3 Goal

Evaluation Data Sources: 2025-2026 STAAR data

Strategy 1 Details			Reviews		
Strategy 1: Continue to utilize math and reading intervention for 7th and 8th grade students who were not successful on STAAR and 6th grade math and ELAR enrichment. We will also use Co-teach and Resource classrooms.			**Formative**		**Summative**
			Nov	**Mar**	**June**

Track student reading levels using the MAP and STAAR Simulation.
 Use data to maximize reading support based on student need.
 	
 Continue to use on-line reading libraries and engaging on-line intervention programs like Flocabulary and IXL to motivate students to participate and grow.
 These programs are engaging, interesting and provide a level of reading support many of our students need.
     Strategy's Expected Result/Impact: We expect to see growth with each STAAR test. We also expect to see an increase in overall reading scores in each grade level.
     Staff Responsible for Monitoring: RtI committee
 Academic specialist
 Principal
 	
     TEA Priorities:
 Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
 - **ESF Levers:**
 Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
     Problem Statements: Demographics 1, 2 - Demographics 1 - Student Learning 1, 4, 5 - Student Achievement 1, 2 - School Processes & Programs 5, 6 - Curriculum, Instruction, and Assessment 1, 2
     Funding Sources: SCE Tutorials - 199 PIC 24 State Comp Ed, Accelerated Ed, SCE Summer Remediation - 199 PIC 24 State Comp Ed, Accelerated Ed					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: STAAR Math scores for all students are taking longer to recover than STAAR Reading scores.   **Root Cause**: The gaps formed in our students' math skills from lost instructional time are impacting overall achievement. Math skills are very sequential and gaps than need to be filled may have been overlooked.
Problem Statement 2: The number of students served under our Special Programs continues to grow, requiring more physical space to provide them with the services they need to be successful in school .   **Root Cause**: Better identification of needs has led to more individualized plans that are difficult to implement in overcrowded spaces and fewer available supports.

Student Learning
Problem Statement 1: 6th Grade Math STAAR scores saw approximately 11% of students drop one or more achievement levels compared to their 5 grade results.   **Root Cause**: Curricular alignment between 5th and 6th grade needs to be evaluated identify and fill gaps. Students are lacking skills that are necessary to successfully master 6th grade concepts.
Problem Statement 4: STAAR Math scores for all students are taking longer to recover than STAAR Reading scores.   **Root Cause**: The gaps formed in our students' math skills from lost instructional time are impacting overall achievement. Math skills are very sequential and gaps than need to be filled may have been overlooked.
Problem Statement 5: The number of students served under our Special Programs continues to grow, requiring more physical space to provide them with the services they need to be successful in school .   **Root Cause**: Better identification of needs has led to more individualized plans that are difficult to implement in overcrowded spaces and fewer available supports.

School Processes & Programs
Problem Statement 5: The number of students served under our Special Programs continues to grow, requiring more physical space to provide them with the services they need to be successful in school .   **Root Cause**: Better identification of needs has led to more individualized plans that are difficult to implement in overcrowded spaces and fewer available supports.
Problem Statement 6: 6th Grade Math STAAR scores saw approximately 11% of students drop one or more achievement levels compared to their 5 grade results.   **Root Cause**: Curricular alignment between 5th and 6th grade needs to be evaluated identify and fill gaps. Students are lacking skills that are necessary to successfully master 6th grade concepts.

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

Performance Objective 2: Increase the percentage of Hispanic and Emerging Bilingual students receiving "Approaches or Above" on the Math STAAR to 78%.

Evaluation Data Sources: 2024-25 STAAR data

Strategy 1 Details	Reviews		
Strategy 1: Utilize Emerging Bilingual aides to provide English Language instruction 5 times per week class pullout. We will also use Summit K-12 to assist in language acquisition.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Students will receive the intervention they truly need and will show growth on the STAAR. **Staff Responsible for Monitoring:** Emerging Bilingual Aides Academic Specialist Principal **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing **Problem Statements:** Demographics 2 - Demographics 1 - Student Learning 5 - School Processes & Programs 5	**Nov**	**Mar**	**June**

Strategy 2 Details	Reviews		
Strategy 2: Provide teachers with strategies and resources for teaching students with limited English proficiency.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Students will be better served in the general education classroom. **Staff Responsible for Monitoring:** Teachers Academic Specialist Principal **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Demographics 1 - Student Learning 5 - School Processes & Programs 5	**Nov**	**Mar**	**June**

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: The number of students served under our Special Programs continues to grow, requiring more physical space to provide them with the services they need to be successful in school . **Root Cause**: Better identification of needs has led to more individualized plans that are difficult to implement in overcrowded spaces and fewer available supports.

