Sulphur Springs Independent School District

District Improvement Plan

2025-2026

Accountability Rating: B

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 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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Generally

Sulphur Springs ISD (SSISD), located in Sulphur Springs, TX serves approximately 4,074 students. The district has one early childhood center for ages 3-4, four primary campuses that serve grades K -3, one campus for grades 4-5, one middle school for grades 6-8, one high school, and an alternative school. Sulphur Springs is located in Hopkins County Texas and has approximately 16,000 residents.

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

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

Population by Ethnicity

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

Ethnic Distribution		
	Number of Students	Percent of Students
African American	384	9.43%
Hispanic	1,370	33.63%
White	2,041	50.1%
American Indian	12	0.3%
Asian	42	1.03%
Pacific Islander	5	0.12%
Two or More Races	214	5.25%

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

Attendance

Attendance rates have remained consistent since returning from the Covid-19 pandemic. The district goal is to reach 95% attendance rate.

	Attendance Rates
	SSISD
2024-2025	93.75%
2023-2024	93.9%
2022-2023	93.6%
2021-2022	92.7%
2020-2021	94.7%
2019-2020	98.7%

Special Programs

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

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

Highly Qualified Teachers

SSISD continues to place a high priority on employing highly-qualified, talented staff for all grade levels. To meet this priority, the district adopts a limited District of Innovation plan that allows non-core content teachers to be certified locally, when necessary, to meet students' needs. SSISD follows state mandates for certification requirements for all core content elementary teaching staff.

Core Academic Performance by Demographic

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

- Special Education (SpEd) scores showed the greatest variance of all student groups. 39% of SpEd students approached grade level or above in comparison to 73% for all students grades 3-English II EOC.
- African American (AA) scores were lower than those of all students. 54% of AA students approached grade level or above in comparison to 73% for all students.

- Economically Disadvantaged (ECD) scores were lower than those of all students, though the disparity was not as great as for SpEd. 66% of ECD students approached grade level or above in comparison to 73% for all students.
- English Learners (ELs) scores were lower than those of all students. 59% of ELs approached grade level or above in comparison to 73% for all students.
- At-Risk data shows 65% of At-Risk students approached grade level or above in comparison to 73% for all students.

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

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

- Special Education (SpEd) scores showed the greatest variance of all student groups. 41% 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. 57% of AA students approached grade level or above in comparison to 71% for all students.
- English Learner (EL) scores were lower than those of all students, 58% of EL students approached grade level or above.
- At-Risk data shows 64% of At-Risk students approached grade level or above in comparison to 76% for all students.

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

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

- Special Education (SpEd) scores showed the greatest variance of all student groups. 45% of SpEd students approached grade level or above in comparison to 76% for all students.
- African American (AA) scores were lower than those of all students. 60% of AA students approached grade level or above in comparison to 76% for all students.
- English Learners (ELs) scores were lower than those of all students. 67% of ELs approached grade level or above in comparison to 76% for all students.

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

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

- Special Education (SpEd) scores showed the greatest variance of all student groups. 51% of SpEd students approached grade level or above in comparison to 75% for all students.
- African American (AA) scores were lower than those of all students. 57% of AA students approached grade level or above in comparison to 75% for all students.
- English Learners (ELs) scores were lower than those of all students. 62% of ELs approached grade level or above in comparison to 75% for all students.
- At-Risk data shows 70% of At-Risk students approached grade level or above in comparison to 75% for all students.

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

Demographics Strengths

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

1. Many families move to our area just for the schools. Because our families value education, we have many supportive parents and students who are committed to success.

2. The district's attendance rate continues to increase and equally comparable to state averages.

3. SSISD students are very accepting of new students regardless of race or ethnicity.

4. New teachers report that the district mentoring and support process is very helpful and supportive.

Problem Statements Identifying Demographics Needs

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

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

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

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

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

Student Learning

Student Learning Summary

ACCOUNTABILITY SUMMARY

	2022 Scaled Score	2023 Scaled Score	2024 Scaled Score	2025 Scaled Score
Domain 1 - Student Achievement	84	78	76	78
Domain 2 - School Progress	89	83	80	82
Domain 3 - Closing the Gaps	87	72	77	79
Overall	88/B	80/B	79/C	81/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

Since 2021, STAAR scores include four performance levels: Masters, Meets, Approaches, and Did Not Meet Grade Level Performance. The Approaches, Meets, and Masters levels are all considered passing. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. The Mastery category indicates that students are expected to succeed in the next grade or course with little or no academic intervention.

STAAR All Grade Level (Approaches Grade Level or Above)				
	2025	**2024**	**2023**	**2022**
Reading	73%	73%	79%	73%
Mathematics	71%	76%	78%	77%
Science	76%	79%	81%	79%
Social Studies	75%	80%	72%	78%

A comparison of STAAR scores at the ALL student level for the district show that the 2025 scores do drop a slight 3-5% margin as compared to 2024 scores but RLA remained the same.

2025 STAAR All Students	**DID NOT Meet**	**APPROACHES grade level performance**	**MEETS Grade Level Performance**	**MASTERS Grade Level Performance**
Reading	27%	73%	50%	20%
Mathematics	29%	71%	43%	19%
Science	24%	76%	46%	15%
Social Studies	25%	75%	43%	21%

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

READING/ELAR

	Approaches Grade Level or Above – Reading/ELAR							
	3rd	4th	5th	6th	7th	8th	ENG I	ENG II
SSISD	75%	78%	73%	70%	72%	83%	74%	73%
State	74%	75%	72%	76%	67%	73%	82%	75%

MATHEMATICS

	Approaches Grade Level or Above - Mathematics						
	3rd	4th	5th	6th	7th	8th	ALG I

	Approaches Grade Level or Above - Mathematics						
SSISD	72%	68%	77%	70%	42%	75%	82%
State	71%	69%	74%	74%	56%	77%	76%

SCIENCE

	Approaches Grade Level or Above – Science		
	5th	8th	BIO
SSISD	68%	62%	94%
State	65%	75%	93%

SOCIAL STUDIES

	Approaches Grade Level or Above – Social Studies	
	8th	US History
SSISD	54%	94%
State	58%	96%

Student Learning Strengths

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

Bowie: *Overall Accountability Rating increased from 66 to 79   *Closing the Gaps increased from 51 to 78

Rowena Johnson: *Increased Overall Rating from a 76/C to 80/B   *Closing the Gaps increased from 70 to 77

BBP: ***Higher percentage than the district for Masters level in Reading**

Travis: *** Earned (3) Distinction Designations: Academic Achievement in RLA, Postsecondary Readiness and Top 25%: comparative Closing the Gaps   *Closing the Gaps increased from an 85/B to 92/A**

SSES: *Increased Overall Rating from 70/C to 81/B

- **SSHS: *Earned (2) Distinction Designations: Academic Achievement in Science and Top 25%: Comparative Closing the Gaps *Closing the Gaps increased from 62/D to 81/B *Student Achievement increased from 76 to 84**

Problem Statements Identifying Student Learning Needs

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

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

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

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

District Processes & Programs

District Processes & Programs Summary

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

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

PLC Process (Curriculum/Instruction/Assessment)

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

Parent Communication and Involvement

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

RtI and Reading Instruction

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

Critical instructional and assessment programs will continue to be evaluated and utilized based on the needs of the students. Many of these are supplemental programs funded through federal funding or special state allotments. Critical programs include use of Academic Specialists, Reading Interventionists, Instructional Aide support, ESL support, Bluebonnet Learning (grades K-5), CogAT, and Edgenuity.

