

Sulphur Springs Independent School District

Sulphur Springs High School

2025-2026 Campus Improvement Plan

Accountability Rating: B

Distinction Designation

Academic Achievement in Science

Top 25 Percent: Comparative Closing the Gaps



Board Approval Date: October 13, 2025

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Mission Statement

We are Sulphur Springs High School, 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 All Students to Their Fullest Potential

Value Statement

We believe all children can learn.

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

We believe every person should be and feel safe.

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

We believe relationships are essential.

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

We believe family and community partnerships are essential.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Generally

Sulphur Springs High School is a successful 4A 9-12 campus located in Sulphur Springs, TX. SSHS serves approximately 1290 students and is deeply committed to enabling students to be moral, successful, and thoughtful citizens. Sulphur Springs High School partners with Paris Junior College and other local entities to provide continuous opportunities for students to graduate career and college ready.

Sulphur Springs High School enjoys a culture of high expectations, success, and honor. The motto of Sulphur Springs High School is "Everything Counts...Everyone Matters." SSHS has earned state championships in UIL Academics as well as in athletic competitions. An expectation of success has rooted itself into the fiber of SSHS. Students strive and excel in the classroom, on the field, and beyond. The goal of SSHS faculty and staff is to entrench the culture of success into the lives of the students so that they may be empowered to reach their full potential.

Sulphur Springs maintains a safe, friendly, and challenging environment that is conducive to student success.

Sulphur Springs High School serves an ethnically diverse student population with economically disadvantaged and at-risk student populations similar to state averages. Per the most recent data available:

Population by Ethnicity

Sulphur Springs High School serves an ethnically diverse students population. Last year as in previous years, the high school population has maintained with 1250-1320 students. The high school's ethnic distributions have remained relatively consistent. Indicators or some sub-demographics (Economically Disadvantaged, At-Risk, and Special Education) are steadily increasing.

Ethnic Distribution	Percent		Sub-Demographic	Percent
African American	8.8%		Economically Disadvantaged	59.9%
Hispanic	31.7%		English as a Second Language	13.9%
White	52.8%		At-Risk	59.7%
American Indian	0%		Gifted and Talented	6.4%
Asian	0.8%		Special Education	14.9%

Ethnic Distribution	Percent		Sub-Demographic	Percent
Pacific Islander	0.2%		Emergent Bilingual and Bilingual	14.4%
Two or More Races	4.1%		Career and Technical	96%

Attendance (Pending TAPR Update)

Attendance rates fell in recent years due to the unusual circumstances of COVID-19. The district attributes this to illness, quarantines, and technology connectivity issues.

	Attendance Rates	
	State	SSHS
2024-2025		92.24%
2023-2024		92.73%

Special Programs

	Special Programs Populations	
	Number of Students	Percent of Students
Economically Disadvantaged	741	58.5%
ELL	188	14.8%
At-Risk	754	59.6%
Bilingual/ESL	182	14.4%
Career & Technology Ed.	1235	96.0%
Gifted and Talented	86	6.8%
Special Education	182	14.4%

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

Highly Qualified Teachers

The Board of Trustees for the Sulphur Springs Independent School District completed the process for making SSISD a district of innovation. SSHS will continue to place a high priority on employing high-quality, talented, and dynamic staff. To help ensure retention of quality staff members we will continue to have a strong mentoring and support process in place.

Core Academic Performance by Demographic

An analysis of scores (STAAR Percent at Approaches Grade Level or Above) for each student group in **Algebra 1** revealed the following:

- Special Education (SpEd) scores showed the greatest variance of all student groups. 30% of SpEd students approached grade level or above in comparison to 71% for all students.
- African American (AA) scores were lower than those of all students. 63% of AA students approached grade level or above in comparison to 71% for all students.
- Economically Disadvantaged (ECD) scores were lower than those of all students. 65% of ECD students approached grade level or above in comparison to 74% for all students.
- Limited English Proficient (LEP) scores were lower than those of all students. 55% of LEP students approached grade level or above in comparison to 71% for all students.
- At-Risk scores were lower than those of all students. On average, 62% of at-risk students approached grade level or above in comparison to 71% for all students.

The most significant finding during the analysis of all Algebra 1 academic achievement data is that the SpEd subgroup is significantly underperforming while AA, ECD, LEP, and At Risk students' scores do not deviate as significantly from the score of all students.

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

- Special Education (SpEd) scores showed the greatest variance of all student groups. 60% of SpEd students approached grade level or above in comparison to 89% for all students.
- African American (AA) scores were lower than those of all students. 83% of AA students approached grade level or above in comparison to 89% for all students.
- Economically Disadvantaged (ECD) scores were lower than those of all students. 84% of ECD students approached grade level or above in comparison to 89% for all students.
- Limited English Proficient (LEP) scores were lower than those of all students. 85% of LEP students approached grade level or above in comparison to 89% for all students.
- At-Risk scores were lower than those of all students. On average, 83% of at-risk students approached grade level or above in comparison to 89% for all students.

The most significant finding during the analysis of all Biology academic achievement data is that SpEd student subgroups are significantly underperforming.

An analysis of scores (STAAR Percent at Approaches Grade Level or Above) for each student group in **English 1** revealed the following:

- Special Education (SpEd) scores showed the greatest variance of all student groups. 15% of SpEd students approached grade level or above in comparison to 60% for all students.
- African American (AA) scores were lower than those of all students. 39% of AA students approached grade level or above in comparison to 60% for all students.
- Economically Disadvantaged (ECD) scores were lower than those of all students, though the disparity was not as great as for SpEd students. 51% of ECD students approached

grade level or above in comparison to 60% for all students.

- Limited English Proficient (LEP) scores were lower than those of all students. 34% of LEP students approached grade level or above in comparison to 60% for all students.
- At-Risk scores were lower than those of all students. On average, 42% of at-risk students approached grade level or above in comparison to 60% for all students.

The most significant finding during the analysis of the English 1 academic achievement data is that SpEd, LEP, AA, and At-Risk student subgroups are significantly underperforming.

An analysis of scores (STAAR Percent at Approaches Grade Level or Above) for each student group in **English 2** revealed the following:

- Special Education (SpEd) scores showed the greatest variance of all student groups. 18% of SpEd students approached grade level or above in comparison to 71% for all students
- African American (AA) scores were lower than those of all students. 46% of AA students approached grade level or above in comparison to 71% for all students.
- Economically Disadvantaged (ECD) scores were lower than those of all students, though the disparity was not as great as for SpEd students. 57% of ECD students approached grade level or above in comparison to 71% for all students.
- Limited English Proficient (LEP) scores were lower than those of all students. 39% of LEP students approached grade level or above in comparison to 71% for all students.
- At-Risk scores were lower than those of all students. On average, 52% of at-risk students approached grade level or above in comparison to 71% for all students.