Student Learning

Problem Statement 5: The number of students served under our Special Programs continues to grow, requiring more physical space to provide them with the services they need to be successful in school . **Root Cause**: Better identification of needs has led to more individualized plans that are difficult to implement in overcrowded spaces and fewer available supports.

School Processes & Programs

Problem Statement 5: The number of students served under our Special Programs continues to grow, requiring more physical space to provide them with the services they need to be successful in school . **Root Cause**: Better identification of needs has led to more individualized plans that are difficult to implement in overcrowded spaces and fewer available supports.

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

Performance Objective 3: Maximize instructional time for all students.

Evaluation Data Sources: Daily schedule; discipline records

Strategy 1 Details	Reviews		
Strategy 1: Implement discipline that gets to the heart of the behavior. Behavioral focus is on reflection, self monitoring, growth and appropriate ways to mend damaged relationships.	**Formative**		**Summative**
	Nov	**Mar**	**June**
Strategy's Expected Result/Impact: Students will spend less time in ISS and more time in class. We will also use after school detentions and Saturday school as consequences that do not require a student to be taken out of class. **Staff Responsible for Monitoring:** Principal Asst. Principal Counselors **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 4 - Student Learning 3 - Family and Community Engagement 1			

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 4: Students who miss class because they have been assigned to ISS for disciplinary reasons miss critical instruction.   **Root Cause**: ISS is a viable disciplinary consequence, but it doesn't always help change behavior. Behavior must be taught.
Student Learning
Problem Statement 3: Students who miss class because they have been assigned to ISS for disciplinary reasons miss critical instruction.   **Root Cause**: ISS is a viable disciplinary consequence, but it doesn't always help change behavior. Behavior must be taught.

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

Performance Objective 4: Increase the percentage of Special Education students in the Approaches or Above category on the 7th grade Reading STAAR to 40%.

    High Priority

    HB3 Goal

    Evaluation Data Sources: 2025-2026 STAAR data

Strategy 1 Details		Reviews		
Strategy 1: ELAR teachers will use MAP data to identify standards where students are struggling and provide targeted intervention.		**Formative**		**Summative**
Strategy's Expected Result/Impact: ELAR teachers will identify and fill learning gaps for SPED students. STAAR scores will increase.		**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: ARD committee ELAR teachers Principal Academic Specialist **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Demographics 2 - Student Learning 2				

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 3: Some students require more time on task and multiple opportunities to accomplish academic goals. **Root Cause**: All students can learn, however some students need additional time and instructional intervention to find academic success.
Student Learning
Problem Statement 2: Some students require more time on task and multiple opportunities to accomplish academic goals. **Root Cause**: All students can learn, however some students need additional time and instructional intervention to find academic success.

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

Performance Objective 1: We will promote safe and healthy lifestyles while teaching the importance of respect, honor, and citizenship.

Strategy 1 Details		Reviews		
Strategy 1: Communities in Schools (CIS) - The campus will partner with CIS to provide social worker services to students.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Improved living conditions for some students, decreased discipline referrals, improved academic performance.		**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 4 - Student Learning 3 - Family and Community Engagement 1 **Funding Sources:** CIS Funding - 199 PIC 24 State Comp Ed, Accelerated Ed				

○ No Progress   ◎ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: Students who miss class because they have been assigned to ISS for disciplinary reasons miss critical instruction.   **Root Cause**: ISS is a viable disciplinary consequence, but it doesn't always help change behavior. Behavior must be taught.
Student Learning
Problem Statement 3: Students who miss class because they have been assigned to ISS for disciplinary reasons miss critical instruction.   **Root Cause**: ISS is a viable disciplinary consequence, but it doesn't always help change behavior. Behavior must be taught.