Math Intervention

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

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

Hiring and Retaining Exceptionally Trained Staff

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

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

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

Professional development is a key component to providing excellent instruction and to developing and retaining exceptionally trained teachers. Key ongoing training opportunities include but are not limited to PLC training, Bluebonnet Learning, Instructional strategies and effective technology integration. Additionally, teachers enjoy district-level support for these programs from subject level directors and coordinators.

Technology Integration and 21st Century Learning Skills

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

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

District Processes & Programs Strengths

Sulphur Springs ISD has identified the following strengths:

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

Problem Statements Identifying District Processes & Programs Needs

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

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

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

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

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

Perceptions

Perceptions Summary

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

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

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

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

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

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

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

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

Perceptions Strengths

Sulphur Springs ISD celebrates these strengths:

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

Problem Statements Identifying Perceptions Needs

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

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

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

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

Priority Problem Statements

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

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

Problem Statement 1 Areas: Demographics

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

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

Problem Statement 2 Areas: Demographics

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

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

Problem Statement 3 Areas: Student Learning

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

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

Problem Statement 4 Areas: District Processes & Programs

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

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

Problem Statement 5 Areas: District Processes & Programs

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

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

Problem Statement 6 Areas: District Processes & Programs

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

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

Problem Statement 7 Areas: Perceptions

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

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

Problem Statement 8 Areas: District Processes & Programs

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

Root Cause 9: Advocacy efforts continue to be employed.

Problem Statement 9 Areas: Perceptions

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

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

Problem Statement 10 Areas: Demographics

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

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

Problem Statement 11 Areas: Demographics

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

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

Problem Statement 12 Areas: Demographics

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

Root Cause 13: Growing dangers in our society.

Problem Statement 13 Areas: Perceptions

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

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

Problem Statement 14 Areas: District Processes & Programs

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

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

Problem Statement 15 Areas: Student Learning

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

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

Problem Statement 16 Areas: Student Learning

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

Root Cause 17: State Accountability

Problem Statement 17 Areas: Student Learning

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

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

Problem Statement 18 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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.

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

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

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

High Priority

HB3 Goal

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

Strategy 1 Details			Reviews		
Strategy 1: A comprehensive needs assessment will be conducted by the district site-based committee to identify educational strengths and weaknesses in student performance, school culture and climate, staff quality, curriculum and instruction, family and community involvement, school context and organization, and technology. Supplies to support all functions of the school will be purchased			**Formative**		**Summative**
			Nov	**Mar**	**June**

Strategy's Expected Result/Impact: A true picture of current student performance to determine how to increase student performance
    Staff Responsible for Monitoring: Superintendent, Asst Superintendents, State and Federal Programs Director
 	
    Problem Statements: Demographics 1, 4
    Funding Sources: - 199 General Fund					

Strategy 2 Details			Reviews		
Strategy 2: In order to identify students who may be at risk for academic failure, STAAR results and NWEA-MAP assessment data will be disaggregated to determine the learning gaps: intervention strategies, including individualized, supplemental online instruction, will be developed to reduce these gaps.			**Formative**		**Summative**
			Nov	**Mar**	**June**

Strategy's Expected Result/Impact: Increased student achievement and test scores
    Staff Responsible for Monitoring: Principals, Assistant Superintendents, Superintendent
 	
    Problem Statements: Demographics 2, 3
    Funding Sources: COGAT - 288 Title IV, Part A					

Strategy 3 Details	Reviews		
Strategy 3: To provide additional educational assistance to students, paraprofessionals will offer small group or one-on-one instruction in classroom setting and, where needed, to supply individualized plans for students.	**Formative**		**Summative**
	Nov	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student achievement and test scores **Staff Responsible for Monitoring:** Principals **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Salary - 255 Title II, Part A, TPTR, Salary - 211 Title I, Part A, Salary - 199 PIC 24 State Comp Ed, Accelerated Ed			

Strategy 4 Details	Reviews		
Strategy 4: Research-based programs and strategies to help all students meet the challenging state academic standards in math and reading will be provided. Elementary Teachers will employ a sound curriculum as well as instruction techniques using researched-based programs such as Bluebonnet Learning for RLA and Math.	**Formative**		**Summative**
	Nov	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student achievement and test scores **Staff Responsible for Monitoring:** Superintendent, Assistant Superintendents, Principals, Academic Specialists **Problem Statements:** Student Learning 1, 2			

Strategy 5 Details	Reviews		
Strategy 5: Reading and math interventionists will be provided at the primary and elementary campuses to strengthen academic programs and improve school conditions for student learning. Math Intervention Teachers will supplement intervention with IXL. Reading Intervention Teachers will employ Heggerty, mClass Boost and HMH for reading intervention (RtI).	**Formative**		**Summative**
	Nov	**Mar**	**June**
Strategy's Expected Result/Impact: Higher student achievement **Staff Responsible for Monitoring:** Principals and Academic Specialists **Problem Statements:** District Processes & Programs 3 **Funding Sources:** Salaries - 211 Title I, Part A, IXL - 288 Title IV, Part A, Amplify - 288 Title IV, Part A, Salaries - 199 PIC 30 State Comp Ed, Title IA, Schoolwide, Salaries - 255 Title II, Part A, TPTR, Salary - 288 Title IV, Part A			

Strategy 6 Details	Reviews		
Strategy 6: To assist students who are not achieving their full potential, strategic classes at the high school for EOC acceleration in English 1, English 2, and Algebra will be in place. Students' schedules will be set to increase time on task (Extended Learning Time). Examples include ELT, WIN, and CAT time.	**Formative**		**Summative**
	Nov	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Principals and Academic Specialists **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Salaries and benefits - 199 PIC 24 State Comp Ed, Accelerated Ed			

Strategy 7 Details	Reviews		
Strategy 7: Students who may be at risk for academic failure or dropout will be identified as early as possible in the year and services such as accelerated instruction and after-school tutoring will be in place for them. For students still struggling at the end of the school year, summer school will be provided.	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Higher academic achievement **Staff Responsible for Monitoring:** Principals, Assistant Superintendents **Problem Statements:** Demographics 3 **Funding Sources:** SCE - 199 PIC 24 State Comp Ed, Accelerated Ed			

Strategy 8 Details	Reviews		
Strategy 8: Administrators and teachers will meet quarterly to evaluate student progress, discuss student needs, determine an appropriate academic assessment schedule and collaborate in regards to instructional strategies that will enable all students to meet the challenging state academic standards.	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Benchmark results, STAAR results, report card grades **Staff Responsible for Monitoring:** Campus Principals and Academic Specialists. **Problem Statements:** Student Learning 1, 2			

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: SPECIAL EDUCATION STUDENT GROUP - The special education student group,when compared to all students, disproportionately under performs for all subjects for STAAR and EOC approaching grade level or above.   **Root Cause**: 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 under performs for most subjects for STAAR and EOC approaching grade level or above.   **Root Cause**: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.
Problem Statement 3: AT-RISK STUDENT GROUP - The at-risk student group, when compared to all students, disproportionately under performs for all subjects for STAAR and EOC approaching grade level or above.   **Root Cause**: By definition, at risk-students are more likely to struggle, and the district's at-risk/SCE program is critical to narrowing their achievement gaps. Teachers need appropriate training, instructional strategies, and resources to meet students' needs.
Problem Statement 4: ECODIS STUDENT GROUP - The EcoDis student group, when compared to all students, disproportionately under performs for some subjects for STAAR and EOC approaching grade level or above.   **Root Cause**: Teachers need appropriate training, instructional strategies, and resources to meet students' needs. The Title I program is critical to providing supplemental services to narrow these students' achievement gaps.

