

Sulphur Springs Independent School District

Sulphur Springs Middle School

2026-2027 Campus Improvement Plan



Mission Statement

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

Vision

Educating students to their fullest potential.

Value Statement

We believe all children can learn.

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

We believe every person should be and feel safe.

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

We believe relationships are essential.

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

We believe family and community partnerships are essential.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Sulphur Springs Middle School serves approximately 887 students in grades 6, 7, and 8. SSMS serves an ethnically diverse student population with economically disadvantaged and at-risk student populations similar to state averages.

SSMS Ethnic Distribution and Sub-Demographics (as of 09/25/26)

Ethnic Distribution	Percent	Sub-Demographic	Percent
African American	8.80%	Economically Disadvantaged	54.80%
Hispanic	35.48%	Emerging Bilingual	18.79%
White	49.41%	At-Risk	50.05%
American Indian	<1%	Gifted and Talented	8.28%
Asian	1.05%	Special Education	17.61%
Pacific Islander	<1%	Section 504	17.74%
Two or More Races	4.47%		

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

Demographics Strengths

- SSMS serves a diverse student population and maintains a strong focus on belonging, relationships, and student success.
- Campus programs provide support for Special Education, Section 504, Emerging Bilingual, Gifted and Talented, at-risk, and other student needs.
- State compensatory and federal Title funds provide supplemental support for economically disadvantaged and at-risk students

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The growing needs of Emerging Bilingual students require intentional academic and language support across all content areas.

Root Cause: Staff need to consistently plan for students at varying levels of English proficiency by incorporating appropriate linguistic accommodations and language-development opportunities.

Problem Statement 2 (Prioritized): Special Education students represent a significant portion of the campus population and require individualized instructional supports and services.

Root Cause: The range of student disabilities and individual learning needs requires coordinated implementation of accommodations, specially designed instruction, progress monitoring, staffing, and services.

Problem Statement 3 (Prioritized): More than half of the campus population is economically disadvantaged, and approximately half of students are identified as at risk, increasing the need for supplemental academic and student supports.

Root Cause: Students identified as economically disadvantaged or at risk may experience barriers that require additional academic intervention, resources, mentoring, and support services.

Problem Statement 4 (Prioritized): The diversity of the student population creates a wide range of academic, behavioral, language, and social-emotional needs across the campus.

Root Cause: Students enter SSMS with different educational experiences, levels of academic readiness, language proficiency, and individual support needs.

Problem Statement 5 (Prioritized): Academic Growth continues to be an area of need. SSMS earned a 2026 Academic Growth scaled score of 64 (D). RLA growth was 54% compared with the 63% target, and Math growth was 59% compared with the 67% target.

Root Cause: Students need consistent access to rigorous grade-level Tier 1 instruction, formative assessment, targeted reteach/intervention, and frequent progress monitoring.

Problem Statement 6 (Prioritized): Closing the Gaps remains an area of need, with SSMS earning a 2026 Closing the Gaps scaled score of 57 (F).

Root Cause: Performance varies across student groups, indicating a need for more intentional analysis of student-group data and targeted instructional responses based on identified learning gaps.

Problem Statement 7 (Prioritized): Mathematics achievement remains below desired performance levels, with 64% of students performing at Approaches or Above on the 2026 Math STAAR.

Root Cause: Gaps in prerequisite skills and grade-level understanding require consistent Tier 1 instruction, targeted reteach, intervention, and opportunities for students to apply mathematical concepts.

Problem Statement 8 (Prioritized): RLA achievement remains an area for improvement, with 70% of students performing at Approaches or Above on the 2026 RLA STAAR.

Root Cause: Students need consistent opportunities to engage with rigorous grade-level texts, develop comprehension and written-response skills, and receive targeted support based on formative assessment data.

Problem Statement 9 (Prioritized): Emerging Bilingual students continue to demonstrate academic and language-development needs as measured by STAAR and TELPAS performance.

Root Cause: Students need increased opportunities to develop and apply academic language through purposeful listening, speaking, reading, and writing across content areas.

Problem Statement 10 (Prioritized): Assessment data are available, but the use of data to make timely instructional adjustments needs to become more systematic across the campus.

Root Cause: Teachers need continued support in moving from identifying assessment results to determining specific instructional responses, interventions, and progress-monitoring actions.

Problem Statement 11 (Prioritized): Academic intervention systems need consistent processes for identifying students, providing targeted support, monitoring progress, and adjusting intervention.

Root Cause: Intervention effectiveness depends on consistent entry criteria, targeted instruction based on specific skill deficits, frequent progress monitoring, and timely instructional adjustments.

Problem Statement 12 (Prioritized): Students need continued opportunities to develop a strong sense of belonging, connection, and pride in their school community.

Root Cause: Middle school students benefit from intentional relationships with trusted adults, meaningful recognition, opportunities for participation, and consistent experiences that reinforce that every student belongs.

Problem Statement 13 (Prioritized): Family participation in campus activities and school experiences can be strengthened.

Root Cause: Family schedules, responsibilities, interests, and availability vary, requiring the campus to provide multiple types of meaningful and accessible engagement opportunities.

Problem Statement 14 (Prioritized): Families need consistent, timely, and accessible communication regarding academics, behavior, attendance, activities, and campus expectations.

Root Cause: Families have different communication preferences and levels of access, making it necessary to communicate important information through multiple approved methods.

Problem Statement 15 (Prioritized): Maintaining a positive campus culture requires continued attention to relationships, expectations, recognition, respect, and student responsibility.

Root Cause: A positive school culture depends on students and staff consistently modeling and reinforcing shared expectations across classrooms and common areas.

Problem Statement 16 (Prioritized): Students, staff, and families need to feel physically and emotionally safe while on campus.

Root Cause: Perceptions of safety are influenced by supervision, relationships, consistent enforcement of expectations, responsiveness to concerns, and clear communication about campus safety procedures.

Student Learning

Student Learning Summary

Three-Year STAAR Performance - All Students

Approaches Grade Level or Above

Subject	2024	2025	2026	2025 to 2026 Change
Reading/Language Arts	74%	75.2%	70%	-5.2 pts
Mathematics	77%	65.3%	64%	-1.3 pts
Science	79%	62.2%	70%	+7.8 pts
Social Studies	66%	54.5%	60%	+5.5 pts

Three-Year Reading/Language Arts - Approaches or Above

Student Group	2024	2025	2026	2025 to 2026 Change
All Students	74%	75%	70%	-5 pts
African American	58%	54%	54%	0 pts
Hispanic	68%	71%	61%	-10 pts
White	79%	82%	78%	-4 pts
Economically Disadvantaged	66%	69%	60%	-9 pts
Emerging Bilingual	65%	68%	50%	-18 pts
Special Education	28%	40%	30%	-10 pts

Three-Year Mathematics - Approaches or Above

Student Group	2024	2025	2026	2025 to 2026 Change
All Students	77%	65%	64%	-1 pt
African American	62%	51%	46%	-5 pts
Hispanic	75%	58%	53%	-5 pts
White	79%	72%	73%	+1 pt

Student Group	2024	2025	2026	2025 to 2026 Change
Economically Disadvantaged	72%	57%	54%	-3 pts
Emerging Bilingual	74%	55%	42%	-13 pts
Special Education	38%	32%	32%	0 pts

2026 Accountability Summary

Domain / Component	Component Score	Scaled Score	Rating	Weight / Selection
Overall		70	C	
Student Achievement		75	C	70%
STAAR Performance	43	75		
School Progress		72	C	0%
Academic Growth	57	64	D	
Relative Performance (Eco Dis: 54.5%)		72	C	Selected
Closing the Gaps	14	57	F	30%

Closing the Gaps - Key Three-Year / Current Indicators

Indicator	2025	2026	2026 Target	Status
RLA Meets+	49%	45%	44%	Met target
Math Meets+	38%	39%	47%	Below target
RLA Academic Growth	68%	54%	63%	Below target
Math Academic Growth	52%	59%	67%	Below target
TELPAS Progress	17%	13%	30%	Below target

Note: The TEA Closing the Gaps report supplied for this plan provides comparable 2025 and 2026 values for these indicators. A third comparable year was not provided, so no unsupported 2024 value has been added.