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

Performance Objective 2: We will provide a safe and secure educational environment.

Strategy 1 Details			Reviews		
Strategy 1: We will continue to study and provide enhanced security measures for the campus and train staff regularly.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Increased level of security and safety perception by staff and students			**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators Campus Police **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 8 - Perceptions 3 - School Organization 1					

Strategy 2 Details			Reviews		
Strategy 2: Students will begin using the Anonymous Alert system to provide administrators with information regarding student handbook violations.			**Formative**		**Summative**
			Nov	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant Principals **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 6 - School Processes & Programs 1					

Strategy 3 Details			Reviews		
Strategy 3: Enhanced Security Measures - The district will provide enhanced security measures for student safety.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Maintain a high state of readiness to respond to emergencies of any foreseeable nature.			**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Superintendent of Human Resources **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** School Processes & Programs 8 - Perceptions 3 - School Organization 1					

| No Progress | Accomplished | → Continue/Modify | ✗ Discontinue |

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 6: Providing staff with the time to engage in on-going staff development through the school year is needed to foster a growth mindset and keep staff informed of the trending needs of our students. **Root Cause**: Educators must adopt a growth mindset and look at themselves as life-long learners. Societal changes are reflected in our student body and require us to continually adapt and grow to be able to meet the needs of our students. Time for professional development needs to be part of the school calendar.
School Processes & Programs
Problem Statement 1: Providing staff with the time to engage in on-going staff development through the school year is needed to foster a growth mindset and keep staff informed of the trending needs of our students. **Root Cause**: Educators must adopt a growth mindset and look at themselves as life-long learners. Societal changes are reflected in our student body and require us to continually adapt and grow to be able to meet the needs of our students. Time for professional development needs to be part of the school calendar.
Problem Statement 8: The campus seeks to enhance its security measures to better protect all stakeholders. **Root Cause**: Growing dangers in our society
Perceptions
Problem Statement 3: The campus seeks to enhance its security measures to better protect all stakeholders. **Root Cause**: Growing dangers in our society

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: We will provide high quality and ongoing professional development.

    Evaluation Data Sources: Eduphoria portfolio data for staff

Strategy 1 Details		Reviews		
Strategy 1: Educators develop student and professional goals then participate in professional development to help them achieve these goals.		**Formative**		**Summative**
		Nov	**Mar**	**June**

Strategy's Expected Result/Impact: Teachers have additional opportunities for professional growth.
    Staff Responsible for Monitoring: Teachers and paraprofessionals
Campus Administrators
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
    Problem Statements: Student Learning 6 - School Processes & Programs 1				

◯ No Progress ◯ Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 6: Providing staff with the time to engage in on-going staff development through the school year is needed to foster a growth mindset and keep staff informed of the trending needs of our students. **Root Cause**: Educators must adopt a growth mindset and look at themselves as life-long learners. Societal changes are reflected in our student body and require us to continually adapt and grow to be able to meet the needs of our students. Time for professional development needs to be part of the school calendar.

School Processes & Programs
Problem Statement 1: Providing staff with the time to engage in on-going staff development through the school year is needed to foster a growth mindset and keep staff informed of the trending needs of our students. **Root Cause**: Educators must adopt a growth mindset and look at themselves as life-long learners. Societal changes are reflected in our student body and require us to continually adapt and grow to be able to meet the needs of our students. Time for professional development needs to be part of the school calendar.

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

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

Strategy 1 Details	Reviews		
Strategy 1: A comprehensive Teacher Induction program for new teachers new to the district will be implemented	**Formative**		**Summative**
Strategy's Expected Result/Impact: Teacher turnover will decrease **Staff Responsible for Monitoring:** Campus/District Admin **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Learning 6 - School Processes & Programs 1	**Nov**	**Mar**	**June**

Strategy 2 Details	Reviews		
Strategy 2: SSMS will conduct its own New Teacher Academy to address specific needs of our staff and provide ongoing support for new teachers.	**Formative**		**Summative**
Strategy's Expected Result/Impact: New teacher efficacy will increase. **Staff Responsible for Monitoring:** Academic Specialist Principal **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Learning 6 - School Processes & Programs 1	**Nov**	**Mar**	**June**

No Progress	Accomplished	Continue/Modify	Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 6: Providing staff with the time to engage in on-going staff development through the school year is needed to foster a growth mindset and keep staff informed of the trending needs of our students.   **Root Cause**: Educators must adopt a growth mindset and look at themselves as life-long learners. Societal changes are reflected in our student body and require us to continually adapt and grow to be able to meet the needs of our students. Time for professional development needs to be part of the school calendar.