The most significant finding during the analysis of all English 2 academic achievement data is that SpEd, AA, LEP, and At-Risk student subgroups are significantly underperforming.

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

- Special Education (SpEd) scores showed the greatest variance of all student groups. 59% of SpEd students approached grade level or above in comparison to 90% for all students.
- African American (AA) scores were lower than those of all students. 72% of AA students approached grade level or above in comparison to 90% for all students.
- Limited English Proficient (LEP) scores were lower than those of all students. 88% of LEP students approached grade level or above in comparison to 90% for all students.
- Economically Disadvantaged (ECD) scores were lower than those of all students, though the disparity was not as great as for SpEd students. 79% of ECD students approached grade level or above in comparison to 90% for all students.
- At-Risk scores were lower than those of all students. On average, 82% of at-risk students approached grade level or above in comparison to 90% for all students.

The most significant finding during the analysis of all **US History** academic achievement data is that SpEd subgroup is significantly underperforming.

Demographics Strengths

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

- For the most part, families value education so we have many supportive parents and students who are committed to success at SSHS.
- We expect the attendance rate at SSHS to continue to increase for the 2023-2024 school year due to a decrease in COVID-19 absences and improvements made in school climate and culture.
- New students acclimate well to SSHS with various clubs, teams, or groups to participate in.
- New teachers report that the mentoring program and supports we have in place are very effective.
- SSHS has benefited from tremendous facilities upgrades due to SSISD district facility improvements.
- SSHS staff does a tremendous job developing positive relationships with all students at SSHS.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): SPECIAL EDUCATION STUDENT GROUP - The special education student group, when compared to all students, disproportionately underperforms in all EOC tested subject areas and consistently falls significantly short of approaching grade level or above.

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

Problem Statement 2 (Prioritized): AFRICAN AMERICAN ETHNIC GROUP - The African American Ethnic group, when compared to all students, disproportionately underperforms in a majority of EOC tested subject areas and consistently falls significantly short of approaching grade level or above.

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

Problem Statement 3 (Prioritized): ECONOMICALLY DISADVANTAGED STUDENT GROUP- The ECD student group, when compared to all students slightly underperforms in all EOC subject areas.

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

Problem Statement 4 (Prioritized): LEP STUDENT GROUP- The LEP student group, when compared to all students, disproportionately underperforms in some EOC tested subject areas.

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

Problem Statement 5 (Prioritized): AT RISK STUDENT GROUP - The At Risk student group, when compared to all students, disproportionately underperforms in a majority of EOC tested subject areas and consistently falls significantly short of approaching grade level or above.

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

Problem Statement 6 (Prioritized): Continued improvement of our RTI process to a desired level for all our sub populations of students including Economically Disadvantaged, African American, Hispanic, and English Language Learners.

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

Student Learning

Student Learning Summary

ACCOUNTABILITY SUMMARY

Sulphur Springs HS earned an accountability rating of "B." Specifically:

	Scaled Score	SSHS Equivalent Letter Grade
Domain 1 - Student Achievement	84	B
Domain 2 - School Progress	88	B
Domain 3 - Closing the Gaps	89	B
Overall	88	B

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

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

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

STAAR SUMMARY

STAAR scores include four performance levels: Masters, Meets, Approaches, and Did Not Meet Grade Level Performance. The Approaches, Meets, and Masters levels are all considered passing. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. The Mastery category indicates that students are expected to succeed in the next grade or course with little or no academic intervention.

STAAR End of Course (Approaches Grade Level or Above)		
	2024	2025
Algebra	80%	79%
Biology	92%	96%
English 1	66%	70%
English 2	72%	71%
US History	96%	93%

A comparison of STAAR scores at the ALL student level for the high school shows that the 2021 and 2022 scores show little variance except for Algebra I.

A comparison of our students' performance by passing standard as compared to 2021 results reveals:

2025 STAAR All Students	DID NOT Meet Progress	APPROACHES grade level performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
Algebra	21%	79%	34%	14%
Biology	4%	96%	68%	20%
English I	34%	66%	48%	12%
English II	29%	71%	52%	14%
US History	7%	93%	61%	30%

2024 STAAR All Students	DID NOT Meet Progress	APPROACHES grade level performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
Algebra	20%	80%	33%	13%
Biology	8%	92%	61%	19%
English I	30%	70%	53%	12%
English II	28%	72%	55%	5%
US History	4%	96%	69%	35%

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

READING/ELAR

Approaches Grade Level or Above

	ENG I	ENG II
SSHS	66%	71%
State	69%	72%

As indicated in the table above, student achievement in Reading/ELAR at the high school indicates reading achievement was near the state for ENG I and ENG II.

MATHEMATICS

Approaches Grade Level or Above - Mathematics	
	ALG I

Approaches Grade Level or Above - Mathematics	
SSHS	79%
STATE	78%

As indicated in the table above, student achievement in Algebra I was near the state average.

SCIENCE

Approaches Grade Level or Above - Science	
	BIOLOGY
SSHS	96%
STATE	92%

As indicated in the table above, student achievement in Biology was above the state average.

SOCIAL STUDIES

Approaches Grade Level or Above - US History	
	US History
SSHS	93%
STATE	95%

As indicated in the table above, student achievement in US History was near the state average.

ACT/SAT

ACT and SAT performances are a primary component of the distinction designation for postsecondary readiness within the state accountability system as well as a primary facet of the district's commitment to career and college readiness. The district continues to expand its ACT/SAT preparation programs.

SSISD Average ACT and SAT Scores		
	2023-2024	2022-2023
Average ACT Score		20
Average SAT Score		1065

	2022-2023 Average SAT Score	
	State	SSHS
All Subjects	1019	1065
ELAR & Writing	513	544
Mathematics	506	521

	2022-2023 Average ACT Score	
	State	SSHS
All Subjects	20.2	20.3
ELAR	19.9	21.5
Mathematics	20.1	19.4
Science	20.5	20.9

Student Learning Strengths

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

- Earned an accountability rating of "B."
- ACT scores above state averages and the continuation of the ACT Boot Camp for any interested high school students.
- Continued academic UIL success at the state level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Improved ACT/SAT scores

Root Cause: Lack of preparation and attempts on practice materials and practice tests.

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.

Problem Statement 3 (Prioritized): SPECIAL EDUCATION STUDENT GROUP - The special education student group, when compared to all students, disproportionately underperforms in all EOC tested subject areas and consistently falls significantly short of approaching grade level or above.