Student Learning

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

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

District Processes & Programs

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

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

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

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews		
Strategy 1: In an effort to reach more students, a Pre-K program, funded through local, state, and federal resources (including Head Start) will provide instruction for ages 3-5 and support the transition of Pre-k students into kindergarten.	**Formative**		**Summative**
	Nov	**Mar**	**June**
Strategy's Expected Result/Impact: High Student Achievement **Staff Responsible for Monitoring:** Superintendent, Assistant Superintendent, Douglass ECLC principal **Problem Statements:** Demographics 3 **Funding Sources:** Pk salaries - 199 PIC 34 State Comp Ed, Prekindergarten			

Strategy 2 Details	Reviews		
Strategy 2: Gifted and talented students will be served through a pullout program in K-5th grades while 6th-8th grade GT students have a designated class with a specialized curriculum for GT students. The 9-12 students receive differentiated instruction in all core content classes.	**Formative**		**Summative**
	Nov	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student achievement and higher test scores. **Staff Responsible for Monitoring:** Principals and GT Coordinator **Problem Statements:** Perceptions 2			

Strategy 3 Details	Reviews		
Strategy 3: Dyslexia student learning needs will be addressed through Take Flight trained teachers.	**Formative**		**Summative**
	Nov	**Mar**	**June**
Strategy's Expected Result/Impact: Higher academic achievement **Staff Responsible for Monitoring:** SPED Director, principals **Problem Statements:** Demographics 1 **Funding Sources:** Salary - 199 PIC 24 State Comp Ed, Accelerated Ed			

Strategy 4 Details	Reviews		
Strategy 4: To provide effective transitions for students from junior high to high school, orientation services for eighth-grade students will include an informational meetings to help in course selection, Fish Camp, and a tour of campus.	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Increased passing rates of Freshmen students **Staff Responsible for Monitoring:** Principals, high school counselors **Problem Statements:** Perceptions 2			

Strategy 5 Details	Reviews		
Strategy 5: Fine Arts will be integrated into the course offerings to provide a well-rounded instruction program to meet all students' academic needs. Multiple opportunities to participate in fine arts programs will be available during the school day and extra-curricular activities after school will also be available to all students. Music and art teachers will be at all campuses; band directors and theater arts teachers will be at high school and junior high and a floral design teacher will be at the high school only.	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Increased student enrollment in Fine Arts classes; higher student achievement **Staff Responsible for Monitoring:** Fine Arts Director, Asst Superintendent, Principals **Problem Statements:** District Processes & Programs 2			

Strategy 6 Details	Reviews		
Strategy 6: A school health and wellness program including opportunities for physical activity, counseling, nutrition, and social services for PK-12 will be maintained to provide a well-rounded program of instruction.	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Higher scores on state fitness tests. Social and emotional needs met. **Staff Responsible for Monitoring:** Principals and Asst Superintendents **Problem Statements:** District Processes & Programs 2			

Strategy 7 Details	Reviews		
Strategy 7: A two-way bilingual program will be supported at grades K-5 with quality bilingual instruction, and ESL will be supported at PK-12 to assist emergent bilingual students in becoming proficient in English and to reach higher academic achievement.	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Increased EB student achievement **Staff Responsible for Monitoring:** Bilingual/ESL Director, Asst Superintendent and Principals **Problem Statements:** Demographics 5 **Funding Sources:** Salaries - 211 Title I, Part A, Salaries - 199 PIC 24 State Comp Ed, Accelerated Ed			

No Progress   Accomplished   ➔ Continue/Modify   ✕ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: SPECIAL EDUCATION STUDENT GROUP - The special education student group,when compared to all students, disproportionately under performs for all subjects for STAAR and EOC approaching grade level or above.   **Root Cause**: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.
Problem Statement 3: AT-RISK STUDENT GROUP - The at-risk student group, when compared to all students, disproportionately under performs for all subjects for STAAR and EOC approaching grade level or above.   **Root Cause**: By definition, at risk-students are more likely to struggle, and the district's at-risk/SCE program is critical to narrowing their achievement gaps. Teachers need appropriate training, instructional strategies, and resources to meet students' needs.
Problem Statement 5: EL STUDENT GROUP - The EL student group, when compared to all students, disproportionately under performs for some subjects for STAAR and EOC approaching grade level or above.   **Root Cause**: This student group struggles primarily due to English language acquisition challenges. The Title III program is critical to providing supplemental services to narrow these students' achievement gaps.
District Processes & Programs
Problem Statement 2: Previous climate survey data shows that many parents continue to indicate the need to improve communication and parent involvement activities.   **Root Cause**: The district misses opportunities to communicate/advocate for school programs with most stakeholders.
Perceptions
Problem Statement 2: Many parents still report a lack of communication/opportunities for involvement in school activities.   **Root Cause**: Advocacy efforts continue to be employed.

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

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

    Evaluation Data Sources: PD registration and attendance logs.

Strategy 1 Details		Reviews		
Strategy 1: Professional development in instructional strategies for reading, math, science and social studies will be provided through ESC offerings and state/regional conferences such as CAST, CAMT and Texas Reading Academies.		**Formative**		**Summative**
		Nov	**Mar**	**June**

Strategy's Expected Result/Impact: More effective instruction
    Staff Responsible for Monitoring: Assistant Superintendent, Director of Curriculum and Principals
 	
    Problem Statements: District Processes & Programs 4, 5
    Funding Sources: Region 8 Contract - 255 Title II, Part A, TPTR				

Strategy 2 Details		Reviews		
Strategy 2: A variety of training/information will be provided to increase student achievement. Topics include but are not limited to, at-risk students, the causal factors related to dropouts, procedures for prevention and recovery, discipline management, Student Code of Conduct, crisis management and grading policies.		**Formative**		**Summative**
		Nov	**Mar**	**June**

Strategy's Expected Result/Impact: Higher student achievement and effective instruction
    Staff Responsible for Monitoring: Assistant Superintendent, State and Federal Programs Director, Principals
 	
    Problem Statements: District Processes & Programs 4				

Strategy 3 Details		Reviews		
Strategy 3: Staff will be provided with yearly professional development on technology, conflict resolution, classroom management, curriculum alignment, STAAR/EOC instructional strategies and EDGAR.		**Formative**		**Summative**
		Nov	**Mar**	**June**

Strategy's Expected Result/Impact: More effective instruction
    Staff Responsible for Monitoring: Assistant Superintendents
 	
    Problem Statements: District Processes & Programs 5				

Strategy 4 Details	Reviews		
Strategy 4: Selected teachers and staff will be trained in CPR, Stop the Bleed, and or refresher courses in basic first aid training.	Formative		Summative
Strategy's Expected Result/Impact: Safer school climate **Staff Responsible for Monitoring:** Principals **Problem Statements:** Perceptions 2	Nov	Mar	June

Strategy 5 Details	Reviews		
Strategy 5: Staff members will be given opportunities to improve their instruction and broaden their knowledge of the diverse needs of their students, especially Economically disadvantaged students, At-Risk students, and Special Ed students through staff development attendance in all academic areas. Services are contracted through Region 8 ESC and local professional development.	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Increased effective instruction **Staff Responsible for Monitoring:** Assistant Superintendent, Director of Special Programs, Principals **Problem Statements:** Demographics 1			

○ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 3 Problem Statements:

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

District Processes & Programs
Problem Statement 4: The district continues to face a challenge of attracting and retaining exceptionally trained staff.   **Root Cause**: There are too few teachers pursuing too many open positions. SSISD must rise to the challenge of competing for the best teachers.
Problem Statement 5: Teachers continue to work to integrate technology and 21st Century learning skills in daily instruction.   **Root Cause**: Teachers need tools and training to understand how to integrate technology into their lessons.