Additional Targeted Support

SSMS is identified for Additional Targeted Support for the first year in 2026. The Two or More Races student group is identified for TSI and is below the 2026 ATS entry cut point. The ATS cut point is a Closing the Gaps scaled score of 57; the Two or More Races group earned a scaled score of 51.

Student Group	2026 CTG Scaled Score	ATS Cut Point	ATS Status
African American	51	57	Not ATS-identified
Hispanic	44	57	Not ATS-identified
White	63	57	Not ATS-identified
Two or More Races	51	57	ATS-identified
Economically Disadvantaged	62	57	Not ATS-identified
EB Current & Monitored	64	57	Not ATS-identified
Special Education Current	63	57	Not ATS-identified
Special Education Former	55	57	Not ATS-identified
Continuously Enrolled	62	57	Not ATS-identified

Student Learning Strengths

- Science increased 7.8 percentage points at Approaches or Above from 2025 to 2026.
- Social Studies increased 5.5 percentage points at Approaches or Above from 2025 to 2026.
- Mathematics Meets performance increased from 38% in 2025 to 39% in 2026.
- RLA Meets performance of 45% exceeded the 2026 Closing the Gaps target of 44%.
- SSMS maintains PLC, intervention, co-teach/resource, assessment, and progress-monitoring structures that can be leveraged for improvement.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): More than half of the campus population is economically disadvantaged, and approximately half of students are identified as at risk, increasing the need for supplemental academic and student supports.

Root Cause: Students identified as economically disadvantaged or at risk may experience barriers that require additional academic intervention, resources, mentoring, and support services.

Problem Statement 2 (Prioritized): Special Education students represent a significant portion of the campus population and require individualized instructional supports and services.

Root Cause: The range of student disabilities and individual learning needs requires coordinated implementation of accommodations, specially designed instruction, progress monitoring, staffing, and services.

Problem Statement 3 (Prioritized): The growing needs of Emerging Bilingual students require intentional academic and language support across all content areas.

Root Cause: Staff need to consistently plan for students at varying levels of English proficiency by incorporating appropriate linguistic accommodations and language-development opportunities.

Problem Statement 4 (Prioritized): Maintaining a positive campus culture requires continued attention to relationships, expectations, recognition, respect, and student responsibility.

Root Cause: A positive school culture depends on students and staff consistently modeling and reinforcing shared expectations across classrooms and common areas.

Problem Statement 5 (Prioritized): The diversity of the student population creates a wide range of academic, behavioral, language, and social-emotional needs across the campus.

Root Cause: Students enter SSMS with different educational experiences, levels of academic readiness, language proficiency, and individual support needs.

Problem Statement 6 (Prioritized): Academic Growth continues to be an area of need. SSMS earned a 2026 Academic Growth scaled score of 64 (D). RLA growth was 54% compared with the 63% target, and Math growth was 59% compared with the 67% target.

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Root Cause: Performance varies across student groups, indicating a need for more intentional analysis of student-group data and targeted instructional responses based on identified learning gaps.

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Root Cause: Students need consistent opportunities to engage with rigorous grade-level texts, develop comprehension and written-response skills, and receive targeted support based on formative assessment data.

Problem Statement 10 (Prioritized): Emerging Bilingual students continue to demonstrate academic and language-development needs as measured by STAAR and TELPAS performance.

Root Cause: Students need increased opportunities to develop and apply academic language through purposeful listening, speaking, reading, and writing across content areas.

Problem Statement 11 (Prioritized): PLC practices and expectations are not yet implemented with the same level of consistency across all grade levels and content areas.

Root Cause: PLC structures need clearer common expectations for lesson internalization, data analysis, instructional planning, student-work analysis, and follow-up.

Problem Statement 12 (Prioritized): Assessment data are available, but the use of data to make timely instructional adjustments needs to become more systematic across the campus.

Root Cause: Teachers need continued support in moving from identifying assessment results to determining specific instructional responses, interventions, and progress-monitoring actions.

Problem Statement 13 (Prioritized): Teachers require differentiated, job-embedded professional learning and instructional support to address varying levels of experience and instructional needs.

Root Cause: Whole-group professional development alone does not address the individual instructional needs of every teacher; ongoing coaching, modeling, rehearsal, observation, and feedback are needed.

Problem Statement 14 (Prioritized): Academic intervention systems need consistent processes for identifying students, providing targeted support, monitoring progress, and adjusting intervention.

Root Cause: Intervention effectiveness depends on consistent entry criteria, targeted instruction based on specific skill deficits, frequent progress monitoring, and timely instructional adjustments.

Problem Statement 15 (Prioritized): Students need continued opportunities to develop a strong sense of belonging, connection, and pride in their school community.

Root Cause: Middle school students benefit from intentional relationships with trusted adults, meaningful recognition, opportunities for participation, and consistent experiences that reinforce that every student belongs.

Problem Statement 16 (Prioritized): Families need consistent, timely, and accessible communication regarding academics, behavior, attendance, activities, and campus

expectations.

Root Cause: Families have different communication preferences and levels of access, making it necessary to communicate important information through multiple approved methods.

Problem Statement 17 (Prioritized): Maintaining a positive campus culture requires continued attention to relationships, expectations, recognition, respect, and student responsibility.

Root Cause: A positive school culture depends on students and staff consistently modeling and reinforcing shared expectations across classrooms and common areas.

Problem Statement 18 (Prioritized): Students, staff, and families need to feel physically and emotionally safe while on campus.

Root Cause: Perceptions of safety are influenced by supervision, relationships, consistent enforcement of expectations, responsiveness to concerns, and clear communication about campus safety procedures.

School Processes & Programs

School Processes & Programs Summary

Sulphur Springs Middle School is committed to educating the whole child through rigorous, student-centered instruction and a safe, supportive school environment. PLCs, common formative assessments, lesson internalization, intervention, enrichment, walkthroughs, coaching, and progress monitoring are used to strengthen teaching and learning.

SSMS protects instructional time and emphasizes student engagement, relationships, accountability, and belonging. The Wildcat Way provides common expectations for students and staff: Work Together, Include Everyone, Lead by Example, Do What's Right, Choose Respect, Accept Responsibility, and Take the Lead.

School Processes & Programs Strengths

Sulphur Springs Middle School has identified the following strengths:

- PLCs provide a structure for common assessment, student work review, and instructional adjustment.
- Teachers have access to IEPs, Section 504 plans, LPAC information, assessment data, and other student supports.
- Instructional coaching and administrative walkthrough feedback support continuous improvement.
- Uniform safety procedures and student support systems are in place.
- Restorative/reflection practices and counseling supports are used to protect instructional time and improve behavior.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): More than half of the campus population is economically disadvantaged, and approximately half of students are identified as at risk, increasing the need for supplemental academic and student supports.