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

Problem Statement 4 (Prioritized): AFRICAN AMERICAN ETHNIC GROUP - The African American Ethnic group ,when compared to all students, disproportionately underperforms in a majority of EOC tested subject areas and consistently falls significantly short of approaching grade level or above.

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

Problem Statement 5 (Prioritized): ECONOMICALLY DISADVANTAGED STUDENT GROUP- The ECD student group, when compared to all students slightly underperforms in all EOC subject areas.

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

Problem Statement 6 (Prioritized): LEP STUDENT GROUP- The LEP student group, when compared to all students, disproportionately underperforms in some EOC tested subject areas.

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

Problem Statement 7 (Prioritized): AT RISK STUDENT GROUP - The At Risk student group, when compared to all students, disproportionately underperforms in a majority of EOC tested subject areas and consistently falls significantly short of approaching grade level or above.

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

Problem Statement 8 (Prioritized): Continuing to make sure all students are prepared for success after graduation for whatever path they choose.

Root Cause: Students not being prepared for various requirements for their post secondary choices.

Problem Statement 9 (Prioritized): Teachers continue to work to integrate technology and 21st Century learning skills in daily instruction.

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

Problem Statement 10 (Prioritized): Through the PLC process, teachers indicate the need for continued training to improve the RtI program and it's implementation of various intervention tools.

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

School Processes & Programs

School Processes & Programs Summary

In March of 2020, SSHS along with the rest of the state of Texas, cancelled State Assessments and moved to online learning. Due to the issues involved with Covid-19, some surveys and testing data are limited. As a result, 2019 data will continue to be referenced in many needs assessments. SSISD did conduct surveys to gather connectivity data and to determine the need for the Sulphur Springs ISD Virtual Academy. At the conclusion of the 2021 school year, staff were surveyed but parent surveys were minimal due to the fact that school was not conducted in a traditional manner with parental engagement.

The Strategic Plan that SSISD began in the winter of 2019-2020 has been delayed due to Covid 19 but implementation began again in the spring of 2021 and is now on track to begin in the 2022 school year.

In March 2019, climate surveys were conducted by each campus and offered to both staff and community members. In September, each campus also conducted parent/community member interest surveys. The surveys were given to assess campus processes and programs. Survey results identified three school-wide processes needing improvement: (1) PLC process understanding and execution, (2) communication with parents/parent involvement, and (3) the RtI program and reading instruction. In the Spring of 2021, staff were given a technology survey. The primary concerns from the survey in regard to student learning during the 2021 school year centered around learning loss due to virtual learning and the social and emotional health of students.

For 2022-2023, SSHS will focus on the PLC process, reading instruction, and curriculum/instruction/assessment alignment. Professional development includes Capturing Kids' Hearts, Brain Breaks, and ESTEEM. PLCs focus on aligning curriculum, instruction, and assessments to meet student's individual needs. Common planning time is used to improve the implementation of each of the programs listed. Assessments are given, feedback is taken, and reflective practice is used to improve performance and create subsequent daily lessons.

PLC Process (Curriculum/Instruction/Assessment)

During the 2022-2023 school year, the district will continue to look for ways to strengthen curriculum/instruction/assessment alignment through the PLC process. To meet this challenge, the school year began with a PLC training for campus team leaders. Summative local assessment and climate surveys indicate that the process of implementation for each of the programs listed is ongoing. PLC teams continue to improve while making more efficient use of their time. Student reading levels continue to rise as the RtI program is employed through the PLC process. Campus administrator involvement in the process continues to be a key component for successful improvement. For the 2022-2023 school year, team leaders and campus leaders continued to train on the PLC process.

Parent Communication and Involvement

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

RtI and Reading Instruction

Intervention for struggling learners continues to be a top priority for SSHS. In particular, the campus continues to carefully monitor and intervene to ensure that all students reach their full potential as readers. SSHS meets students remediation needs via Edenuity which is delivered during Cats' Den time twice weekly.

Critical instructional and assessment programs will continue. Many of these are supplemental programs funded through federal funding or special state allotments. Critical programs include use of Academic Specialists, Reading Interventionists, Read 180 teachers, double blocks, ESL support, Edenuity, Communities in Schools, Cats' Den, Summer School, after-school tutoring, and Capturing Kids' Hearts.

Math Intervention

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

Critical instructional and assessment programs will continue. Many of these are supplemental programs funded through federal funding or special state allotments. Critical programs include Academic Specialists, Math Interventionists, double blocks, ESL support, Edgenuity, Communities in Schools, Cats' Den, Summer School, after-school tutoring, and Capturing Kids' Hearts.

Hiring and Retaining Exceptionally Trained Staff

SSHS continues to work to meet the challenges of hiring and retaining exceptional staff. To attract new staff, SSHS works to recruit them through every reasonable avenue. In addition, the district has studied and adjusted its salary structure as well as a teacher incentive program to attract new teachers.

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

Professional development is a key component to providing excellent instruction and to developing and retaining exceptionally trained teachers. Key ongoing training opportunities include PLC, Edgenuity, and Capturing Kids' Hearts training. Additionally, teachers enjoy district-level support for these programs from subject level directors and coordinators.

In addition, the district has implemented retention and recruitment stipends.

Technology Integration and 21st Century Learning Skills

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

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

The high school has obtained Kajeet wireless routers to enable all high school students access to online applications from home via their 1:1 student devices. These devices will ensure that 100% of SSHS students has access to online learning tools while working from home or elsewhere

Social and Emotional Learning

The social and emotional well being of students is part of the SSISD Strategic Plan. Behavioral Interventionist are in place at primary, elementary and secondary campuses. Edgenuity is used at secondary campuses to allow credit recovery, the personnel at Austin Academic Center are used to provide guidance and instruction in returning students to a positive road to graduation. Communities in Schools provides social work for the students identified. Counseling services at Douglass are provided on a contract basis.

Safety and Security

SSHS continues to strive to provide the safest environment possible. Drills are conducted regularly and tracked through Raptor. Visitor traffic is controlled via cameras, electronic

door locks, and a security kiosk. SSSH employs two police officers.

School Processes & Programs Strengths

SSHS has identified the following strengths:

- All PLC's report strong skills for designing and implementing campus based assessments. (CBA's)
- Most PLC's feel that their ability to review and revise the CBA before they write lesson plans significantly strengthens their instructions.
- 100% of teachers participated in multiple professional development opportunities during the past school year focused on increasing rigor, implementation of instructional technology, and data analysis.
- Teachers and staff consistently implementing best instructional technology practices and practices to increase student learning.
- 100% of SSSH staff have experienced Capturing Kids' Hearts Training in August 2022

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): SSSH continues to attempt to improve all security measures to better protect all stakeholders.

Root Cause: Growing threats in our changing society.