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

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

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

High Priority

Evaluation Data Sources: ADA reports

Strategy 1 Details		Reviews		
Strategy 1: Campus principals will closely monitor attendance and contact parents of students with excessive absences. Truancy will be treated as a legal issue, and the district will employ the services of and work closely with appropriate Hopkins County authorities.		Formative		Summative
		Nov	Mar	June
Strategy's Expected Result/Impact: Increased Attendance Rate **Staff Responsible for Monitoring:** Principals **Problem Statements:** District Processes & Programs 2				

Strategy 2 Details		Reviews		
Strategy 2: The district will provide homeless children and youths with counseling services, housing information, personal toiletry items, and tutoring services as needed, to support their enrollment, attendance and success.		Formative		Summative
		Nov	Mar	June
Strategy's Expected Result/Impact: Higher academic achievement for homeless students **Staff Responsible for Monitoring:** Principals, Campus Counselors and CIS **Problem Statements:** Demographics 3 - Perceptions 3				

Strategy 3 Details		Reviews		
Strategy 3: Documentation of each student's participation in the PRS program will be complete, verified, and on file in the Nurse and attendance clerks' office. This includes verification of pregnancy, CEHI teacher's logs, copy of ARD/IEP of applicable, PRS entry date, date of delivery, doctor's notes, and PRS exit date.		Formative		Summative
		Nov	Mar	June
Strategy's Expected Result/Impact: 0% dropout rate **Staff Responsible for Monitoring:** Nurse, Counselors, Principal **Problem Statements:** Demographics 3 - Perceptions 3				

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 4 Problem Statements:

Demographics

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

District Processes & Programs

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

Perceptions

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

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

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

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

Strategy 1 Details	Reviews		
Strategy 1: Response to Intervention will be implemented prior to Special Education placement and the guidelines/procedures for the campus intervention teams will be reviewed on an annual basis.	**Formative**		**Summative**
	Nov	**Mar**	**June**

Strategy's Expected Result/Impact: Higher student achievement
    Staff Responsible for Monitoring: Director of Special Programs, Principals
 	
    Results Driven Accountability
    Problem Statements: Demographics 1
    Funding Sources: SPED - 224 IDEA B, Formula Special Ed			

Strategy 2 Details	Reviews		
Strategy 2: Information/training for staff in the use of state-mandated tests for special education students will be provided.	**Formative**		**Summative**
	Nov	**Mar**	**June**

Strategy's Expected Result/Impact: Higher STAAR scores
    Staff Responsible for Monitoring: Director of Special Programs, Assistant Superintendents, Principals.
 	
    Results Driven Accountability
Problem Statements: Demographics 1, 3			

Strategy 3 Details	Reviews		
Strategy 3: The use of supplementary aids in the classroom will be in place to ensure all students' needs are met in the LRE.	**Formative**		**Summative**
	Nov	**Mar**	**June**

Strategy's Expected Result/Impact: Higher student achievement
    Staff Responsible for Monitoring: Director of Special Programs, Principals
 	
    Problem Statements: Student Learning 1, 2
    Funding Sources: SPED - 224 IDEA B, Formula Special Ed			

Strategy 4 Details	Reviews		
Strategy 4: The patterns of service for SPED students and the continuum of services options based on the student's needs and the least restrictive environment will be monitored	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Higher student achievement **Staff Responsible for Monitoring:** Director of Special Programs, Principal **Results Driven Accountability** **Problem Statements:** Demographics 1 **Funding Sources:** Salaries - 224 IDEA B, Formula Special Ed			

Strategy 5 Details	Reviews		
Strategy 5: Provide and monitor transition services to Special Education students to help them move successfully from school to the workplace.	Formative		Summative
	Nov	Mar	June
Staff Responsible for Monitoring: Principal and VAC Coordinator **Results Driven Accountability** **Problem Statements:** Demographics 1			

Strategy 6 Details	Reviews		
Strategy 6: Monitor and assess students identified for SPED according to their IEPs.	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Academic Achievement of students **Staff Responsible for Monitoring:** Director of Special Programs, Principals **Results Driven Accountability** **Problem Statements:** Demographics 1			

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: SPECIAL EDUCATION STUDENT GROUP - The special education student group,when compared to all students, disproportionately under performs for all subjects for STAAR and EOC approaching grade level or above.   **Root Cause**: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.
Problem Statement 3: AT-RISK STUDENT GROUP - The at-risk student group, when compared to all students, disproportionately under performs for all subjects for STAAR and EOC approaching grade level or above.   **Root Cause**: By definition, at risk-students are more likely to struggle, and the district's at-risk/SCE program is critical to narrowing their achievement gaps. Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Student Learning

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

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

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

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

Evaluation Data Sources: Annual TAPR data

Strategy 1 Details		Reviews		
Strategy 1: Students will be assisted in making informed curriculum choices to prepare them for success beyond high school through group and one-on-one meetings.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Higher CCR results **Staff Responsible for Monitoring:** Principals, CTE director, Counselor		**Nov**	**Mar**	**June**
Problem Statements: Student Learning 4				

Strategy 2 Details		Reviews		
Strategy 2: To increase the passing rate on SAT/ACT each year, workshops, such as ACT Boot Camp and practice resources through the counselor's office will be offered. The district will continue to provide opportunities for preparation for college entrance exams.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Higher ACT/SAT scores **Staff Responsible for Monitoring:** HS principal, Counselor		**Nov**	**Mar**	**June**
Problem Statements: Student Learning 1, 2				

Strategy 3 Details		Reviews		
Strategy 3: An advanced math program will be in place for students in grades 6-12.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Increase Student Achievement **Staff Responsible for Monitoring:** Assistant Superintendent, Principal		**Nov**	**Mar**	**June**
Problem Statements: Student Learning 2				

Strategy 4 Details	Reviews		
Strategy 4: To facilitate effective transitions for students from high school to post-secondary education, the district will coordinate with Paris Junior College and East Texas A&M-Commerce for dual credit courses to provide students with dual enrollment opportunities to earn college credit while in high school.	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Higher CCR **Staff Responsible for Monitoring:** CTE Director, Principal, Assistant Superintendent **Problem Statements:** District Processes & Programs 5			

Strategy 5 Details	Reviews		
Strategy 5: To facilitate effective transitions for students from high school to post-secondary careers, all students will have the opportunity to participate in the CTE program. Where possible, CTE teachers will integrate CTE activities with the core academic areas. To incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations and industries in the state, field-based learning opportunities with area businesses that provide students with in-depth interaction with industry professionals will be offered for academic credit.	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Higher academic achievement, increased number of certifications **Staff Responsible for Monitoring:** Principals and CTE Director **Problem Statements:** Student Learning 4 - District Processes & Programs 5			

Strategy 6 Details	Reviews		
Strategy 6: Endorsements and Industry Certifications - The district will continue to facilitate programs and courses of study that offer a wide variety of graduation endorsements and the potential to earn industry certifications.	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Higher student achievement and CCR results **Staff Responsible for Monitoring:** CTE Director and Principal **Problem Statements:** Student Learning 4			

○ No Progress ○ Accomplished → Continue/Modify ✕ Discontinue

Performance Objective 6 Problem Statements:

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

Student Learning
Problem Statement 2: MATHEMATICS - Students are not performing well after the approaches grade level distinction. We need students to be able to meet or master grade level mathematical concepts and skills.   **Root Cause**: Teachers need appropriate training, instructional strategies, and resources, especially to address gaps in learning. Students need targeted interventions.
Problem Statement 4: CCMR Emphasis- With the emphasis on college and career readiness at the state level, SSISD is continually pursuing measures to increase student participation and performance in these measures.   **Root Cause**: State Accountability