Root Cause: Students identified as economically disadvantaged or at risk may experience barriers that require additional academic intervention, resources, mentoring, and support services.

Problem Statement 2 (Prioritized): Special Education students represent a significant portion of the campus population and require individualized instructional supports and services.

Root Cause: The range of student disabilities and individual learning needs requires coordinated implementation of accommodations, specially designed instruction, progress monitoring, staffing, and services.

Problem Statement 3 (Prioritized): The diversity of the student population creates a wide range of academic, behavioral, language, and social-emotional needs across the campus.

Root Cause: Students enter SSMS with different educational experiences, levels of academic readiness, language proficiency, and individual support needs.

Problem Statement 4 (Prioritized): The growing needs of Emerging Bilingual students require intentional academic and language support across all content areas.

Root Cause: Staff need to consistently plan for students at varying levels of English proficiency by incorporating appropriate linguistic accommodations and language-development opportunities.

Problem Statement 5 (Prioritized): Maintaining a positive campus culture requires continued attention to relationships, expectations, recognition, respect, and student responsibility.

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Root Cause: Performance varies across student groups, indicating a need for more intentional analysis of student-group data and targeted instructional responses based on identified learning gaps.

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Root Cause: Gaps in prerequisite skills and grade-level understanding require consistent Tier 1 instruction, targeted reteach, intervention, and opportunities for students to apply mathematical concepts.

Problem Statement 9 (Prioritized): RLA achievement remains an area for improvement, with 70% of students performing at Approaches or Above on the 2026 RLA STAAR.

Root Cause: Students need consistent opportunities to engage with rigorous grade-level texts, develop comprehension and written-response skills, and receive targeted support based on formative assessment data.

Problem Statement 10 (Prioritized): Emerging Bilingual students continue to demonstrate academic and language-development needs as measured by STAAR and TELPAS performance.

Root Cause: Students need increased opportunities to develop and apply academic language through purposeful listening, speaking, reading, and writing across content areas.

Problem Statement 11 (Prioritized): PLC practices and expectations are not yet implemented with the same level of consistency across all grade levels and content areas.

Root Cause: PLC structures need clearer common expectations for lesson internalization, data analysis, instructional planning, student-work analysis, and follow-up.

Problem Statement 12 (Prioritized): Assessment data are available, but the use of data to make timely instructional adjustments needs to become more systematic across the campus.

Root Cause: Teachers need continued support in moving from identifying assessment results to determining specific instructional responses, interventions, and progress-monitoring actions.

Problem Statement 13 (Prioritized): Teachers require differentiated, job-embedded professional learning and instructional support to address varying levels of experience and instructional needs.

Root Cause: Whole-group professional development alone does not address the individual instructional needs of every teacher; ongoing coaching, modeling, rehearsal, observation, and feedback are needed.

Problem Statement 14 (Prioritized): Academic intervention systems need consistent processes for identifying students, providing targeted support, monitoring progress, and adjusting intervention.

Root Cause: Intervention effectiveness depends on consistent entry criteria, targeted instruction based on specific skill deficits, frequent progress monitoring, and timely instructional adjustments.

Problem Statement 15 (Prioritized): Students need continued opportunities to develop a strong sense of belonging, connection, and pride in their school community.

Root Cause: Middle school students benefit from intentional relationships with trusted adults, meaningful recognition, opportunities for participation, and consistent experiences that reinforce that every student belongs.

Problem Statement 16 (Prioritized): Family participation in campus activities and school experiences can be strengthened.

Root Cause: Family schedules, responsibilities, interests, and availability vary, requiring the campus to provide multiple types of meaningful and accessible engagement opportunities.

Problem Statement 17 (Prioritized): Families need consistent, timely, and accessible communication regarding academics, behavior, attendance, activities, and campus expectations.

Root Cause: Families have different communication preferences and levels of access, making it necessary to communicate important information through multiple approved methods.

Problem Statement 18 (Prioritized): Maintaining a positive campus culture requires continued attention to relationships, expectations, recognition, respect, and student responsibility.

Root Cause: A positive school culture depends on students and staff consistently modeling and reinforcing shared expectations across classrooms and common areas.

Problem Statement 19 (Prioritized): Students, staff, and families need to feel physically and emotionally safe while on campus.

Root Cause: Perceptions of safety are influenced by supervision, relationships, consistent enforcement of expectations, responsiveness to concerns, and clear communication about campus safety procedures.

Perceptions

Perceptions Summary

Staff perceptions:

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

Parent/Guardian perceptions:

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

Perceptions Strengths

- SSMS emphasizes safety, respect, inclusion, responsibility, and belonging.
- Families and community partners support academics, fine arts, athletics, student organizations, and campus events.
- Campus staff use multiple communication methods to keep families informed and celebrate success.
- Teacher and student recognition contribute to a positive campus environment.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): More than half of the campus population is economically disadvantaged, and approximately half of students are identified as at risk, increasing the need for supplemental academic and student supports.

Root Cause: Students identified as economically disadvantaged or at risk may experience barriers that require additional academic intervention, resources, mentoring, and support services.

Problem Statement 2 (Prioritized): The diversity of the student population creates a wide range of academic, behavioral, language, and social-emotional needs across the campus.

Root Cause: Students enter SSMS with different educational experiences, levels of academic readiness, language proficiency, and individual support needs.

Problem Statement 3 (Prioritized): Maintaining a positive campus culture requires continued attention to relationships, expectations, recognition, respect, and student responsibility.

Root Cause: A positive school culture depends on students and staff consistently modeling and reinforcing shared expectations across classrooms and common areas.

Problem Statement 4 (Prioritized): PLC practices and expectations are not yet implemented with the same level of consistency across all grade levels and content areas.

Root Cause: PLC structures need clearer common expectations for lesson internalization, data analysis, instructional planning, student-work analysis, and follow-up.

Problem Statement 5 (Prioritized): Teachers require differentiated, job-embedded professional learning and instructional support to address varying levels of experience and instructional needs.

Root Cause: Whole-group professional development alone does not address the individual instructional needs of every teacher; ongoing coaching, modeling, rehearsal, observation, and feedback are needed.

Problem Statement 6 (Prioritized): Students need continued opportunities to develop a strong sense of belonging, connection, and pride in their school community.

Root Cause: Middle school students benefit from intentional relationships with trusted adults, meaningful recognition, opportunities for participation, and consistent experiences that reinforce that every student belongs.

Problem Statement 7 (Prioritized): Family participation in campus activities and school experiences can be strengthened.

Root Cause: Family schedules, responsibilities, interests, and availability vary, requiring the campus to provide multiple types of meaningful and accessible engagement opportunities.

Problem Statement 8 (Prioritized): Families need consistent, timely, and accessible communication regarding academics, behavior, attendance, activities, and campus expectations.

Root Cause: Families have different communication preferences and levels of access, making it necessary to communicate important information through multiple approved methods.

Problem Statement 9 (Prioritized): Maintaining a positive campus culture requires continued attention to relationships, expectations, recognition, respect, and student responsibility.