School Processes & Programs
Problem Statement 1: Providing staff with the time to engage in on-going staff development through the school year is needed to foster a growth mindset and keep staff informed of the trending needs of our students.   **Root Cause**: Educators must adopt a growth mindset and look at themselves as life-long learners. Societal changes are reflected in our student body and require us to continually adapt and grow to be able to meet the needs of our students. Time for professional development needs to be part of the school calendar.

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

Performance Objective 1: Provide high quality, engaging activities for parents and students to experience together.

    Evaluation Data Sources: Completion of activities

Strategy 1 Details		Reviews		
Strategy 1: We will host activities on campus that welcomes the whole family.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Families get involved in what students are doing at SSMS.		**Nov**	**Mar**	**June**

Staff Responsible for Monitoring: Principal
Teachers
Assistant Principals
 	
    TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
    Problem Statements: Demographics 6 - School Processes & Programs 7 - Perceptions 2				

    ◯ No Progress   ◯ Accomplished   ➜ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 6: For most students to be successful, there must be an efficient and functional home to school connection. **Root Cause**: Parents are busy and sometimes hard to reach due to other commitments. Relying on students to keep parents notified does not ensure that parents will receive the information that they need to make informed decisions regarding their students academic performance and success.

School Processes & Programs
Problem Statement 7: For most students to be successful, there must be an efficient and functional home to school connection. **Root Cause**: Parents are busy and sometimes hard to reach due to other commitments. Relying on students to keep parents notified does not ensure that parents will receive the information that they need to make informed decisions regarding their students academic performance and success.

Perceptions
Problem Statement 2: For most students to be successful, there must be an efficient and functional home to school connection. **Root Cause**: Parents are busy and sometimes hard to reach due to other commitments. Relying on students to keep parents notified does not ensure that parents will receive the information that they need to make informed decisions regarding their students academic performance and success.

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

Performance Objective 2: Use multiple approaches to keep parents informed.

   Evaluation Data Sources: Documented communication.

Strategy 1 Details	Reviews		
Strategy 1: SSMS will use multiple methods to communicate with parents and students including Facebook, Skyward, Remind, and an up-to-date website.	**Formative**		**Summative**
	Nov	**Mar**	**June**
Strategy's Expected Result/Impact: These communication methods will be used to promote all of the positive things going on at SSMS. **Staff Responsible for Monitoring:** Principal Counselors Teachers **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 6 - School Processes & Programs 7 - Perceptions 2			

Strategy 2 Details	Reviews		
Strategy 2: SSMS core teachers will communicate with parents regarding upcoming projects or tests using Skyward or Remind.	**Formative**		**Summative**
	Nov	**Mar**	**June**
Strategy's Expected Result/Impact: Parents will be better informed about academic requirements for their students. **Staff Responsible for Monitoring:** Principal Team Leaders Core teachers **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 6 - School Processes & Programs 7 - Perceptions 2			

Strategy 3 Details	Reviews		
Strategy 3: Coaches and sponsors of fine art, athletic or academic teams/groups will communicate with parents regarding practice times, requirements and/or other important information electronically using apps such as SportsYou, RankOne, or through emails via Skyward.	**Formative**		**Summative**
	Nov	**Mar**	**June**
Strategy's Expected Result/Impact: Parents are well informed regarding the activities in which their children are involved. **Staff Responsible for Monitoring:** Extracurricular coaches and sponsors Principal			
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 5, 6 - School Processes & Programs 7 - Perceptions 1, 2			

No Progress   Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 5: Parent involvement and support is crucial for student success. **Root Cause**: Many households have multiple commitments that make it difficult for them to be involved at SSMS.
Problem Statement 6: For most students to be successful, there must be an efficient and functional home to school connection. **Root Cause**: Parents are busy and sometimes hard to reach due to other commitments. Relying on students to keep parents notified does not ensure that parents will receive the information that they need to make informed decisions regarding their students academic performance and success.

