Sulphur Springs Independent School District

Douglass ECLC

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 student to attain personal growth and become lifelong learners.

Vision

Educating All Students to Their Fullest Potential

Value Statement

We believe all children can learn.

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

We believe every person should be and feel safe.

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

We believe relationships are essential.

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

We believe family and community partnerships are essential.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Douglass Early Childhood Learning Center serves a current enrollment of 191 students. The campus, located at 600 Calvert Street, in Sulphur Springs, Texas, Hopkins County, houses three programs in the Sulphur Springs Independent School District. It provides services for students in ECSE (Early Childhood Special Education), Head Start 3 and 4, and Pre-Kindergarten. At present time, the class average for the Head Start 3 classrooms is 17 students per classroom; Head Start 4 has an average of 18 students per classroom; and Pre-Kindergarten classes have class averages of 10.

The strategic planning process seeks to involve parents, teachers, community members, and district staff through the Policy Council, Campus Advisory Council, and the Sulphur Springs ISD School Board, to provide the best educational opportunities possible for Douglass ECLC students. The Douglass ECLC *Campus Improvement Plan* also serves as the Head Start *Strategic Plan*.

The Douglass Early Childhood Learning Center serves an ethnically diverse student population with an economically disadvantaged student population higher than state averages. The staff breakdown for the campus is (2) ECSE teachers, (4) Head Start 3 teachers, (6) Head Start 4 teachers, (4) Pre-Kindergarten teachers, and (1) Physical Education teacher; (1) Head Start 4 and (1) Pre-Kindergarten teachers are DLE (Dual Language Enrichment) teachers; (2) Head Start 4 and (1) Pre-Kindergarten teacher serves the ESL students; and (21) paraprofessionals also serve to help meet the needs of the students.

The campus serves an ethnically diverse student population with economically disadvantaged and at-risk student populations. The Student Ethnic Distribution and Sub-Demographic percentages, reported on 09/28/2026 are as follows:

Student Ethnic Distribution	Percent		Sub-Demographic	Percent
African American	14.7%		Economically Disadvantaged	87.76%
Hispanic	41.4%		English Language Learners	14.8%
White	31.4%		At-Risk	14.29%
American Indian	0.5%		Gifted and Talented	0%
Asian	1%		Special Education	8.67%
Pacific Islander	1%			
Two or More Races	14%			

Demographics Strengths

Some of the most notable strengths in demographics include:

1. The ethnic diversity of the campus' population enriches learning opportunities for all students.

2. The District's New Teacher Academy and the campus mentoring program are both very helpful and effective in supporting new teachers.

3. Douglass maintains a 10:1 student to teacher ratio in all classes. All classroom teachers are assisted with an aide, with the exception of the ECSE classes who may have two depending on the number of students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The percentage of economically disadvantaged students is 87%.
Root Cause: Both Head Start and Pre-Kindergarten programs were created to help children of lower-income families.

Problem Statement 2 (Prioritized): As many as 16% of the Head Start and Pre-Kindergarten students fail the initial Speech Screener in the area of Language.
Root Cause: Students may fail areas of the speech screener, especially language, due to systemic, environmental, and linguistic differences. The Head Start and Pre-Kindergarten programs are able to address speech concerns with intervention and/or speech services.

Student Learning

Student Learning Summary

Douglass ECLC utilizes a standards-based progress report and follows the elementary Progress Reporting Calendar. At the end of each grading period, parents receive a progress report to communicate student progress. In addition, at least two home visits and two parent conferences will be held for each child during the school year for Head Start students and 2 conferences for each child during the school year for Pre-K and ECSE only students. Student progress is monitored through informal observations, School Readiness Assessment (SRA), the ASQ (Ages and Stages Questionnaire), ASQ-SE (Ages and Stages Questionnaire – Social Emotional), and the CLI Engage, Texas School Readiness.

The ASQ and ASQ-SE is administered within the first 45 days of the school year. It is a set of questionnaires about the child's development in the areas of communication, gross motor, fine motor, problem-solving, and personal-social. This tool helps identify strengths as well as any areas in which a child may need support. If a child scores Well Below in an area, staff will monitor the student for further referral needs.

The students are tested on the School Readiness Assessment (SRA) (locally-developed screener to test Kindergarten standards) at the end of each of the 9 week grading periods to show growth during their preschool years as well as establish a baseline for cognitive skills. The ELAR (English Language Arts and Reading) SRA checks student knowledge in letter naming, letter sounds, and sight words. The Mathematics School Readiness Assessment (SRA) assesses shape identification, sorting, number identification, one-to-one correspondence, oral counting, and counting backward. The screener will show continued progress as students transition to Kindergarten.