Problem Statement 2 (Prioritized): Through the PLC process, teachers indicate the need for continued training to improve the RtI program and it's implementation of various intervention tools.

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

Problem Statement 3 (Prioritized): Teachers continue to work to integrate technology and 21st Century learning skills in daily instruction.

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

Problem Statement 4 (Prioritized): Continued improvement of our RTI process to a desired level for all our sub populations of students including Economically Disadvantaged, African American, Hispanic, and English Language Learners.

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

Problem Statement 5 (Prioritized): Improved ACT/SAT scores

Root Cause: Lack of preparation and attempts on practice materials and practice tests.

Problem Statement 6 (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 are bearing stressful weight as a result of the COVID-19 closures. - the social and emotional needs of students is just as important as the academic needs.

Problem Statement 7 (Prioritized): Some parents report a lack of communication in some aspects and activities at the high school campus.

Root Cause: Advocacy efforts

Problem Statement 8 (Prioritized): Continue to improve our PLC communication regarding the 4 key questions of PLC both with our colleagues in our PLC as well as with administration to the benefit of all stakeholders.

Root Cause: Continued positive communication from admin to teachers and vice versa while continuing to provide training and resources for teachers to be successful.

Perceptions

Perceptions Summary

Sulphur Springs High School believes that building positive relationships with students is one of our staff's greatest strengths. We have received tremendous positive feedback from our "SSHS Facelift" which seeks to reduce the anxiety of every person who enters the building. The staff also works very hard at maintaining a culture of high expectations for student learning. Sulphur Springs High School wants to narrow the performance gap among all student groups and sub pops of students. Expectations for student behavior is high and we are blessed to have respectful, confident students. The staff understands that a culture of respect with parents has to be earned.

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

The district is committed to ensuring that students will be educated in learning environments that are safe, drug free, and conducive to learning. First and foremost, the high school has 2 full time police officers to protect and serve the students of SSHS daily. They work continuously with other staff members to engage in safety audits and to employ the campus' emergency management plan. The high school seeks to improve the safety and security of its learning environment through enhanced security measures for campuses including cameras, buzzers, and enhanced safety systems/protocols.

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

Sulphur Springs ISD places a high priority on creating a family and community friendly school environment. Because we know that communication is a key way to engage parents, advocacy for our students and our programs has become a major priority as we seek new and better ways to "share it out" with our community members. Currently our campus engages in a variety of processes to share with stake holders, including: weekly activity updates to parents through Skyward, school website/social media, Wildcat TV. Other initiatives include parent nights, Meet the teacher, Coffee with the Counselors, principal's advisory committee, financial aid nights, etc.

Perceptions Strengths

Sulphur Springs High School is a high performing campus that strives to make a positive impact on every student we serve. Our staff puts relationships first and strive to make sure each student is prepared for what they choose to do after high school. We strive for great customer service for every person we interact with.

Sulphur Springs High School joins with SSISD in celebrating these strengths:

- Most students surveyed report that they feel safe at school.
- Most parents surveyed report that we are maintaining a culture of respect and have high expectations for learning.
- Most teachers surveyed report that they are valued.
- School activities are well attended and received.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Some parents report a lack of communication in some aspects and activities at the high school campus.

Root Cause: Advocacy efforts

Problem Statement 2 (Prioritized): Continue to improve our PLC communication regarding the 4 key questions of PLC both with our colleagues in our PLC as well as with administration to the benefit of all stakeholders.

Root Cause: Continued positive communication from admin to teachers and vice versa while continuing to provide training and resources for teachers to be successful.

Problem Statement 3 (Prioritized): Continuing to make sure all students are prepared for success after graduation for whatever path they choose.

Root Cause: Students not being prepared for various requirements for their post secondary choices.

Problem Statement 4 (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 are bearing stressful weight as a result of the COVID-19 closures. - the social and emotional needs of students is just as important as the academic needs.

Problem Statement 5 (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 6 (Prioritized): SSSH continues to attempt to improve all security measures to better protect all stakeholders.

Root Cause: Growing threats in our changing society.

Priority Problem Statements

Problem Statement 1: AFRICAN AMERICAN ETHNIC GROUP - The African American Ethnic group ,when compared to all students, disproportionately underperforms in a majority of EOC tested subject areas and consistently falls significantly short of approaching grade level or above.

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

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: SPECIAL EDUCATION STUDENT GROUP - The special education student group, when compared to all students, disproportionately underperforms in all EOC tested subject areas and consistently falls significantly short of approaching grade level or above.

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

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 3: ECONOMICALLY DISADVANTAGED STUDENT GROUP- The ECD student group, when compared to all students slightly underperforms in all EOC subject areas.

Root Cause 3: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 3 Areas: Demographics - Student Learning

Problem Statement 4: LEP STUDENT GROUP- The LEP student group, when compared to all students, disproportionately underperforms in some EOC tested subject areas.

Root Cause 4: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 4 Areas: Demographics - Student Learning

Problem Statement 5: AT RISK STUDENT GROUP - The At Risk student group, when compared to all students, disproportionately underperforms in a majority of EOC tested subject areas and consistently falls significantly short of approaching grade level or above.

Root Cause 5: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 5 Areas: Demographics - Student Learning

Problem Statement 6: Improved ACT/SAT scores

Root Cause 6: Lack of preparation and attempts on practice materials and practice tests.

Problem Statement 6 Areas: Student Learning - School Processes & Programs

Problem Statement 7: SSSH continues to attempt to improve all security measures to better protect all stakeholders.

Root Cause 7: Growing threats in our changing society.

Problem Statement 7 Areas: School Processes & Programs - Perceptions

Problem Statement 8: Through the PLC process, teachers indicate the need for continued training to improve the RtI program and it's implementation of various intervention tools.

Root Cause 8: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 8 Areas: Student Learning - School Processes & Programs

Problem Statement 9: Teachers continue to work to integrate technology and 21st Century learning skills in daily instruction.

Root Cause 9: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 9 Areas: Student Learning - School Processes & Programs

Problem Statement 10: Some parents report a lack of communication in some aspects and activities at the high school campus.

Root Cause 10: Advocacy efforts

Problem Statement 10 Areas: School Processes & Programs - Perceptions

Problem Statement 11: Continue to improve our PLC communication regarding the 4 key questions of PLC both with our colleagues in our PLC as well as with administration to the benefit of all stakeholders.

Root Cause 11: Continued positive communication from admin to teachers and vice versa while continuing to provide training and resources for teachers to be successful.

Problem Statement 11 Areas: School Processes & Programs - Perceptions

Problem Statement 12: Behavioral/Discipline issues continue to be a challenge for some students.