Root Cause: A positive school culture depends on students and staff consistently modeling and reinforcing shared expectations across classrooms and common areas.

Problem Statement 10 (Prioritized): Students, staff, and families need to feel physically and emotionally safe while on campus.

Root Cause: Perceptions of safety are influenced by supervision, relationships, consistent enforcement of expectations, responsiveness to concerns, and clear communication about campus safety procedures.

Priority Problem Statements

Problem Statement 1: More than half of the campus population is economically disadvantaged, and approximately half of students are identified as at risk, increasing the need for supplemental academic and student supports.

Root Cause 1: Students identified as economically disadvantaged or at risk may experience barriers that require additional academic intervention, resources, mentoring, and support services.

Problem Statement 1 Areas: Student Achievement - School Culture and Climate - School Organization - Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 2: The growing needs of Emerging Bilingual students require intentional academic and language support across all content areas.

Root Cause 2: Staff need to consistently plan for students at varying levels of English proficiency by incorporating appropriate linguistic accommodations and language-development opportunities.

Problem Statement 2 Areas: Student Achievement - Curriculum, Instruction, and Assessment - School Organization - Demographics - Student Learning - School Processes & Programs

Problem Statement 3: Special Education students represent a significant portion of the campus population and require individualized instructional supports and services.

Root Cause 3: The range of student disabilities and individual learning needs requires coordinated implementation of accommodations, specially designed instruction, progress monitoring, staffing, and services.

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

Problem Statement 4: The diversity of the student population creates a wide range of academic, behavioral, language, and social-emotional needs across the campus.

Root Cause 4: Students enter SSMS with different educational experiences, levels of academic readiness, language proficiency, and individual support needs.

Problem Statement 4 Areas: Student Achievement - School Culture and Climate - Curriculum, Instruction, and Assessment - Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 5: Maintaining a positive campus culture requires continued attention to relationships, expectations, recognition, respect, and student responsibility.

Root Cause 5: A positive school culture depends on students and staff consistently modeling and reinforcing shared expectations across classrooms and common areas.

Problem Statement 5 Areas: School Culture and Climate - School Organization - Student Learning - School Processes & Programs - Perceptions

Problem Statement 6: Academic intervention systems need consistent processes for identifying students, providing targeted support, monitoring progress, and adjusting intervention.

Root Cause 6: Intervention effectiveness depends on consistent entry criteria, targeted instruction based on specific skill deficits, frequent progress monitoring, and timely instructional adjustments.

Problem Statement 6 Areas: Student Achievement - Curriculum, Instruction, and Assessment - School Organization - Demographics - Student Learning - School Processes & Programs

Problem Statement 7: Teachers require differentiated, job-embedded professional learning and instructional support to address varying levels of experience and instructional needs.
Root Cause 7: Whole-group professional development alone does not address the individual instructional needs of every teacher; ongoing coaching, modeling, rehearsal, observation, and feedback are needed.
Problem Statement 7 Areas: Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Student Learning - School Processes & Programs - Perceptions

Problem Statement 8: Assessment data are available, but the use of data to make timely instructional adjustments needs to become more systematic across the campus.
Root Cause 8: Teachers need continued support in moving from identifying assessment results to determining specific instructional responses, interventions, and progress-monitoring actions.
Problem Statement 8 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Demographics - Student Learning - School Processes & Programs

Problem Statement 9: PLC practices and expectations are not yet implemented with the same level of consistency across all grade levels and content areas.
Root Cause 9: PLC structures need clearer common expectations for lesson internalization, data analysis, instructional planning, student-work analysis, and follow-up.
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Root Cause 10: Students need increased opportunities to develop and apply academic language through purposeful listening, speaking, reading, and writing across content areas.
Problem Statement 10 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Demographics - Student Learning - School Processes & Programs

Problem Statement 11: RLA achievement remains an area for improvement, with 70% of students performing at Approaches or Above on the 2026 RLA STAAR.
Root Cause 11: Students need consistent opportunities to engage with rigorous grade-level texts, develop comprehension and written-response skills, and receive targeted support based on formative assessment data.
Problem Statement 11 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Demographics - Student Learning - School Processes & Programs

Problem Statement 12: Mathematics achievement remains below desired performance levels, with 64% of students performing at Approaches or Above on the 2026 Math STAAR.
Root Cause 12: Gaps in prerequisite skills and grade-level understanding require consistent Tier 1 instruction, targeted reteach, intervention, and opportunities for students to apply mathematical concepts.
Problem Statement 12 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Demographics - Student Learning - School Processes & Programs

Problem Statement 13: Closing the Gaps remains an area of need, with SSMS earning a 2026 Closing the Gaps scaled score of 57 (F).
Root Cause 13: Performance varies across student groups, indicating a need for more intentional analysis of student-group data and targeted instructional responses based on identified learning gaps.
Problem Statement 13 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Demographics - Student Learning - School Processes & Programs

Problem Statement 14: Academic Growth continues to be an area of need. SSMS earned a 2026 Academic Growth scaled score of 64 (D). RLA growth was 54% compared with the 63% target, and Math growth was 59% compared with the 67% target.

Root Cause 14: Students need consistent access to rigorous grade-level Tier 1 instruction, formative assessment, targeted reteach/intervention, and frequent progress monitoring.

Problem Statement 14 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Demographics - Student Learning - School Processes & Programs

Problem Statement 15: Students, staff, and families need to feel physically and emotionally safe while on campus.

Root Cause 15: Perceptions of safety are influenced by supervision, relationships, consistent enforcement of expectations, responsiveness to concerns, and clear communication about campus safety procedures.

Problem Statement 15 Areas: School Culture and Climate - Family and Community Engagement - School Organization - Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 16: Maintaining a positive campus culture requires continued attention to relationships, expectations, recognition, respect, and student responsibility.

Root Cause 16: A positive school culture depends on students and staff consistently modeling and reinforcing shared expectations across classrooms and common areas.

Problem Statement 16 Areas: School Culture and Climate - School Organization - Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 17: Families need consistent, timely, and accessible communication regarding academics, behavior, attendance, activities, and campus expectations.

Root Cause 17: Families have different communication preferences and levels of access, making it necessary to communicate important information through multiple approved methods.

Problem Statement 17 Areas: Family and Community Engagement - School Organization - Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 18: Family participation in campus activities and school experiences can be strengthened.

Root Cause 18: Family schedules, responsibilities, interests, and availability vary, requiring the campus to provide multiple types of meaningful and accessible engagement opportunities.

Problem Statement 18 Areas: School Culture and Climate - Family and Community Engagement - Demographics - School Processes & Programs - Perceptions

Problem Statement 19: Students need continued opportunities to develop a strong sense of belonging, connection, and pride in their school community.

Root Cause 19: Middle school students benefit from intentional relationships with trusted adults, meaningful recognition, opportunities for participation, and consistent experiences that reinforce that every student belongs.

Problem Statement 19 Areas: School Culture and Climate - School Organization - Demographics - Student Learning - School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Support Systems and Other Data

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

Goals

Revised/Approved: October 19, 2026

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

Performance Objective 1: By the end of the 2026-2027 school year, Sulphur Springs Middle School will increase student achievement by at least 5 percentage points on the 2026-2027 reading STAAR.