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

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

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

High Priority

Evaluation Data Sources: Certification and staff records

Strategy 1 Details	Reviews		
Strategy 1: Appropriately certified teachers, counselors, and paraprofessionals will be recruited and retained by offering a quality work environment, retention stipends, administrative support and ample professional development opportunities in content knowledge and classroom practices through Region 8 and other providers	**Formative**		**Summative**
	Nov	**Mar**	**June**
Strategy's Expected Result/Impact: Higher Staff Retention Rates **Staff Responsible for Monitoring:** Assistant Superintendent, Superintendent **Problem Statements:** District Processes & Programs 4			

Strategy 2 Details	Reviews		
Strategy 2: Mentoring for 0-1 year teachers through the SSISD mentoring program will be provided	**Formative**		**Summative**
Strategy's Expected Result/Impact: Higher staff retention rates **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction **Problem Statements:** District Processes & Programs 4, 5	**Nov**	**Mar**	**June**

No Progress	Accomplished	Continue/Modify	Discontinue

Performance Objective 7 Problem Statements:

District Processes & Programs
Problem Statement 4: The district continues to face a challenge of attracting and retaining exceptionally trained staff.   **Root Cause**: There are too few teachers pursuing too many open positions. SSISD must rise to the challenge of competing for the best teachers.
Problem Statement 5: Teachers continue to work to integrate technology and 21st Century learning skills in daily instruction.   **Root Cause**: Teachers need tools and training to understand how to integrate technology into their lessons.

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

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

Evaluation Data Sources: TAPR reports

Strategy 1 Details	Reviews		
Strategy 1: A disciplinary alternative education program for students having chronic discipline problems will be provided. Students assigned to DAEP for inappropriate behavior will continue to receive quality instruction through Edgenuity software.	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Decreased discipline referrals and dropout rate **Staff Responsible for Monitoring:** Principals **Problem Statements:** Demographics 3 - Perceptions 1 **Funding Sources:** Edgenuity - 199 PIC 28 State Comp Ed, DAEP			
Strategy 2 Details	Reviews		
Strategy 2: Austin Academic Center for credit recovery and for individualized instructional assistance for At-Risk students will be utilized in SSISD.	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Decrease the dropout rate **Staff Responsible for Monitoring:** Principals and Assistant Superintendent **Problem Statements:** Demographics 3 **Funding Sources:** Salaries - 199 General Fund			

No Progress   Accomplished   → Continue/Modify   ✖ Discontinue

Performance Objective 8 Problem Statements:

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

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

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

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

High Priority

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

Strategy 1 Details	Reviews		
Strategy 1: SSISD will maintain a police department to protect and serve all campuses and ensure a safe learning environment.	**Formative**		**Summative**
Strategy's Expected Result/Impact: The police department will protect campuses and serve as a deterrent to criminal activity.	**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent			
Problem Statements: Perceptions 1			

Strategy 2 Details	Reviews		
Strategy 2: Anonymous Bully Reporter - SSISD will maintain the "Anonymous Alerts" system for reporting dating violence, bullying, sexual harassment, and sexual violence through the anonymous online reporting system.	**Formative**		**Summative**
	Nov	**Mar**	**June**
Strategy's Expected Result/Impact: Allow students to more easily report incidents of bullying. Decrease bullying.			
Staff Responsible for Monitoring: Assistant Superintendent and Campus Principals			
Problem Statements: Perceptions 1, 2			

Strategy 3 Details	Reviews		
Strategy 3: Enhanced Security Measures - The district will provide enhanced security measures for student safety including the Emergency Operations Plan to include procedures to follow in such crises as fire, bad weather, bomb threats, and intruders.	**Formative**		**Summative**
	Nov	**Mar**	**June**
Strategy's Expected Result/Impact: Maintain a high state of readiness to respond to emergencies of any foreseeable nature.			
Staff Responsible for Monitoring: Deputy Superintendent of Human Resources and Chief of Police			
Problem Statements: Perceptions 3			

Strategy 4 Details	Reviews		
Strategy 4: To reduce the threat of student violence, bullying, and suicide, a comprehensive school counseling program will be in place at each campus with a guidance plan to teach conflict resolution, tolerance, honesty, and concern for others.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Safer school climate **Staff Responsible for Monitoring:** Principals and Counselors **Problem Statements:** Perceptions 2, 3	**Nov**	**Mar**	**June**

Strategy 5 Details	Reviews		
Strategy 5: Staff will be trained in classroom management, district discipline plan, student code of conduct, harassment, and discrimination.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Safer school climate **Staff Responsible for Monitoring:** Principals **Problem Statements:** District Processes & Programs 4 - Perceptions 1	**Nov**	**Mar**	**June**

Strategy 6 Details	Reviews		
Strategy 6: A School Health Advisory Council, in conjunction with Sulphur Springs ISD, will be in place to provide coordinated school health advisement concerning student mental health.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Safer school climate **Staff Responsible for Monitoring:** Assistant Superintendent of Elementary Education **Problem Statements:** Perceptions 3	**Nov**	**Mar**	**June**

Strategy 7 Details	Reviews		
Strategy 7: Each campus will provide training for the prevention of and education concerning sexual harassment and other forms of bullying in school, on school grounds, and in school vehicles.	**Formative**		**Summative**
Strategy's Expected Result/Impact: safer school climate **Staff Responsible for Monitoring:** Principals **Problem Statements:** Perceptions 1	**Nov**	**Mar**	**June**

Strategy 8 Details	Reviews		
Strategy 8: Allergy information will be collected on students at the beginning of the year and an Allergy Action Plan will be developed for students who have serious allergies.	**Formative**		**Summative**
	Nov	**Mar**	**June**
Strategy's Expected Result/Impact: Safety School climate **Staff Responsible for Monitoring:** Principals and nurses **Problem Statements:** Perceptions 2			

Strategy 9 Details	Reviews		
Strategy 9: As required by Senate Bill 9, dating violence will not be tolerated and should be reported to the campus assistant principal; the parents of the alleged victim or perpetrator will be contacted and an investigation will follow. Age-appropriate educational materials on the dangers of dating violence, including resources for students seeking help will be available.	**Formative**		**Summative**
	Nov	**Mar**	**June**
Strategy's Expected Result/Impact: Safer school climate **Staff Responsible for Monitoring:** Principals and Counselors **Problem Statements:** Perceptions 2			

Strategy 10 Details	Reviews		
Strategy 10: Maintenance and cleanliness will be maintained to reduce missing class time due to health concerns or due to needed repairs in buildings.	**Formative**		**Summative**
	Nov	**Mar**	**June**
Strategy's Expected Result/Impact: Increased health safety **Staff Responsible for Monitoring:** Principals and Director of Maintenance **Problem Statements:** Perceptions 4			

○ No Progress   ○ Accomplished   → Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

District Processes & Programs
Problem Statement 4: The district continues to face a challenge of attracting and retaining exceptionally trained staff.   **Root Cause**: There are too few teachers pursuing too many open positions. SSISD must rise to the challenge of competing for the best teachers.
Perceptions
Problem Statement 1: Behavioral/Discipline issues continue to be a challenge.   **Root Cause**: New behavioral intervention strategies and staff are in their initial stages of implementation.

Perceptions
Problem Statement 2: Many parents still report a lack of communication/opportunities for involvement in school activities.   **Root Cause**: Advocacy efforts continue to be employed.
Problem Statement 3: The district seeks to enhance its security measures to better protect all stakeholders.   **Root Cause**: Growing dangers in our society.
Problem Statement 4: Facilities in SSISD continue to age, specifically at the elementary level causing issues with technology, security, and repair.   **Root Cause**: Technology advances, safety mandates, and wear and tear.