Root Cause 12: 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 are bearing stressful weight as a result of the COVID-19 closures. - the social and emotional needs of students is just as important as the academic needs.

Problem Statement 12 Areas: School Processes & Programs - Perceptions

Problem Statement 13: Continuing to make sure all students are prepared for success after graduation for whatever path they choose.

Root Cause 13: Students not being prepared for various requirements for their post secondary choices.

Problem Statement 13 Areas: Student Learning - Perceptions

Problem Statement 14: Continued improvement of our RTI process to a desired level for all our sub populations of students including Economically Disadvantaged, African American, Hispanic, and English Language Learners.

Root Cause 14: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 14 Areas: Demographics - School Processes & Programs

Problem Statement 15: Some students require more time on task and multiple opportunities to accomplish academic goals.

Root Cause 15: All students can learn, however some students need additional time and instructional intervention to find academic success.

Problem Statement 15 Areas: Student Learning - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Observation Survey results

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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

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

- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

Employee Data

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

Parent/Community Data

- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals





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

Performance Objective 1: By May 2026, the percentage of students meeting or exceeding grade-level expectations on the English I and II STAAR EOC exams will increase by 10%, with a focus on supporting emergent bilinguals, SPED students, and students in the "approaches" category.

High Priority

Evaluation Data Sources: Formative and Common Assessments
2025-2026 STAAR/EOC Results
Checkpoint Data

Strategy 1 Details	Reviews		
<p>Strategy 1: Use interim assessment data to conduct short, 1:1 student-teacher conferences that set goals and address specific reading/writing gaps.</p> <p>Strategy's Expected Result/Impact: Teachers will differentiate instruction based on data and provide appropriate intervention for the student.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Eng. 1 & 2 Teachers Team Leads</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1, 2, 3, 4 - Student Learning 3, 4, 5, 6</p>	Formative		Summative
	Nov	Mar	June

Strategy 2 Details	Reviews		
<p>Strategy 2: We will partner English teachers with other content areas to integrate structured writing tasks that align with STAAR formats and rubrics as well as use interdisciplinary writing prompts that tie into current events or students' lived experiences to increase relevance.</p> <p>Strategy's Expected Result/Impact: Students will exhibit progress and measurable growth on their writing abilities as well as meeting and mastering STAAR EOC objectives.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Principal Team Leads</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 9 - School Processes & Programs 3</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>Strategy 3: Launch STAAR EOC "skills labs" focusing on high-impact TEKS (inference, text evidence, author's purpose, etc.). Offer after-school tutoring led by proven teachers using engaging texts and interactive analysis strategies.</p> <p>Strategy's Expected Result/Impact: Narrowing achievement gap among struggling subpopulations.</p> <p>Increasing writing proficiency Increasing EOC performance</p> <p>Staff Responsible for Monitoring: Principal English EOC Teachers Team Leaders</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1, 2, 3, 4, 5, 6 - Student Learning 3, 4, 5, 6, 7 - School Processes & Programs 4</p> <p>Funding Sources: After School Tutorials - 199 PIC 26 State Comp Ed, Non-Disciplinary AEP</p>	Formative		Summative
	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: SPECIAL EDUCATION STUDENT GROUP - The special education student group, when compared to all students, disproportionately underperforms in all EOC tested subject areas and consistently falls significantly short of approaching grade level or above. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 2: AFRICAN AMERICAN ETHNIC GROUP - The African American Ethnic group, when compared to all students, disproportionately underperforms in a majority of EOC tested subject areas and consistently falls significantly short of approaching grade level or above. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 3: ECONOMICALLY DISADVANTAGED STUDENT GROUP- The ECD student group, when compared to all students slightly underperforms in all EOC subject areas. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 4: LEP STUDENT GROUP- The LEP student group, when compared to all students, disproportionately underperforms in some EOC tested subject areas. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 5: AT RISK STUDENT GROUP - The At Risk student group, when compared to all students, disproportionately underperforms in a majority of EOC tested subject areas and consistently falls significantly short of approaching grade level or above. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 6: Continued improvement of our RTI process to a desired level for all our sub populations of students including Economically Disadvantaged, African American, Hispanic, and English Language Learners. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Student Learning

Problem Statement 3: SPECIAL EDUCATION STUDENT GROUP - The special education student group, when compared to all students, disproportionately underperforms in all EOC tested subject areas and consistently falls significantly short of approaching grade level or above. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 4: AFRICAN AMERICAN ETHNIC GROUP - The African American Ethnic group, when compared to all students, disproportionately underperforms in a majority of EOC tested subject areas and consistently falls significantly short of approaching grade level or above. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 5: ECONOMICALLY DISADVANTAGED STUDENT GROUP- The ECD student group, when compared to all students slightly underperforms in all EOC subject areas. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 6: LEP STUDENT GROUP- The LEP student group, when compared to all students, disproportionately underperforms in some EOC tested subject areas. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 7: AT RISK STUDENT GROUP - The At Risk student group, when compared to all students, disproportionately underperforms in a majority of EOC tested subject areas and consistently falls significantly short of approaching grade level or above. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 9: Teachers continue to work to integrate technology and 21st Century learning skills in daily instruction. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

School Processes & Programs

Problem Statement 3: Teachers continue to work to integrate technology and 21st Century learning skills in daily instruction. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

School Processes & Programs

Problem Statement 4: Continued improvement of our RTI process to a desired level for all our sub populations of students including Economically Disadvantaged, African American, Hispanic, and English Language Learners. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

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

Performance Objective 2: Close the reading gaps of all students at SSSHS that do not read on the appropriate grade level as well as closing the achievement gap for all students and all student sub populations on End of Course examinations.

High Priority

Evaluation Data Sources: Common Assessments





Formative Assessments

STAAR Results

Initial Assessment

Strategy 1 Details	Reviews		
<p>Strategy 1: Provide instructional coaching for our English I and English II teachers to improve our EOC outcomes and reduce our reading deficiencies.</p> <p>Strategy's Expected Result/Impact: Narrow the Performance Gaps of targeted students between current reading level and grade level.</p> <p>Staff Responsible for Monitoring: English Teachers High School Principals Assistant Principals Administration</p> <p>Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2, 3, 4, 5, 6 - Student Learning 2, 3, 4, 5, 6, 7 - School Processes & Programs 4 - Perceptions 5</p> <p>Funding Sources: Read 180 Program - 199 PIC 24 State Comp Ed, Accelerated Ed</p>	Formative		Summative
	Nov	Mar	June