High Priority

HB3 Goal

Evaluation Data Sources: 2026-2027 STAAR data

Strategy 1 Details		Reviews		
Strategy 1: Utilize reading intervention for students who were not successful on STAAR. We will also use in class support and Resource classrooms. Track student reading levels using the MAP and STAAR simulation. Use data to maximize reading support based on student need. Continue to use on-line reading libraries and engaging on-line intervention programs like HMH Personalized Path to motivate students to participate and grow. These programs are engaging, interesting and provide a level of reading support many of our students need. Strategy's Expected Result/Impact: We expect to see growth on the Reading STAAR. We also expect to see an increase in overall reading scores in each grade level. Staff Responsible for Monitoring: MTSS Committee Academic Specialist Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 2, 8, 11 - Student Learning 2, 9, 14 - Student Achievement 1, 8, 11 - School Processes & Programs 2, 9, 14 - Curriculum, Instruction, and Assessment 2, 7, 12 - School Organization 4 Funding Sources: SCE Tutorials - 199 PIC 24 State Comp Ed, Accelerated Ed, SCE Summer Remediation - 199 PIC 24 State Comp Ed, Accelerated Ed		Formative		Summative
		Nov	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Special Education students represent a significant portion of the campus population and require individualized instructional supports and services. Root Cause: The range of student disabilities and individual learning needs requires coordinated implementation of accommodations, specially designed instruction, progress monitoring, staffing, and services.
Problem Statement 8: RLA achievement remains an area for improvement, with 70% of students performing at Approaches or Above on the 2026 RLA STAAR. Root Cause: Students need consistent opportunities to engage with rigorous grade-level texts, develop comprehension and written-response skills, and receive targeted support based on formative assessment data.

Demographics

Problem Statement 11: Academic intervention systems need consistent processes for identifying students, providing targeted support, monitoring progress, and adjusting intervention. **Root Cause:** Intervention effectiveness depends on consistent entry criteria, targeted instruction based on specific skill deficits, frequent progress monitoring, and timely instructional adjustments.

Student Learning

Problem Statement 2: Special Education students represent a significant portion of the campus population and require individualized instructional supports and services. **Root Cause:** The range of student disabilities and individual learning needs requires coordinated implementation of accommodations, specially designed instruction, progress monitoring, staffing, and services.

Problem Statement 9: RLA achievement remains an area for improvement, with 70% of students performing at Approaches or Above on the 2026 RLA STAAR. **Root Cause:** Students need consistent opportunities to engage with rigorous grade-level texts, develop comprehension and written-response skills, and receive targeted support based on formative assessment data.

Problem Statement 14: Academic intervention systems need consistent processes for identifying students, providing targeted support, monitoring progress, and adjusting intervention. **Root Cause:** Intervention effectiveness depends on consistent entry criteria, targeted instruction based on specific skill deficits, frequent progress monitoring, and timely instructional adjustments.

School Processes & Programs

Problem Statement 2: Special Education students represent a significant portion of the campus population and require individualized instructional supports and services. **Root Cause:** The range of student disabilities and individual learning needs requires coordinated implementation of accommodations, specially designed instruction, progress monitoring, staffing, and services.

Problem Statement 9: RLA achievement remains an area for improvement, with 70% of students performing at Approaches or Above on the 2026 RLA STAAR. **Root Cause:** Students need consistent opportunities to engage with rigorous grade-level texts, develop comprehension and written-response skills, and receive targeted support based on formative assessment data.

Problem Statement 14: Academic intervention systems need consistent processes for identifying students, providing targeted support, monitoring progress, and adjusting intervention. **Root Cause:** Intervention effectiveness depends on consistent entry criteria, targeted instruction based on specific skill deficits, frequent progress monitoring, and timely instructional adjustments.

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

Performance Objective 2: Increase the percentage of Hispanic students receiving "Approaches or Above" on the Math STAAR to 58%.

High Priority
HB3 Goal
Evaluation Data Sources: 26-27 STAAR data

Strategy 1 Details		Reviews		
Strategy 1: Utilize math intervention for students who were not successful on STAAR. Track student math levels using the MAP and STAAR simulation. Use data to maximize math support based on student need. Continue to use engaging on-line intervention programs like HMH Personalized Path to motivate students to participate and grow. These programs are engaging, interesting and provide a level of math support many of our students need. Strategy's Expected Result/Impact: Students will receive the intervention they truly need and will show growth on the STAAR. Staff Responsible for Monitoring: MTSS Committee Academic Specialist Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Talent Retention and Strategic Staffing Problem Statements: Demographics 5, 6, 7 - Student Learning 6, 7, 8 - Student Achievement 5, 6, 7 - School Processes & Programs 6, 7, 8 - Curriculum, Instruction, and Assessment 4, 5, 6		Formative		Summative
		Nov	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 5: Academic Growth continues to be an area of need. SSMS earned a 2026 Academic Growth scaled score of 64 (D). RLA growth was 54% compared with the 63% target, and Math growth was 59% compared with the 67% target. Root Cause: Students need consistent access to rigorous grade-level Tier 1 instruction, formative assessment, targeted reteach/intervention, and frequent progress monitoring.

Demographics

Problem Statement 6: Closing the Gaps remains an area of need, with SSMS earning a 2026 Closing the Gaps scaled score of 57 (F). **Root Cause:** Performance varies across student groups, indicating a need for more intentional analysis of student-group data and targeted instructional responses based on identified learning gaps.

Problem Statement 7: Mathematics achievement remains below desired performance levels, with 64% of students performing at Approaches or Above on the 2026 Math STAAR. **Root Cause:** Gaps in prerequisite skills and grade-level understanding require consistent Tier 1 instruction, targeted reteach, intervention, and opportunities for students to apply mathematical concepts.

Student Learning

Problem Statement 6: Academic Growth continues to be an area of need. SSMS earned a 2026 Academic Growth scaled score of 64 (D). RLA growth was 54% compared with the 63% target, and Math growth was 59% compared with the 67% target. **Root Cause:** Students need consistent access to rigorous grade-level Tier 1 instruction, formative assessment, targeted reteach/intervention, and frequent progress monitoring.

Problem Statement 7: Closing the Gaps remains an area of need, with SSMS earning a 2026 Closing the Gaps scaled score of 57 (F). **Root Cause:** Performance varies across student groups, indicating a need for more intentional analysis of student-group data and targeted instructional responses based on identified learning gaps.

Problem Statement 8: Mathematics achievement remains below desired performance levels, with 64% of students performing at Approaches or Above on the 2026 Math STAAR. **Root Cause:** Gaps in prerequisite skills and grade-level understanding require consistent Tier 1 instruction, targeted reteach, intervention, and opportunities for students to apply mathematical concepts.

School Processes & Programs

Problem Statement 6: Academic Growth continues to be an area of need. SSMS earned a 2026 Academic Growth scaled score of 64 (D). RLA growth was 54% compared with the 63% target, and Math growth was 59% compared with the 67% target. **Root Cause:** Students need consistent access to rigorous grade-level Tier 1 instruction, formative assessment, targeted reteach/intervention, and frequent progress monitoring.

Problem Statement 7: Closing the Gaps remains an area of need, with SSMS earning a 2026 Closing the Gaps scaled score of 57 (F). **Root Cause:** Performance varies across student groups, indicating a need for more intentional analysis of student-group data and targeted instructional responses based on identified learning gaps.