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

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

    Evaluation Data Sources: Campus Training Logs, Program Evaluations

Strategy 1 Details	Reviews		
Strategy 1: Character Education - The district will continue to provide character education / soft skill programs including the 6 C's	**Formative**		**Summative**
Strategy's Expected Result/Impact: Improve student behavior. Decrease discipline incidents. **Staff Responsible for Monitoring:** Campus Principals **Problem Statements:** District Processes & Programs 2, 3	**Nov**	**Mar**	**June**

Strategy 2 Details	Reviews		
Strategy 2: Communities in Schools - SSISD will contract with CIS to provide social worker services to all campuses.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Decreased disciplinary incidents. Improved academic performance. Improve the lives of students. **Staff Responsible for Monitoring:** Assistant Superintendents and principals **Problem Statements:** Demographics 3 **Funding Sources:** CIS Contract - 199 PIC 26 State Comp Ed, Non-Disciplinary AEP	**Nov**	**Mar**	**June**

Strategy 3 Details	Reviews		
Strategy 3: Safe and drug-free activities, such as Red Ribbon Week, will be in place, and supplies and incentives provided as well as random drug dog searches will occur throughout the school year.	**Formative**		**Summative**
Strategy's Expected Result/Impact: No use of drugs on campus **Staff Responsible for Monitoring:** Principals and Counselors **Problem Statements:** Perceptions 3	**Nov**	**Mar**	**June**

Strategy 4 Details	Reviews		
Strategy 4: All students (9-12) who participate in extra-curricular and co-curricular activities and/or who drive on campus will be subject to random drug testing.	**Formative**		**Summative**
	Nov	**Mar**	**June**
Strategy's Expected Result/Impact: No use of drugs on campus **Staff Responsible for Monitoring:** Assistant Superintendent and Principal **Problem Statements:** Perceptions 3			

Strategy 5 Details	Reviews		
Strategy 5: To reduce the overuse of discipline practices that remove students from the classroom, teachers will utilize prevention-based interventions such as rewards for good behavior and redirection and de-escalation techniques.	**Formative**		**Summative**
	Nov	**Mar**	**June**
Strategy's Expected Result/Impact: Reduced number of discipline referrals **Staff Responsible for Monitoring:** Campus principals **Problem Statements:** District Processes & Programs 1, 3			

Strategy 6 Details	Reviews		
Strategy 6: For students removed from the classroom for severe disciplinary infractions, a DAEP will be in place to provide instruction. This instruction will allow DAEP students to remain on grade level and will help prevent dropouts.	**Formative**		**Summative**
	Nov	**Mar**	**June**
Strategy's Expected Result/Impact: Maintain a 0% dropout rate **Staff Responsible for Monitoring:** Principals **Problem Statements:** Perceptions 1 **Funding Sources:** Salaries - 199 General Fund			

◯ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: AT-RISK STUDENT GROUP - The at-risk student group, when compared to all students, disproportionately under performs for all subjects for STAAR and EOC approaching grade level or above. **Root Cause**: By definition, at risk-students are more likely to struggle, and the district's at-risk/SCE program is critical to narrowing their achievement gaps. Teachers need appropriate training, instructional strategies, and resources to meet students' needs.
District Processes & Programs
Problem Statement 1: On previous climate surveys, many teachers indicate the need for continued training to improve the PLC process. **Root Cause**: As teachers implement new curriculum and instruction programs, they see the need to hone the PLC process which ties them together.

District Processes & Programs

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

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

Perceptions

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

Problem Statement 3: The district 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: Professional Development - SSISD will provide high quality / research based professional development opportunities to 100% of teachers and administrators.

Evaluation Data Sources: Curriculum and Instruction Department Training Logs

Strategy 1 Details		Reviews		
Strategy 1: PLC Process Development - The district will continue to train and support the PLC process on every campus.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Improve the efficiency and efficacy of the PLC process at the campus level.		**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction				
Problem Statements: District Processes & Programs 1				

Strategy 2 Details		Reviews		
Strategy 2: Core Curriculum Support - The District will continue to provide support in each curriculum area for the curriculum,		**Formative**		**Summative**
instruction, and assessment process including opportunities for teachers to attend regional and state training on instructional technologies.		**Nov**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve the PLC (curriculum, instruction, and assessment) process at the campus level.				
Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction				
Problem Statements: Demographics 5				
Funding Sources: Region 8 Contract - BE/ESL Program - 263 Title III, LEP, Salaries Academic Specialists - 211 Title I, Part A, Salaries - 255 Title II, Part A, TPTR				

Strategy 3 Details		Reviews		
Strategy 3: High Quality Reading Instruction- The district will coordinate with ESC that trainings for new teachers who qualify in grades		**Formative**		**Summative**
K-3 in strategies to increase reading abilities of students.		**Nov**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased percentage of students reading on grade level.				
Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction				
Problem Statements: Demographics 3 - Student Learning 1				

Strategy 4 Details	Reviews		
Strategy 4: New staff will be trained on Skyward, Eduphoria, Google, and other district technology systems.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Fewer delays in technology integration **Staff Responsible for Monitoring:** Principals, Assistant Superintendent **Problem Statements:** District Processes & Programs 5	**Nov**	**Mar**	**June**

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: AT-RISK STUDENT GROUP - The at-risk student group, when compared to all students, disproportionately under performs for all subjects for STAAR and EOC approaching grade level or above.   **Root Cause**: By definition, at risk-students are more likely to struggle, and the district's at-risk/SCE program is critical to narrowing their achievement gaps. Teachers need appropriate training, instructional strategies, and resources to meet students' needs.
Problem Statement 5: EL STUDENT GROUP - The EL student group, when compared to all students, disproportionately under performs for some subjects for STAAR and EOC approaching grade level or above.   **Root Cause**: This student group struggles primarily due to English language acquisition challenges. The Title III program is critical to providing supplemental services to narrow these students' achievement gaps.

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

District Processes & Programs
Problem Statement 1: On previous climate surveys, many teachers indicate the need for continued training to improve the PLC process.   **Root Cause**: As teachers implement new curriculum and instruction programs, they see the need to hone the PLC process which ties them together.
Problem Statement 5: Teachers continue to work to integrate technology and 21st Century learning skills in daily instruction.   **Root Cause**: Teachers need tools and training to understand how to integrate technology into their lessons.

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

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

Evaluation Data Sources: Professional development portfolios

Strategy 1 Details	Reviews		
Strategy 1: A comprehensive Teacher Induction program for new teachers new to the district will be implemented.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Teacher turnover will decrease **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum **Problem Statements:** Student Learning 3	Nov	Mar	June
Strategy 2 Details	**Reviews**		
Strategy 2: A district wide instructional coaching model will be implemented that provides continual support for teachers.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Increased support will cause less teachers to leave SSISD. **Staff Responsible for Monitoring:** Assistant Superintendents **Problem Statements:** Student Learning 1, 2	Nov	Mar	June
○ No Progress　　◎ Accomplished　　➡ Continue/Modify　　✖ Discontinue			

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: READING/ELAR - Students are under performing at several grade levels compared to state performance.　**Root Cause**: Teachers need appropriate training, instructional strategies, and resources to meet students' needs, especially to address gaps in learning.
Problem Statement 2: MATHEMATICS - Students are not performing well after the approaches grade level distinction. We need students to be able to meet or master grade level mathematical concepts and skills.　**Root Cause**: Teachers need appropriate training, instructional strategies, and resources, especially to address gaps in learning. Students need targeted interventions.
Problem Statement 3: STATE AND FEDERAL MONITORING - One SSISD campus has been given a monitoring status this year.　**Root Cause**: District/campus structure was not conducive to state assessment success. The district is in its implementation phase of effective curriculum and instruction processes.