Strategy 2 Details	Reviews		
<p>Strategy 2: Improved data disaggregation of EOC tested subjects' where we have identified a significant performance gap between all students and sub-populations.</p> <p>Strategy's Expected Result/Impact: Close the performance gaps of all sub-populations of students in all EOC tested areas.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Teachers</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Demographics 1, 2, 3, 4, 5, 6 - Student Learning 3, 4, 5, 6, 7 - School Processes & Programs 4</p>	Formative		Summative
	Nov	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: SPECIAL EDUCATION STUDENT GROUP - The special education student group, when compared to all students, disproportionately underperforms in all EOC tested subject areas and consistently falls significantly short of approaching grade level or above. Root Cause: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.</p>
<p>Problem Statement 2: AFRICAN AMERICAN ETHNIC GROUP - The African American Ethnic group ,when compared to all students, disproportionately underperforms in a majority of EOC tested subject areas and consistently falls significantly short of approaching grade level or above. Root Cause: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.</p>
<p>Problem Statement 3: ECONOMICALLY DISADVANTAGED STUDENT GROUP- The ECD student group, when compared to all students slightly underperforms in all EOC subject areas. Root Cause: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.</p>
<p>Problem Statement 4: LEP STUDENT GROUP- The LEP student group, when compared to all students, disproportionately underperforms in some EOC tested subject areas. Root Cause: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.</p>
<p>Problem Statement 5: AT RISK STUDENT GROUP - The At Risk student group, when compared to all students, disproportionately underperforms in a majority of EOC tested subject areas and consistently falls significantly short of approaching grade level or above. Root Cause: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.</p>
<p>Problem Statement 6: Continued improvement of our RTI process to a desired level for all our sub populations of students including Economically Disadvantaged, African American, Hispanic, and English Language Learners. Root Cause: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.</p>

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.

Problem Statement 3: SPECIAL EDUCATION STUDENT GROUP - The special education student group, when compared to all students, disproportionately underperforms in all EOC tested subject areas and consistently falls significantly short of approaching grade level or above. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 4: AFRICAN AMERICAN ETHNIC GROUP - The African American Ethnic group, when compared to all students, disproportionately underperforms in a majority of EOC tested subject areas and consistently falls significantly short of approaching grade level or above. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 5: ECONOMICALLY DISADVANTAGED STUDENT GROUP- The ECD student group, when compared to all students slightly underperforms in all EOC subject areas. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 6: LEP STUDENT GROUP- The LEP student group, when compared to all students, disproportionately underperforms in some EOC tested subject areas. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 7: AT RISK STUDENT GROUP - The At Risk student group, when compared to all students, disproportionately underperforms in a majority of EOC tested subject areas and consistently falls significantly short of approaching grade level or above. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

School Processes & Programs

Problem Statement 4: Continued improvement of our RTI process to a desired level for all our sub populations of students including Economically Disadvantaged, African American, Hispanic, and English Language Learners. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Perceptions

Problem Statement 5: 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 1: Sulphur Springs ISD will provide meaningful, relevant and innovative learning experiences for all students.

Performance Objective 3: Ensure 100% of students are prepared for college and/or career readiness.

High Priority

Evaluation Data Sources: TEA Accountability Ratings

Strategy 1 Details	Reviews		
<p>Strategy 1: Continue career and college ready opportunities and counseling. Counseling includes graduation planning, student interest inventory, and a senior survey to assess program effectiveness.</p> <p>Strategy's Expected Result/Impact: Ongoing evaluation of students graduation plan, transcripts, and endorsement tracking audits will be required.</p> <p>Staff Responsible for Monitoring: Principal CTE Director ASST. CTE Director Assistant Principal(s) Counselor(s)</p> <p>Title I: 2.53, 2.532</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 6 - Student Learning 1 - School Processes & Programs 4, 5</p>	Formative		Summative
	Nov	Mar	June

Strategy 2 Details	Reviews		
<p>Strategy 2: Increase ACT and SAT scores through the continuation of the ACT/SAT boot camps that incorporates the Method ACT/SAT Test Prep program. We have also actively promoted benefits of PSAT score success to increase our scores on PSAT potentially preparing those students for future success on the ACT/SAT exams.</p> <p>Strategy's Expected Result/Impact: Students results will be monitored and evaluated to ensure success on the ACT and SAT scores that are reported through the state accountability system.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Assistant Principal of Special Programs Support Staff Instructional Aides Special Ed Teachers CTE Administrators Principal</p> <p>Title I: 2.53, 2.532</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 8 - Perceptions 3</p>	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
<p>Strategy 3: Increase the number of students taking the TSI (Texas Success Initiative) test for entrance into junior colleges. Being a TSI testing site so our students have access to test during spring in their math classes at a very minimal cost to the students.</p> <p>Strategy's Expected Result/Impact: Increase the number of students eligible for dual credit courses prior to graduation.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal- Special Programs Asst. CTE Director Support Staff</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 8 - Perceptions 3</p>	Formative		Summative
	Nov	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:





Demographics
Problem Statement 6: Continued improvement of our RTI process to a desired level for all our sub populations of students including Economically Disadvantaged, African American, Hispanic, and English Language Learners. Root Cause: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.
Student Learning
Problem Statement 1: Improved ACT/SAT scores Root Cause: Lack of preparation and attempts on practice materials and practice tests.
Problem Statement 8: Continuing to make sure all students are prepared for success after graduation for whatever path they choose. Root Cause: Students not being prepared for various requirements for their post secondary choices.
School Processes & Programs
Problem Statement 4: Continued improvement of our RTI process to a desired level for all our sub populations of students including Economically Disadvantaged, African American, Hispanic, and English Language Learners. Root Cause: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.
Problem Statement 5: Improved ACT/SAT scores Root Cause: Lack of preparation and attempts on practice materials and practice tests.
Perceptions
Problem Statement 3: Continuing to make sure all students are prepared for success after graduation for whatever path they choose. Root Cause: Students not being prepared for various requirements for their post secondary choices.

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

Performance Objective 4: Maintain technology to equip students with 21st century skills by continuing our 1:1 initiative to increase all students access to online content and blended learning opportunities.

Evaluation Data Sources: Implementation of new technology by teachers

Strategy 1 Details	Reviews		
<p>Strategy 1: Continue to implement instructional technology resources and training for our staff as well as providing all students with resources and instruction to be successful digital citizens.</p> <p>Strategy's Expected Result/Impact: More students prepared with 21st century digital citizenship skills that benefit from more instructional technology implementation from high school staff.</p> <p>Staff Responsible for Monitoring: Admin Teachers Technology Students</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 9 - School Processes & Programs 3</p>	Formative		Summative
	Nov	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 9: Teachers continue to work to integrate technology and 21st Century learning skills in daily instruction. Root Cause: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.</p>

School Processes & Programs

Problem Statement 3: Teachers continue to work to integrate technology and 21st Century learning skills in daily instruction. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.