Problem Statement 8: Mathematics achievement remains below desired performance levels, with 64% of students performing at Approaches or Above on the 2026 Math STAAR. **Root Cause:** Gaps in prerequisite skills and grade-level understanding require consistent Tier 1 instruction, targeted reteach, intervention, and opportunities for students to apply mathematical concepts.

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

Performance Objective 3: By the end of the 2026-2027 school year, Sulphur Springs Middle School will increase the amount of students scoring Advanced on their TELPAS composite scores by at least 5 percentage points.

Evaluation Data Sources: 26-27 TELPAS

Strategy 1 Details	Reviews		
Strategy 1: Utilize ESL pullouts for students who were not successful on TELPAS Track student levels using the K12Summitt. Continue to use engaging on-line intervention programs like K12Summitt to motivate students to participate and grow. These programs are engaging, interesting and provide a level of support many of our students need. Strategy's Expected Result/Impact: Students will utilize ESL pullouts. Staff Responsible for Monitoring: Principal Asst. Principal Counselors ESL and Dual Language Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 1, 9 - Student Learning 3, 10 - Student Achievement 2, 9 - School Processes & Programs 4, 10 - Curriculum, Instruction, and Assessment 1, 8 - School Organization 1	Formative		Summative
	Nov	Mar	June
No Progress Accomplished Continue/Modify Discontinue			

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: The growing needs of Emerging Bilingual students require intentional academic and language support across all content areas. Root Cause: Staff need to consistently plan for students at varying levels of English proficiency by incorporating appropriate linguistic accommodations and language-development opportunities.
Problem Statement 9: Emerging Bilingual students continue to demonstrate academic and language-development needs as measured by STAAR and TELPAS performance. Root Cause: Students need increased opportunities to develop and apply academic language through purposeful listening, speaking, reading, and writing across content areas.

Student Learning

Problem Statement 3: The growing needs of Emerging Bilingual students require intentional academic and language support across all content areas. **Root Cause:** Staff need to consistently plan for students at varying levels of English proficiency by incorporating appropriate linguistic accommodations and language-development opportunities.

Problem Statement 10: Emerging Bilingual students continue to demonstrate academic and language-development needs as measured by STAAR and TELPAS performance.

Root Cause: Students need increased opportunities to develop and apply academic language through purposeful listening, speaking, reading, and writing across content areas.

School Processes & Programs

Problem Statement 4: The growing needs of Emerging Bilingual students require intentional academic and language support across all content areas. **Root Cause:** Staff need to consistently plan for students at varying levels of English proficiency by incorporating appropriate linguistic accommodations and language-development opportunities.

Problem Statement 10: Emerging Bilingual students continue to demonstrate academic and language-development needs as measured by STAAR and TELPAS performance.

Root Cause: Students need increased opportunities to develop and apply academic language through purposeful listening, speaking, reading, and writing across content areas.

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

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

Strategy 1 Details		Reviews		
Strategy 1: Communities in Schools (CIS) - The campus will partner with CIS to provide social worker services to students. Strategy's Expected Result/Impact: Improved living conditions for some students, decreased discipline referrals, improved academic performance. Staff Responsible for Monitoring: Principal TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Integrated Student Support Systems Problem Statements: Demographics 15 - Student Learning 17 - School Processes & Programs 18 - School Culture and Climate 6 - Perceptions 9 - School Organization 7 Funding Sources: CIS Funding - 199 PIC 24 State Comp Ed, Accelerated Ed		Formative		Summative
		Nov	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 15: Maintaining a positive campus culture requires continued attention to relationships, expectations, recognition, respect, and student responsibility. Root Cause: A positive school culture depends on students and staff consistently modeling and reinforcing shared expectations across classrooms and common areas.
Student Learning
Problem Statement 17: Maintaining a positive campus culture requires continued attention to relationships, expectations, recognition, respect, and student responsibility. Root Cause: A positive school culture depends on students and staff consistently modeling and reinforcing shared expectations across classrooms and common areas.
School Processes & Programs
Problem Statement 18: Maintaining a positive campus culture requires continued attention to relationships, expectations, recognition, respect, and student responsibility. Root Cause: A positive school culture depends on students and staff consistently modeling and reinforcing shared expectations across classrooms and common areas.

Perceptions

Problem Statement 9: Maintaining a positive campus culture requires continued attention to relationships, expectations, recognition, respect, and student responsibility. **Root Cause:** A positive school culture depends on students and staff consistently modeling and reinforcing shared expectations across classrooms and common areas.

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

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

Strategy 1 Details	Reviews		
Strategy 1: We will continue to study and provide enhanced security measures for the campus and train staff regularly. Strategy's Expected Result/Impact: Increased level of security and safety perception by staff and students Staff Responsible for Monitoring: Administrators Campus Police TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Integrated Student Support Systems Problem Statements: Demographics 12, 16 - Student Learning 15, 18 - School Processes & Programs 15, 19 - School Culture and Climate 4, 7 - Perceptions 6, 10 - Family and Community Engagement 3 - School Organization 5, 8	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Students will begin using the Anonymous Alert system to provide administrators with information regarding student handbook violations. Staff Responsible for Monitoring: Principal Assistant Principals ESF Levers: Lever 3: Integrated Student Support Systems Problem Statements: Demographics 16 - Student Learning 18 - School Processes & Programs 19 - School Culture and Climate 7 - Perceptions 10 - Family and Community Engagement 3 - School Organization 8	Formative		Summative
	Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 12: Students need continued opportunities to develop a strong sense of belonging, connection, and pride in their school community. Root Cause: Middle school students benefit from intentional relationships with trusted adults, meaningful recognition, opportunities for participation, and consistent experiences that reinforce that every student belongs.

Demographics
Problem Statement 16: Students, staff, and families need to feel physically and emotionally safe while on campus. Root Cause: Perceptions of safety are influenced by supervision, relationships, consistent enforcement of expectations, responsiveness to concerns, and clear communication about campus safety procedures.
Student Learning
Problem Statement 15: Students need continued opportunities to develop a strong sense of belonging, connection, and pride in their school community. Root Cause: Middle school students benefit from intentional relationships with trusted adults, meaningful recognition, opportunities for participation, and consistent experiences that reinforce that every student belongs. Problem Statement 18: Students, staff, and families need to feel physically and emotionally safe while on campus. Root Cause: Perceptions of safety are influenced by supervision, relationships, consistent enforcement of expectations, responsiveness to concerns, and clear communication about campus safety procedures.
School Processes & Programs
Problem Statement 15: Students need continued opportunities to develop a strong sense of belonging, connection, and pride in their school community. Root Cause: Middle school students benefit from intentional relationships with trusted adults, meaningful recognition, opportunities for participation, and consistent experiences that reinforce that every student belongs. Problem Statement 19: Students, staff, and families need to feel physically and emotionally safe while on campus. Root Cause: Perceptions of safety are influenced by supervision, relationships, consistent enforcement of expectations, responsiveness to concerns, and clear communication about campus safety procedures.
Perceptions
Problem Statement 6: Students need continued opportunities to develop a strong sense of belonging, connection, and pride in their school community. Root Cause: Middle school students benefit from intentional relationships with trusted adults, meaningful recognition, opportunities for participation, and consistent experiences that reinforce that every student belongs. Problem Statement 10: Students, staff, and families need to feel physically and emotionally safe while on campus. Root Cause: Perceptions of safety are influenced by supervision, relationships, consistent enforcement of expectations, responsiveness to concerns, and clear communication about campus safety procedures.