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

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

    Evaluation Data Sources: Lesson Plans and planning guides

Strategy 1 Details	Reviews		
Strategy 1: Emerging technologies will be added to classrooms to enhance instruction as well as support and technical assistance will be provided in a timely manner for repairs and troubleshooting issues.	**Formative**		**Summative**
	Nov	**Mar**	**June**

Strategy's Expected Result/Impact: Increased usage
    Staff Responsible for Monitoring: Technology Director
 	
    Problem Statements: District Processes & Programs 5			

Strategy 2 Details	Reviews		
Strategy 2: Along with the technology department, the curriculum team will aid teachers with soft/hardware and provide staff development and technical expertise in the planning and implementation of effective instructional technology including updates and new equipment.	**Formative**		**Summative**
	Nov	**Mar**	**June**

Strategy's Expected Result/Impact: Increased use of instructional technologies
    Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction and Technology Director
 	
    Problem Statements: District Processes & Programs 4, 5			

      ⭕ No Progress   🟢 Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 3 Problem Statements:

District Processes & Programs
Problem Statement 4: The district continues to face a challenge of attracting and retaining exceptionally trained staff.   **Root Cause**: There are too few teachers pursuing too many open positions. SSISD must rise to the challenge of competing for the best teachers.
Problem Statement 5: Teachers continue to work to integrate technology and 21st Century learning skills in daily instruction.   **Root Cause**: Teachers need tools and training to understand how to integrate technology into their lessons.

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

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

High Priority

Evaluation Data Sources: Community Surveys, Community Social Media Involvement

Strategy 1 Details	Reviews		
Strategy 1: Social Media / School Communication Systems - The district will continue to employ social media, local media, and school communication systems to communicate with stakeholders.	**Formative**		**Summative**
	Nov	**Mar**	**June**
Strategy's Expected Result/Impact: Increase community awareness of school activities and student performance. **Staff Responsible for Monitoring:** Communications Coordinator			
Problem Statements: District Processes & Programs 2 **Funding Sources:** Blackboard Connect - 211 Title I, Part A			

Strategy 2 Details	Reviews		
Strategy 2: Surveys - the district will continue to solicit parent / community member input through a survey process.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Increase community awareness of school activities and student performance. **Staff Responsible for Monitoring:** Assistant Superintendents	**Nov**	**Mar**	**June**
Problem Statements: Perceptions 2 **Funding Sources:** Plan4Learning - 211 Title I, Part A			

⬤ No Progress   ⬤ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

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

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

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

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

    Evaluation Data Sources: Involvement Activity Attendance

Strategy 1 Details	Reviews		

Strategy 1: Parents will be invited to serve on the District and Campus Site-Based Committees, and their input will be used in district decision-making.
    Strategy's Expected Result/Impact: Increased Parent and Family Engagement
    Staff Responsible for Monitoring: Principals, Superintendent, Assistant Superintendents
 	
    Problem Statements: Perceptions 2
	Formative		**Summative**

	Nov	**Mar**	**June**

Strategy 2 Details	Reviews		

Strategy 2: Parents will be invited and encouraged to attend and participate in the educational process by attending Title 1 meetings, Meet the Teacher Night, Open House, parent information nights, award assemblies, STAAR Math and Reading Nights, classroom activities, and extracurricular activities.
    Strategy's Expected Result/Impact: Increased Parent and Family Engagement
    Staff Responsible for Monitoring: Principals and Assistant Superintendents
 	
    Problem Statements: Perceptions 2
    Funding Sources: PFE - 211 Title I, Part A
	Formative		**Summative**

	Nov	**Mar**	**June**

Strategy 3 Details	Reviews		

Strategy 3: Presentations on scheduling options and graduation plans to prepare students for success beyond high school will be given and information will be posted on the school website and Facebook page for students, parents and staff; included will be information concerning financial aid opportunities and admission requirements.
    Strategy's Expected Result/Impact: Increased Parent and Family Engagement
    Staff Responsible for Monitoring: Campus Principal
 	
    Problem Statements: Perceptions 2
	Formative		**Summative**

	Nov	**Mar**	**June**

○ No Progress	◯ Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 2 Problem Statements:

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

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

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

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

Strategy 1 Details			Reviews	
Strategy 1: Social Media / School Communication Systems - The district will continue to employ social media, local media, and school communication systems to advocate for students and programs. **Strategy's Expected Result/Impact:** Make a greater portion of the community aware of district activities and accomplishments. **Staff Responsible for Monitoring:** Communications Coordinator **Problem Statements:** Perceptions 2		**Formative**		**Summative**
		Nov	**Mar**	**June**

Strategy 2 Details			Reviews	
Strategy 2: Monthly Board Reporting - District staff will provide a monthly highlight report for primary and secondary activities and accomplishments. **Strategy's Expected Result/Impact:** Make a greater portion of the community aware of district activities and accomplishments. **Staff Responsible for Monitoring:** Assistant Superintendents **Problem Statements:** Perceptions 2		**Formative**		**Summative**
		Nov	**Mar**	**June**

⬤ No Progress   ⬤ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 3 Problem Statements:

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

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

Performance Objective 1: We will maintain fiscal accountability.

    Evaluation Data Sources: District budget records

Strategy 1 Details		Reviews		
Strategy 1: Maintain an accurate accounting process of district revenue and expenditures.		Formative		Summative
Strategy's Expected Result/Impact: Evaluation of district performance over time that allows stakeholders to assess whether the district is meeting its financial goals and objectives. **Staff Responsible for Monitoring:** Superintendent Business Manager **Problem Statements:** District Processes & Programs 2		Nov	Mar	June

Strategy 2 Details		Reviews		
Strategy 2: Maintain a Superior Achievement on the District's FIRST rating.		Formative		Summative
Strategy's Expected Result/Impact: Benefits students by ensuring that the district's financial resources are directed toward improving education and supporting academic achievement. **Staff Responsible for Monitoring:** Superintendent Business Manager **Problem Statements:** Perceptions 2		Nov	Mar	June

Strategy 3 Details		Reviews		
Strategy 3: Ensure that district financial practices are effective, efficient, and implemented with fidelity.		Formative		Summative
Strategy's Expected Result/Impact: To support educational goals for all students. **Staff Responsible for Monitoring:** Superintendent Business Manager **Problem Statements:** Perceptions 2		Nov	Mar	June

No Progress	Accomplished	Continue/Modify	Discontinue

Performance Objective 1 Problem Statements:

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

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

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

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

Strategy 1 Details	Reviews		
Strategy 1: Educate the SSISD community on the Texas School Finance System.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Empowers SSISD community to actively participate in shaping the future of our campuses. **Staff Responsible for Monitoring:** Superintendent **Problem Statements:** District Processes & Programs 2	**Nov**	**Mar**	**June**

Strategy 2 Details	Reviews		
Strategy 2: Maximize all district resources through prioritization of district needs.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Providing support and need to our critical areas within the district. **Staff Responsible for Monitoring:** Superintendent **Problem Statements:** District Processes & Programs 2	**Nov**	**Mar**	**June**

Strategy 3 Details	Reviews		
Strategy 3: Maintain an appropriate fund balance.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Contributes to the long-term sustainability of the district's educational mission and goals. **Staff Responsible for Monitoring:** Superintendent Business Manager **Problem Statements:** Perceptions 2	**Nov**	**Mar**	**June**

Strategy 4 Details	Reviews		
Strategy 4: Maintain a balanced budget over a three year period.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Reassures taxpayers and the community that the district is capable of managing its finances wisely. **Staff Responsible for Monitoring:** Superintendent Business Manager **Problem Statements:** Perceptions 2	**Nov**	**Mar**	**June**

No Progress   Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

District Processes & Programs
Problem Statement 2: Previous climate survey data shows that many parents continue to indicate the need to improve communication and parent involvement activities. **Root Cause**: The district misses opportunities to communicate/advocate for school programs with most stakeholders.
Perceptions
Problem Statement 2: Many parents still report a lack of communication/opportunities for involvement in school activities. **Root Cause**: Advocacy efforts continue to be employed.