School Processes & Programs
Problem Statement 7: For most students to be successful, there must be an efficient and functional home to school connection. **Root Cause**: Parents are busy and sometimes hard to reach due to other commitments. Relying on students to keep parents notified does not ensure that parents will receive the information that they need to make informed decisions regarding their students academic performance and success.

Perceptions
Problem Statement 1: Parent involvement and support is crucial for student success. **Root Cause**: Many households have multiple commitments that make it difficult for them to be involved at SSMS.
Problem Statement 2: For most students to be successful, there must be an efficient and functional home to school connection. **Root Cause**: Parents are busy and sometimes hard to reach due to other commitments. Relying on students to keep parents notified does not ensure that parents will receive the information that they need to make informed decisions regarding their students academic performance and success.

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

Performance Objective 3: Students will be provided with opportunities to pursue their passion in partnership with families and community.

Strategy 1 Details			Reviews		
Strategy 1: A volunteer program that engages families and community will be established			**Formative**		**Summative**
Strategy's Expected Result/Impact: Increase in parent and community involvement. **Staff Responsible for Monitoring:** Campus Admin **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 7 - School Processes & Programs 3			**Nov**	**Mar**	**June**
Strategy 2 Details			Reviews		
Strategy 2: Establish a family support services program			**Formative**		**Summative**
Strategy's Expected Result/Impact: Increase in family support at the campus level **Staff Responsible for Monitoring:** CIS Staff Counselors Principal **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 6 - School Processes & Programs 7 - Perceptions 2			**Nov**	**Mar**	**June**

⬤ No Progress   ⬤ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 6: For most students to be successful, there must be an efficient and functional home to school connection.   **Root Cause**: Parents are busy and sometimes hard to reach due to other commitments. Relying on students to keep parents notified does not ensure that parents will receive the information that they need to make informed decisions regarding their students academic performance and success.

Student Learning
Problem Statement 7: The relational capacity of our students and staff can have a large impact on student performance and sense of belonging.   **Root Cause**: Task completion and test scores drive many of the daily operations of a school and leave out the need to build meaningful relationships with students.

School Processes & Programs
Problem Statement 3: The relational capacity of our students and staff can have a large impact on student performance and sense of belonging.   **Root Cause**: Task completion and test scores drive many of the daily operations of a school and leave out the need to build meaningful relationships with students.
Problem Statement 7: For most students to be successful, there must be an efficient and functional home to school connection.   **Root Cause**: Parents are busy and sometimes hard to reach due to other commitments. Relying on students to keep parents notified does not ensure that parents will receive the information that they need to make informed decisions regarding their students academic performance and success.

Perceptions
Problem Statement 2: For most students to be successful, there must be an efficient and functional home to school connection.   **Root Cause**: Parents are busy and sometimes hard to reach due to other commitments. Relying on students to keep parents notified does not ensure that parents will receive the information that they need to make informed decisions regarding their students academic performance and success.

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

Performance Objective 1: Explore opportunities for generating additional revenue, such as partnerships, donations, or fundraisers.

    Evaluation Data Sources: End of year budget analysis

Strategy 1 Details		Reviews		
Strategy 1: Expand partnership with our recently create PTO to identify areas of need in our school.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Funding from outside sources will prevent interference with strategic budget planning.		**Nov**	**Mar**	**June**

Staff Responsible for Monitoring: Principal
PTO representative
 	
    TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
    Problem Statements: Demographics 6 - School Processes & Programs 7 - Perceptions 2				

Strategy 2 Details		Reviews		
Strategy 2: Create a supplementary source of fund raising to increase funds available for supporting students and staff.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Funds used for students and staff will increase overall morale and school culture.		**Nov**	**Mar**	**June**
TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 5 - Perceptions 1				

    ◯ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 5: Parent involvement and support is crucial for student success.   **Root Cause**: Many households have multiple commitments that make it difficult for them to be involved at SSMS.