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

Performance Objective 1: We will provide high quality and ongoing professional development.

Evaluation Data Sources: Eduphoria portfolio data for staff

Strategy 1 Details	Reviews		
Strategy 1: Educators develop student and professional goals then participate in professional development to help them achieve these goals. Strategy's Expected Result/Impact: Teachers have additional opportunities for professional growth. Staff Responsible for Monitoring: Teachers and paraprofessionals Campus Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 10 - Student Learning 12, 13 - Student Achievement 10 - School Processes & Programs 12, 13 - Perceptions 5 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 10, 11	Formative		Summative
	Nov	Mar	June
No Progress Accomplished Continue/Modify Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 10: Assessment data are available, but the use of data to make timely instructional adjustments needs to become more systematic across the campus. Root Cause: Teachers need continued support in moving from identifying assessment results to determining specific instructional responses, interventions, and progress-monitoring actions.
Student Learning
Problem Statement 12: Assessment data are available, but the use of data to make timely instructional adjustments needs to become more systematic across the campus. Root Cause: Teachers need continued support in moving from identifying assessment results to determining specific instructional responses, interventions, and progress-monitoring actions.

Student Learning

Problem Statement 13: Teachers require differentiated, job-embedded professional learning and instructional support to address varying levels of experience and instructional needs. **Root Cause:** Whole-group professional development alone does not address the individual instructional needs of every teacher; ongoing coaching, modeling, rehearsal, observation, and feedback are needed.

School Processes & Programs

Problem Statement 12: Assessment data are available, but the use of data to make timely instructional adjustments needs to become more systematic across the campus. **Root Cause:** Teachers need continued support in moving from identifying assessment results to determining specific instructional responses, interventions, and progress-monitoring actions.

Problem Statement 13: Teachers require differentiated, job-embedded professional learning and instructional support to address varying levels of experience and instructional needs. **Root Cause:** Whole-group professional development alone does not address the individual instructional needs of every teacher; ongoing coaching, modeling, rehearsal, observation, and feedback are needed.

Perceptions

Problem Statement 5: Teachers require differentiated, job-embedded professional learning and instructional support to address varying levels of experience and instructional needs. **Root Cause:** Whole-group professional development alone does not address the individual instructional needs of every teacher; ongoing coaching, modeling, rehearsal, observation, and feedback are needed.

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

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

Strategy 1 Details		Reviews		
Strategy 1: A comprehensive Teacher Induction program for new teachers new to the district will be implemented Strategy's Expected Result/Impact: Teacher turnover will decrease Staff Responsible for Monitoring: Campus/District Admin TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership Problem Statements: Student Learning 11 - School Processes & Programs 11 - Perceptions 4 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 9		Formative		Summative
		Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 11: PLC practices and expectations are not yet implemented with the same level of consistency across all grade levels and content areas. Root Cause: PLC structures need clearer common expectations for lesson internalization, data analysis, instructional planning, student-work analysis, and follow-up.
School Processes & Programs
Problem Statement 11: PLC practices and expectations are not yet implemented with the same level of consistency across all grade levels and content areas. Root Cause: PLC structures need clearer common expectations for lesson internalization, data analysis, instructional planning, student-work analysis, and follow-up.
Perceptions
Problem Statement 4: PLC practices and expectations are not yet implemented with the same level of consistency across all grade levels and content areas. Root Cause: PLC structures need clearer common expectations for lesson internalization, data analysis, instructional planning, student-work analysis, and follow-up.

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

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

Evaluation Data Sources: Completion of activities

Strategy 1 Details	Reviews		
Strategy 1: We will host activities on campus that welcomes the whole family. Strategy's Expected Result/Impact: Families get involved in what students are doing at SSMS. Staff Responsible for Monitoring: Principal Teachers Assistant Principals TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Integrated Student Support Systems Problem Statements: Demographics 13, 15 - Student Learning 4, 17 - School Processes & Programs 5, 16, 18 - School Culture and Climate 3, 5, 6 - Perceptions 3, 7, 9 - Family and Community Engagement 1 - School Organization 3, 7	Formative		Summative
	Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 13: Family participation in campus activities and school experiences can be strengthened. Root Cause: Family schedules, responsibilities, interests, and availability vary, requiring the campus to provide multiple types of meaningful and accessible engagement opportunities.
Problem Statement 15: Maintaining a positive campus culture requires continued attention to relationships, expectations, recognition, respect, and student responsibility. Root Cause: A positive school culture depends on students and staff consistently modeling and reinforcing shared expectations across classrooms and common areas.
Student Learning
Problem Statement 4: Maintaining a positive campus culture requires continued attention to relationships, expectations, recognition, respect, and student responsibility. Root Cause: A positive school culture depends on students and staff consistently modeling and reinforcing shared expectations across classrooms and common areas.
Problem Statement 17: Maintaining a positive campus culture requires continued attention to relationships, expectations, recognition, respect, and student responsibility. Root Cause: A positive school culture depends on students and staff consistently modeling and reinforcing shared expectations across classrooms and common areas.

School Processes & Programs

Problem Statement 5: Maintaining a positive campus culture requires continued attention to relationships, expectations, recognition, respect, and student responsibility. **Root Cause:** A positive school culture depends on students and staff consistently modeling and reinforcing shared expectations across classrooms and common areas.

Problem Statement 16: Family participation in campus activities and school experiences can be strengthened. **Root Cause:** Family schedules, responsibilities, interests, and availability vary, requiring the campus to provide multiple types of meaningful and accessible engagement opportunities.

Problem Statement 18: Maintaining a positive campus culture requires continued attention to relationships, expectations, recognition, respect, and student responsibility. **Root Cause:** A positive school culture depends on students and staff consistently modeling and reinforcing shared expectations across classrooms and common areas.

Perceptions

Problem Statement 3: Maintaining a positive campus culture requires continued attention to relationships, expectations, recognition, respect, and student responsibility. **Root Cause:** A positive school culture depends on students and staff consistently modeling and reinforcing shared expectations across classrooms and common areas.

Problem Statement 7: Family participation in campus activities and school experiences can be strengthened. **Root Cause:** Family schedules, responsibilities, interests, and availability vary, requiring the campus to provide multiple types of meaningful and accessible engagement opportunities.

Problem Statement 9: Maintaining a positive campus culture requires continued attention to relationships, expectations, recognition, respect, and student responsibility. **Root Cause:** A positive school culture depends on students and staff consistently modeling and reinforcing shared expectations across classrooms and common areas.

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

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

Evaluation Data Sources: Documented communication.

Strategy 1 Details	Reviews		
Strategy 1: SSMS will use multiple methods to communicate with parents and students including Facebook, Skyward, Remind, and an up-to-date website. Strategy's Expected Result/Impact: These communication methods will be used to promote all of the positive things going on at SSMS. Staff Responsible for Monitoring: Principal Counselors Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Integrated Student Support Systems Problem Statements: Demographics 4, 14 - Student Learning 5, 16 - Student Achievement 4 - School Processes & Programs 3, 17 - School Culture and Climate 2 - Perceptions 2, 8 - Curriculum, Instruction, and Assessment 3 - Family and Community Engagement 2 - School Organization 6	Formative		Summative
	Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 4: The diversity of the student population creates a wide range of academic, behavioral, language, and social-emotional needs across the campus. Root Cause: Students enter SSMS with different educational experiences, levels of academic readiness, language proficiency, and individual support needs.
Problem Statement 14: Families need consistent, timely, and accessible communication regarding academics, behavior, attendance, activities, and campus expectations. Root Cause: Families have different communication preferences and levels of access, making it necessary to communicate important information through multiple approved methods.
Student Learning
Problem Statement 5: The diversity of the student population creates a wide range of academic, behavioral, language, and social-emotional needs across the campus. Root Cause: Students enter SSMS with different educational experiences, levels of academic readiness, language proficiency, and individual support needs.