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

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

High Priority

Evaluation Data Sources: Emergency Preparedness Manual Log

Strategy 1 Details	Reviews		
<p>Strategy 1: Ongoing safety support systems including but not limited to; school resource officers, laptop computers in all SRO's vehicles, emergency preparedness plan, students and staff viewing of safety video, safety drills, raptor management system, security cameras, and two-way radios, security kiosk, and new door camera buzzers on outside doors for access to the high school.</p> <p>Strategy's Expected Result/Impact: 100% safe and secure campus.</p> <p>Staff Responsible for Monitoring: Campus Administrators School Chief Resource Office (SRO) Assistant Superintendent Principal Teachers All Staff</p> <p>Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 6</p> <p>Funding Sources: Raptor Tech - 199 General Fund</p>	Formative		Summative
	Nov	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: SSSH continues to attempt to improve all security measures to better protect all stakeholders. Root Cause: Growing threats in our changing society.</p>

Perceptions





Problem Statement 6: SSHS continues to attempt to improve all security measures to better protect all stakeholders. **Root Cause:** Growing threats in our changing society.

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

Performance Objective 2: Promote safe, healthy and respectful lifestyles while teaching the importance of respect, honor, and citizenship.

Evaluation Data Sources: Counseling logs
Office referral data

Strategy 1 Details	Reviews		
<p>Strategy 1: Partnership with Community in Schools to meet with students encourage and mentor them as well as possibly provide services outside of school that help in their day to day lives.</p> <p>Strategy's Expected Result/Impact: Interaction with leaders in the community to hopefully build relationships that will guide these students to more positive decision in the future. Mentoring of these students and better outcomes in the future.</p> <p>Staff Responsible for Monitoring: Admin Team Counselors Community in School Personnel</p> <p>Title I: 2.53, 2.531, 2.532, 2.533</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 6 - Perceptions 4</p> <p>Funding Sources: CIS Funding - 199 PIC 26 State Comp Ed, Non-Disciplinary AEP</p>	Formative		Summative
	Nov	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 6: 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 are bearing stressful weight as a result of the COVID-19 closures. - the social and emotional needs of students is just as important as the academic needs.</p>

Perceptions

Problem Statement 4: 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 are bearing stressful weight as a result of the COVID-19 closures. - the social and emotional needs of students is just as important as the academic needs.





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: Increase teacher confidence, teacher morale, and teacher performance through building a partnership with Region 8 ESC through ongoing professional development workshops.

High Priority

Evaluation Data Sources: Staff Surveys
Strive appraisal system
T-TESS - Teacher Appraisal System

Strategy 1 Details	Reviews		
<p>Strategy 1: Provide staff with appropriate professional development opportunities to ensure effective delivery of instructional strategies for academic achievement in all content areas.</p> <p>Strategy's Expected Result/Impact: Staff members will be trained effectively and efficiently use the campus designed instructional delivery to students of all levels.</p> <p>Staff Responsible for Monitoring: Principal CTE Directors Assistant Principals</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 10 - School Processes & Programs 2, 8 - Perceptions 2</p>	Formative		Summative
	Nov	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 10: Through the PLC process, teachers indicate the need for continued training to improve the Rtl program and it's implementation of various intervention tools. Root Cause: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.</p>

School Processes & Programs

Problem Statement 2: Through the PLC process, teachers indicate the need for continued training to improve the RtI program and it's implementation of various intervention tools.
Root Cause: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 8: Continue to improve our PLC communication regarding the 4 key questions of PLC both with our colleagues in our PLC as well as with administration to the benefit of all stakeholders. **Root Cause:** Continued positive communication from admin to teachers and vice versa while continuing to provide training and resources for teachers to be successful.

Perceptions


Problem Statement 2: Continue to improve our PLC communication regarding the 4 key questions of PLC both with our colleagues in our PLC as well as with administration to the benefit of all stakeholders. **Root Cause:** Continued positive communication from admin to teachers and vice versa while continuing to provide training and resources for teachers to be successful.

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: Attract and retain highly qualified teachers and staff.

Evaluation Data Sources: Teacher Retention
Data comparison with other districts in the Region

Strategy 1 Details	Reviews		
<p>Strategy 1: Attract and retain exceptionally trained staff by providing a teacher mentor program that supports new teachers in the areas of PLCs, curriculum, instruction, classroom management, and assessment (data collection and disaggregation).</p> <p>Strategy's Expected Result/Impact: Yearly analysis of staff exit surveys and new (1-3 year) teacher retention.</p> <p>Staff Responsible for Monitoring: Principal Campus Administrator(s), Counselor(s) Curriculum Director Assistant Superintendent</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 8 - Perceptions 2</p>	Formative		Summative
	Nov	Mar	June



Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 8: Continue to improve our PLC communication regarding the 4 key questions of PLC both with our colleagues in our PLC as well as with administration to the benefit of all stakeholders. Root Cause: Continued positive communication from admin to teachers and vice versa while continuing to provide training and resources for teachers to be successful.</p>

Perceptions





Problem Statement 2: Continue to improve our PLC communication regarding the 4 key questions of PLC both with our colleagues in our PLC as well as with administration to the benefit of all stakeholders. **Root Cause:** Continued positive communication from admin to teachers and vice versa while continuing to provide training and resources for teachers to be successful.

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

Performance Objective 3: Improve campus morale by building a more open, honest, and collaborative relationship with our teachers

Evaluation Data Sources: Staff Retention
 Staff Surveys
 Campus Improvement Committee

Strategy 1 Details	Reviews		
<p>Strategy 1: Utilize walkthroughs and pop-ins to be more visible on a daily basis for our teachers.</p> <p>Strategy's Expected Result/Impact: Teachers will know we are present and readily available to help whenever needed.</p> <p>Staff Responsible for Monitoring: Principal All High School Administrators</p> <p>Title I: 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 10 - School Processes & Programs 1, 2, 6 - Perceptions 4, 6</p>	Formative		Summative
	Nov	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 10: Through the PLC process, teachers indicate the need for continued training to improve the RtI program and it's implementation of various intervention tools. Root Cause: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.</p>
School Processes & Programs
<p>Problem Statement 1: SSSH continues to attempt to improve all security measures to better protect all stakeholders. Root Cause: Growing threats in our changing society.</p> <p>Problem Statement 2: Through the PLC process, teachers indicate the need for continued training to improve the RtI program and it's implementation of various intervention tools. Root Cause: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.</p>

School Processes & Programs

Problem Statement 6: 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 are bearing stressful weight as a result of the COVID-19 closures. - the social and emotional needs of students is just as important as the academic needs.

Perceptions

Problem Statement 4: 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 are bearing stressful weight as a result of the COVID-19 closures. - the social and emotional needs of students is just as important as the academic needs.