Demographics
Problem Statement 6: For most students to be successful, there must be an efficient and functional home to school connection.   **Root Cause**: Parents are busy and sometimes hard to reach due to other commitments. Relying on students to keep parents notified does not ensure that parents will receive the information that they need to make informed decisions regarding their students academic performance and success.

School Processes & Programs
Problem Statement 7: For most students to be successful, there must be an efficient and functional home to school connection.   **Root Cause**: Parents are busy and sometimes hard to reach due to other commitments. Relying on students to keep parents notified does not ensure that parents will receive the information that they need to make informed decisions regarding their students academic performance and success.

Perceptions
Problem Statement 1: Parent involvement and support is crucial for student success.   **Root Cause**: Many households have multiple commitments that make it difficult for them to be involved at SSMS.
Problem Statement 2: For most students to be successful, there must be an efficient and functional home to school connection.   **Root Cause**: Parents are busy and sometimes hard to reach due to other commitments. Relying on students to keep parents notified does not ensure that parents will receive the information that they need to make informed decisions regarding their students academic performance and success.

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

Performance Objective 1: Develop a plan for regular maintenance and upkeep of school facilities.

   Evaluation Data Sources: Itemized list created from needs assessment

Strategy 1 Details	Reviews		
Strategy 1: Conduct a local facility needs assessment to identify and prioritize areas needing improvement.	**Formative**		**Summative**
Strategy's Expected Result/Impact: A specific list of improvement needs will be created and used for budget planning.	**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** School Processes & Programs 4 - Perceptions 5			
⬤ No Progress ⬤ Accomplished ➡️ Continue/Modify ❌ Discontinue			

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 4: SSMS is a large campus and requires investment to keep it in such great condition. The building is at the age where items are starting to break and need upkeep.   **Root Cause**: As items age, repairs/replacements need to be made to maintain physical appearance and functionality. Costs of maintenance rise quicker than budget increases.

Perceptions
Problem Statement 5: SSMS is a large campus and requires investment to keep it in such great condition. The building is at the age where items are starting to break and need upkeep.   **Root Cause**: As items age, repairs/replacements need to be made to maintain physical appearance and functionality. Costs of maintenance rise quicker than budget increases.

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

Performance Objective 2: Ensure that funds are allocated for unexpected repairs or emergencies.

Evaluation Data Sources: End of year budget analysis

Strategy 1 Details			Reviews		
Strategy 1: Identify areas that are outside the scope of district resources, analyze typical repair costs, and create a budget line with sufficient funds.			**Formative**		**Summative**
			Nov	**Mar**	**June**
Strategy's Expected Result/Impact: Emergency repairs will not interfere with strategic planning for facility improvements. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 4 - Perceptions 5					
○ No Progress　　○ Accomplished　　➡ Continue/Modify　　✖ Discontinue					

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 4: SSMS is a large campus and requires investment to keep it in such great condition. The building is at the age where items are starting to break and need upkeep. **Root Cause**: As items age, repairs/replacements need to be made to maintain physical appearance and functionality. Costs of maintenance rise quicker than budget increases.

Perceptions
Problem Statement 5: SSMS is a large campus and requires investment to keep it in such great condition. The building is at the age where items are starting to break and need upkeep. **Root Cause**: As items age, repairs/replacements need to be made to maintain physical appearance and functionality. Costs of maintenance rise quicker than budget increases.

State Compensatory

Budget for Sulphur Springs Middle School

Total SCE Funds: $323,000.00
Total FTEs Funded by SCE: 5.2
Brief Description of SCE Services and/or Programs

State Compensatory Education supports math interventions, reading interventions, and EB/At-Risk support.

Personnel for Sulphur Springs Middle School

Name	Position	FTE
Christi Funderburk	Teacher	0.5
Christian Plumlee	Teacher	0.5
Hannah Fields	Teacher	0.5
Maria De Santiago	Academic Paraprofessional	0.7
Melissa Johnson	Teacher	0.5
Morgan Price	Teacher	0.5
Rachel Riley	Teacher	0.5
Teresa Quarles	Academic Paraprofessional	1
Tiffany Yarbrough	Teacher	0.5

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