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

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

Strategy 1 Details	Reviews		
Strategy 1: Since passing last year's bond, SSISD will continue to work to address facility needs.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Effective planning and communication will allow the community to plan and ensure successful execution of district projects.	**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent Assistant Superintendents			
Problem Statements: Perceptions 4			

Strategy 2 Details	Reviews		
Strategy 2: Inform and educate the SSISD community on the state of our current facilities.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Address disparities in facility quality between different schools within the district, ensuring that all students have access to safe, well-maintained, and equitable learning environments.	**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent Assistant Superintendents			
Problem Statements: Perceptions 3			

⚪ No Progress	🟢 Accomplished	➡️ Continue/Modify	❌ Discontinue	

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 3: The district seeks to enhance its security measures to better protect all stakeholders.   **Root Cause**: Growing dangers in our society.
Problem Statement 4: Facilities in SSISD continue to age, specifically at the elementary level causing issues with technology, security, and repair.   **Root Cause**: Technology advances, safety mandates, and wear and tear.

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

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

Strategy 1 Details	Reviews		
Strategy 1: Throughout the entire process, SSISD will commit bond resources to facility upgrades based on prioritization.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Address aging infrastructure, renovate outdated buildings, and construct new facilities which leads to improved and modernized learning environments that are conducive to student success.	**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent Assistant Superintendents **Problem Statements:** Perceptions 3			

Strategy 2 Details	Reviews		
Strategy 2: Contract with a custodial company to ensure facilities remain properly cleaned.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Create a healthier, safer, and more conducive environment for learning and teaching.	**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: Director of Maintenance **Problem Statements:** Perceptions 4			

Strategy 3 Details	Reviews		
Strategy 3: The maintenance department will continue to maximize the efficiency of our current facilities.	**Formative**		**Summative**
Strategy's Expected Result/Impact: Extend the lifespan of facilities and equipment, reducing the need for costly repairs or replacements.	**Nov**	**Mar**	**June**
Staff Responsible for Monitoring: Director of Maintenance **Problem Statements:** Perceptions 4			

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 2 Problem Statements:

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

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

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $1,619,508.00
Total FTEs Funded by SCE: 31.35
Brief Description of SCE Services and/or Programs

State Compensatory Education funds students at risk of dropping out of school. Instructional aides and interventionists are hired at each level to help provide learning support for at-risk students. Edgenuity is used at Austin and SSHS so that students can recover lost credits. SCE pays the salaries for DAEP and the AEP to provide support to students in an alternate placement. In addition, Communities in Schools is supported by SCE in order to provide social work support to the At-Risk students on all campuses.

Personnel for District Improvement Plan

Name	Position	FTE
Cathy Gray	Dyslexia Teacher	0.5
Chelsea Mayes	Academic Aide	1
Christi Funderburk	Teacher	0.5
Christian Plumlee	Teacher	0.5
Cristina DeLaRosa	PK Aide	1
David Reynolds	DAEP	1
Dolores Smith	Academic Aide	1
Gwen Panter	AEP aide	1
Hannah Fields	Teacher	0.5
Harlan Hill	Assistant Principal	1
Holly Willis	Read 180	1
Irene Bautista	Academic Aide	1
James Payne	Principal	1
Jaymes Six	Teacher	0.1
Jennifer Moore	PK Teacher	0.6
Jeremy Delorge	Teacher	0.23
Jerry Burton	Teacher	1
Jordan Miesse	DAEP	1

Name	Position	FTE
Jovana Schmidt	Literacy Support	1
Juliana Ramirez	Teacher	0.96
Kim Sartin	Academic Aide	1
Kodeann Crawford	Math Intervention	1
Leslie Harred	DAEP Counselor	1
Leticia Burnside	Educational Aide	1
Linda Johsnon	Academic Aide	1
Lindsay Ramirez	AEP Teacher	1
Lisa Webb	Teacher	0.13
Margaret Boyte	Academic Aide	1
Maria DeSantiago	ESL Academic Aide	0.7
Melinda Dixon	Read 180 teacher	0.5
Melissa Johnson	Teacher	0.5
Misty Cline	Academic Aide	1
Morgan Price	Teacher	0.5
Rachel Finney	English Teacher	0.5
Rachel Riley	Teacher	0.5
San Juanita Cardenas	Academic Aide	1
Susan Reynolds	DAEP	1
Tammie Mattison	PK Teacher	0.5
Teresa Quarles	Academic Aide	1
Tiffany Yarbrough	Teacher	0.5
Todd McCoy	Teacher	0.13

Title I

Title I Personnel

Name	Position	Program	FTE
Alexandra Best	Academic Aide	Title 1	1
Ana Aguilar	Instructional Interventionist	Title 1	1
Ana Ramirez	Academic Specialist	Title 1	1
Anne Michelle Penson	Academic Specialist	Title 1	1
Ashley Sanchez	Academic Aide	Title 1	1
Barbara Bloodgood	Academic Aide	Title I	1
Brent Copeland	Academic Aide	Title 1	1
Janet Vermillion	Academic Aide	Title I	1
Jennifer Graves	Math Specialist	Title I	1
Joan Stowater	Academic Aide	Title I	1
Jodi Goodman	Academic Specialist	Title I	1
Jurreka Timmons	Academic Aide	Title 1	1
Kim Gillem	Math Specialist	Title 1	1
Kim Slaughter	Math Specialist	Title 1	1
Krystal Sutton	Academic Aide	Title 1	1
Mariana Hernandez	Literacy Support	Title I	1
Marieke DeWitte	Academic Aide	Title 1	1
Mariela Moreno	Academic Aide	Title I	1
Rachel Kistler	Academic Specialist	Title 1	1
Susan Cook	Math Interventionist	Title I	1
Yanetxzi Cervantes	Academic Aide	Title I	1

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].

2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].

3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].

4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].

5. Collaborate with State or local child welfare agency to—

   - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;

   - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)

6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].

7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].

8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].

9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].

10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Mandy Fenton

District Funding Summary

199 General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	8	2	Salaries		$0.00
2	2	6	Salaries		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$664,004.00
				+/- Difference	$664,004.00

199 PIC 34 State Comp Ed, Prekindergarten					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Pk salaries		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

205 Headstart Program					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

211 Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Salary		$0.00
1	1	5	Salaries		$0.00
1	2	7	Salaries		$0.00
3	1	2	Salaries Academic Specialists		$0.00
4	1	1	Blackboard Connect		$0.00
4	1	2	Plan4Learning		$0.00

211 Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	2	PFE		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$924,768.00
				+/- Difference	$924,768.00

212 Title I, Part C, Migrant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

224 IDEA B, Formula Special Ed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	SPED		$0.00
1	5	3	SPED		$0.00
1	5	4	Salaries		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$891,942.00
				+/- Difference	$891,942.00

225 IDEA B, Preschool Special Ed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$21,895.00
				+/- Difference	$21,895.00

244 Perkins Career & Technical Ed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$44,210.00
				+/- Difference	$44,210.00

255 Title II, Part A, TPTR

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Salary		$0.00
1	1	5	Salaries		$0.00
1	3	1	Region 8 Contract		$0.00
3	1	2	Salaries		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$169,187.00
				+/- Difference	$169,187.00

263 Title III, LEP

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Region 8 Contract - BE/ESL Program		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$64,323.00
				+/- Difference	$64,323.00

288 Title IV, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	COGAT		$0.00
1	1	5	Salary		$0.00
1	1	5	Amplify		$0.00
1	1	5	IXL		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$69,241.00
				+/- Difference	$69,241.00
				Grand Total Budgeted	$2,849,570.00
				Grand Total Spent	$0.00
				+/- Difference	$2,849,570.00

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 District 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