Problem Statement 6: SSHS continues to attempt to improve all security measures to better protect all stakeholders. **Root Cause:** Growing threats in our changing society.

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

Performance Objective 1: Communicate effectively, regularly, and meaningfully with parents and other stakeholders.

Evaluation Data Sources: Student and Staff Climate
Student and Staff Surveys

Strategy 1 Details	Reviews		
<p>Strategy 1: Collaborate with the campus site based decision making committee to serve in an advisory role to campus leadership and decision making.</p> <p>Strategy's Expected Result/Impact: More buy-in and ownership from stakeholders.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 7 - Perceptions 1</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Use of online resources including a new community newsletter and various social media platforms, to provide stakeholders with timely and useful information to improve their partnership with us.</p> <p>Strategy's Expected Result/Impact: Improve Stakeholder Communication</p> <p>Staff Responsible for Monitoring: Administration Principal Administrative Assistant Teachers</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 7 - Perceptions 1</p>	Formative		Summative
	Nov	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 7: Some parents report a lack of communication in some aspects and activities at the high school campus. **Root Cause:** Advocacy efforts

Perceptions

Problem Statement 1: Some parents report a lack of communication in some aspects and activities at the high school campus. **Root Cause:** Advocacy efforts


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


Performance Objective 2: Improved advocacy for SSSH and all the great things that are happening on daily basis.

Evaluation Data Sources: Parent surveys
 Newsletters
 Communication with the community at various events.

Strategy 1 Details	Reviews		
<p>Strategy 1: Continue to increase SSSH's social media presence to highlight "good things" at SSSH. Push to "tell our story." Strategy's Expected Result/Impact: Community to continue to see what great things are happening at SSSH on a daily basis and parents will take more ownership in their students' educational experience. Staff Responsible for Monitoring: Admin Team Teachers and Staff</p> <p>Title I: 2.51, 2.52 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 7 - Perceptions 1</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Wildcat Social Media - Continue to create and facilitate a program to share District activities and accomplishments with our community. Strategy's Expected Result/Impact: The community will be better informed about districts activities and accomplishments. Staff Responsible for Monitoring: Principal Student Council Representative District Communications Coordinator</p> <p>Title I: 2.51, 2.52 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 7 - Perceptions 1</p>	Formative		Summative
	Nov	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 7: Some parents report a lack of communication in some aspects and activities at the high school campus. **Root Cause:** Advocacy efforts




Perceptions

Problem Statement 1: Some parents report a lack of communication in some aspects and activities at the high school campus. **Root Cause:** Advocacy efforts

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

Performance Objective 1: Develop a comprehensive annual budget that aligns with SSHS's improvement plan, educational objectives, and the district's priorities.

Evaluation Data Sources: Budget alignment to CNA

Strategy 1 Details	Reviews		
<p>Strategy 1: Collaborate with SSHS's leadership team to ensure that SSHS's needs and the SSISD's priorities are properly aligned.</p> <p>Strategy's Expected Result/Impact: Connection and cohesive vision between district level and campus level needs and goals</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Administrative Assistants Principal's Secretary Assistant Superintendent</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 8 - School Processes & Programs 1 - Perceptions 3, 6</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 8: Continuing to make sure all students are prepared for success after graduation for whatever path they choose. Root Cause: Students not being prepared for various requirements for their post secondary choices.</p>
School Processes & Programs
<p>Problem Statement 1: SSHS continues to attempt to improve all security measures to better protect all stakeholders. Root Cause: Growing threats in our changing society.</p>

Perceptions

Problem Statement 3: Continuing to make sure all students are prepared for success after graduation for whatever path they choose. **Root Cause:** Students not being prepared for various requirements for their post secondary choices.


Problem Statement 6: SSHS continues to attempt to improve all security measures to better protect all stakeholders. **Root Cause:** Growing threats in our changing society.

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

Performance Objective 1: SSSH will develop a plan for regular maintenance and upkeep of school facilities.

Evaluation Data Sources: Completion rate of maintenance requests
Staff Surveys

Strategy 1 Details	Reviews		
<p>Strategy 1: SSSH's leadership team will regularly monitor maintenance requests as well as collaborate with our maintenance department to ensure that SSSH is operating efficiently. Additionally, we will regularly meet with and communicate needs to our Deputy Superintendent.</p> <p>Strategy's Expected Result/Impact: More transparency and solutions regarding our campus needs.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals CTE Director Principal's Secretary SSISD Maintenance Director Deputy Superintendent</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 8, 9 - School Processes & Programs 1, 3 - Perceptions 3, 6</p>	Formative		Summative
	Nov	Mar	June
	Review content area		



Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 8: Continuing to make sure all students are prepared for success after graduation for whatever path they choose. Root Cause: Students not being prepared for various requirements for their post secondary choices.</p>
<p>Problem Statement 9: Teachers continue to work to integrate technology and 21st Century learning skills in daily instruction. Root Cause: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.</p>

School Processes & Programs

Problem Statement 1: SSHS continues to attempt to improve all security measures to better protect all stakeholders. **Root Cause:** Growing threats in our changing society.

Problem Statement 3: Teachers continue to work to integrate technology and 21st Century learning skills in daily instruction. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Perceptions

Problem Statement 3: Continuing to make sure all students are prepared for success after graduation for whatever path they choose. **Root Cause:** Students not being prepared for various requirements for their post secondary choices.

Problem Statement 6: SSHS continues to attempt to improve all security measures to better protect all stakeholders. **Root Cause:** Growing threats in our changing society.

State Compensatory

Budget for Sulphur Springs High School

Total SCE Funds: \$185,000.00

Total FTEs Funded by SCE: 1.975

Brief Description of SCE Services and/or Programs

Tutorials, summer school, credit recovery classes and ESL support make up the services provided for SCE at SSHA.

Personnel for Sulphur Springs High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Holly Thompson	Teacher	1
Jeremy Delorge	Teacher	0.125
Keenan Clayton	Educational Aide	0.1
Lisa Webb	Teacher	0.125
Rachel Finney	Teacher	0.5
Todd McCoy	Teacher	0.125

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Raptor Tech		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$36,612.00
+/- Difference					\$36,612.00
199 PIC 24 State Comp Ed, Accelerated Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Read 180 Program		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$81,935.00
+/- Difference					\$81,935.00
199 PIC 26 State Comp Ed, Non-Disciplinary AEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	After School Tutorials		\$0.00
2	2	1	CIS Funding		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$192,838.00
+/- Difference					\$192,838.00
Grand Total Budgeted					\$311,385.00
Grand Total Spent					\$0.00
+/- Difference					\$311,385.00

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