Student Learning
Problem Statement 16: Families need consistent, timely, and accessible communication regarding academics, behavior, attendance, activities, and campus expectations. Root Cause: Families have different communication preferences and levels of access, making it necessary to communicate important information through multiple approved methods.
School Processes & Programs
Problem Statement 3: The diversity of the student population creates a wide range of academic, behavioral, language, and social-emotional needs across the campus. Root Cause: Students enter SSMS with different educational experiences, levels of academic readiness, language proficiency, and individual support needs. Problem Statement 17: Families need consistent, timely, and accessible communication regarding academics, behavior, attendance, activities, and campus expectations. Root Cause: Families have different communication preferences and levels of access, making it necessary to communicate important information through multiple approved methods.
Perceptions
Problem Statement 2: The diversity of the student population creates a wide range of academic, behavioral, language, and social-emotional needs across the campus. Root Cause: Students enter SSMS with different educational experiences, levels of academic readiness, language proficiency, and individual support needs. Problem Statement 8: Families need consistent, timely, and accessible communication regarding academics, behavior, attendance, activities, and campus expectations. Root Cause: Families have different communication preferences and levels of access, making it necessary to communicate important information through multiple approved methods.

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

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

Evaluation Data Sources: End of year budget analysis

Strategy 1 Details		Reviews		
Strategy 1: Expand partnership with our PTO to identify areas of need in our school. Strategy's Expected Result/Impact: Funding from outside sources will prevent interference with strategic budget planning. Staff Responsible for Monitoring: Principal PTO representative TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Integrated Student Support Systems Problem Statements: Demographics 3 - Student Learning 1 - Student Achievement 3 - School Processes & Programs 1 - School Culture and Climate 1 - Perceptions 1 - School Organization 2		Formative		Summative
		Nov	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: More than half of the campus population is economically disadvantaged, and approximately half of students are identified as at risk, increasing the need for supplemental academic and student supports. Root Cause: Students identified as economically disadvantaged or at risk may experience barriers that require additional academic intervention, resources, mentoring, and support services.
Student Learning
Problem Statement 1: More than half of the campus population is economically disadvantaged, and approximately half of students are identified as at risk, increasing the need for supplemental academic and student supports. Root Cause: Students identified as economically disadvantaged or at risk may experience barriers that require additional academic intervention, resources, mentoring, and support services.
School Processes & Programs
Problem Statement 1: More than half of the campus population is economically disadvantaged, and approximately half of students are identified as at risk, increasing the need for supplemental academic and student supports. Root Cause: Students identified as economically disadvantaged or at risk may experience barriers that require additional academic intervention, resources, mentoring, and support services.

Perceptions

Problem Statement 1: More than half of the campus population is economically disadvantaged, and approximately half of students are identified as at risk, increasing the need for supplemental academic and student supports. **Root Cause:** Students identified as economically disadvantaged or at risk may experience barriers that require additional academic intervention, resources, mentoring, and support services.

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

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

Evaluation Data Sources: Itemized list created from needs assessment

Strategy 1 Details	Reviews		
Strategy 1: Conduct a local facility needs assessment to identify and prioritize areas needing improvement. Strategy's Expected Result/Impact: A specific list of improvement needs will be created and used for budget planning. Staff Responsible for Monitoring: Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership Problem Statements: Demographics 16 - Student Learning 18 - School Processes & Programs 19 - School Culture and Climate 7 - Perceptions 10 - Family and Community Engagement 3 - School Organization 8	Formative		Summative
	Nov	Mar	June
No Progress Accomplished Continue/Modify Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 16: Students, staff, and families need to feel physically and emotionally safe while on campus. Root Cause: Perceptions of safety are influenced by supervision, relationships, consistent enforcement of expectations, responsiveness to concerns, and clear communication about campus safety procedures.
Student Learning
Problem Statement 18: Students, staff, and families need to feel physically and emotionally safe while on campus. Root Cause: Perceptions of safety are influenced by supervision, relationships, consistent enforcement of expectations, responsiveness to concerns, and clear communication about campus safety procedures.
School Processes & Programs
Problem Statement 19: Students, staff, and families need to feel physically and emotionally safe while on campus. Root Cause: Perceptions of safety are influenced by supervision, relationships, consistent enforcement of expectations, responsiveness to concerns, and clear communication about campus safety procedures.
Perceptions
Problem Statement 10: Students, staff, and families need to feel physically and emotionally safe while on campus. Root Cause: Perceptions of safety are influenced by supervision, relationships, consistent enforcement of expectations, responsiveness to concerns, and clear communication about campus safety procedures.

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

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

Evaluation Data Sources: End of year budget analysis

Strategy 1 Details		Reviews		
Strategy 1: Identify areas that are outside the scope of district resources, analyze typical repair costs, and create a budget line with sufficient funds. Strategy's Expected Result/Impact: Emergency repairs will not interfere with strategic planning for facility improvements. Staff Responsible for Monitoring: Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Integrated Student Support Systems Problem Statements: Demographics 16 - Student Learning 18 - School Processes & Programs 19 - School Culture and Climate 7 - Perceptions 10 - Family and Community Engagement 3 - School Organization 8		Formative		Summative
		Nov	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 16: Students, staff, and families need to feel physically and emotionally safe while on campus. Root Cause: Perceptions of safety are influenced by supervision, relationships, consistent enforcement of expectations, responsiveness to concerns, and clear communication about campus safety procedures.
Student Learning
Problem Statement 18: Students, staff, and families need to feel physically and emotionally safe while on campus. Root Cause: Perceptions of safety are influenced by supervision, relationships, consistent enforcement of expectations, responsiveness to concerns, and clear communication about campus safety procedures.
School Processes & Programs
Problem Statement 19: Students, staff, and families need to feel physically and emotionally safe while on campus. Root Cause: Perceptions of safety are influenced by supervision, relationships, consistent enforcement of expectations, responsiveness to concerns, and clear communication about campus safety procedures.

Perceptions

Problem Statement 10: Students, staff, and families need to feel physically and emotionally safe while on campus. **Root Cause:** Perceptions of safety are influenced by supervision, relationships, consistent enforcement of expectations, responsiveness to concerns, and clear communication about campus safety procedures.

State Compensatory

Budget for Sulphur Springs Middle School

Total SCE Funds: \$323,000.00

Total FTEs Funded by SCE: 4.7

Brief Description of SCE Services and/or Programs

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

Personnel for Sulphur Springs Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Blakeli Pierce	Teacher	0.5
Christi Funderburk	Teacher	0.5
Hannah Fields	Teacher	0.5
Lisa Howard	Teacher	0.5
Maria De Santiago	Academic Paraprofessional	0.7
Morgan Price	Teacher	0.5
Rachel Riley	Teacher	0.5
Teresa Quarles	Academic Paraprofessional	1

Policies, Procedures, and Requirements

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

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