The CLI Engage, Texas School Readiness provides a systematic method for observing the skill development of any child, including children with disabilities. It is a criterion-referenced assessment instrument, which measures the development in the domains of Language Development & Knowledge, Cognitive Development & Knowledge, Early Writing, Approaches to Learning, Physical Development and Social/Emotional Development. It's an on-going observation tool and administered three times per year (Wave 1 – Beginning of Year; Wave 2 – Middle of Year; and Wave 3 – End of Year).

Performance data may be found in the Attachment section of this plan.

Student Learning Strengths

Strengths in Student Academic Achievement include:

1. Douglass ECLC has high expectations for all students.

2. Teachers and aides use the data from the assessments to set student goals and individualize instruction for each student.

3. Student progress from the beginning of year to end of year on the CLI Engage, ELAR domain increased from 46% to 66%, students scoring on age level or above.

4. Student progress from the beginning of year to end of year on the CLI Engage, Math domain increased from 80% to 82%, students scoring on age level or above.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): On the CLI Engage, Social & Emotional, 13% of students scored below their developmental age on end of the year testing.
Root Cause: The campus' high percentage rate of economically disadvantaged students would indicate a need for specialized professional development in working with students of poverty.

School Processes & Programs

School Processes & Programs Summary

Students will be encouraged and challenged to meet their full educational potential through a guaranteed and viable curriculum. The curriculum will include depth and rigor to involve all students in learning opportunities. Supplemental programs provide student opportunities in Reading, Math, Science, and Social Studies. A plethora of instructional strategies/ programs and resources, including technology, Conscious Discipline, Fundamental Five, Discovery Educations, and Khan Academy will be implemented by all staff, including classroom teachers and paraprofessionals.

PLCs (Professional Learning Communities) meet weekly for 1 ½ hours. In addition, the district holds PLCs at the end of each nine-week grading period. Campus staff will collaborate with the district Curriculum Department to find tools to measure student growth and success. Teachers have direct input through the professional learning environment model to affect and guide campus assessment practices. Assessment data is analyzed for purposes of specific, targeted instruction for differentiation and individualization and to drive instruction.

All staff will be highly qualified. The Mission Statement for Sulphur Springs ISD promotes personal growth and lifelong learning. Instructional staff will participate in training based on their own learning needs as well as the needs of all students. Training on instructional strategies and technology integration will be offered. Douglass ECLC will implement peer observations, which will allow teachers/assistants to observe other teachers/assistants effectively implementing best practices or strategies. All teachers and administrators will participate in a refresher study of the Fundamental Five components. In addition, all staff are required to complete Eduhero courses on the following:

All Staff:

- Suicide Awareness and Prevention
- David’s Law Cyberbullying for Educators
- Bullying Prevention for School Personnel
- Bloodborne Pathogens
- Child Maltreatment Responsibilities/ and Addendum
- Human Tariffing Awareness
- Trauma Informed Care in Education
- Establishing Positive Relationships
- Title IX in Schools

Transportation Staff:

- SSISD Transportation Training

Highly qualified instructional staff will participate in training to utilize technology to meet the needs of all students. Technology training will include Promethean boards, iPads, Google Drive, software programs, and approved applications. Faculty/staff will be proficient in using the Skyward and Eduphoria systems.

The implementation of Conscious Discipline, a comprehensive classroom management program and a social-emotional curriculum, continues. It is based on current brain research, child development information, and developmentally appropriate practices. Its focus is on learning, forming relationships, communicating effectively, being sensitive to others’ needs and getting along with others.

CLASS (Classroom Assessment Scoring System) is a tool for observing and assessing the effectiveness of interactions among teachers and students in classrooms. It measures the

emotional, organizational, and instructional supports provided by teachers that contribute to children's social, developmental, and academic achievement.

Douglass ECLC implements the Response to Intervention (RtI) process to identify, intervene, and monitor students who are struggling academically or behaviorally to ensure that all students reach their full potential.

Critical instructional and assessment programs will continue. Many of these are supplemental programs funded through federal funding or special state allotments. Critical programs include Success Ed (RtI), Khan Academy, Discovery Education, and Conscious Discipline.

Douglass ECLC is committed to hiring and retaining highly-qualified teachers as well as high quality aides. Support systems, such as SSISD's New Teacher Academy as well as campus mentors are implemented to support new teachers. Peer observations, PLCs, Common Planning sessions, and other training will equip both new and seasoned teachers to be successful educators.

School Processes & Programs Strengths

Strengths in school processes and programs include:

1. PLCs allow time for teachers to use data to drive instruction and focus on effective instructional strategies to teach content.

2. 100% of teachers participate in multiple professional development opportunities.

3. On-going communication with campus stakeholders is a strength.

4. Teachers and staff are committed to building relationships with staff, student, and their families

5. During PLC time our 4-year-old students participate in enrichment activities that include story time, music, technology, science, mental health lessons, health lessons, etc.

6. We provide site-based ongoing coaching.

7. We have one-to-one devices for our students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We want campus wide implementation of Conscious Discipline with all staff utilizing the Conscious Discipline ways with their actions and language.
Root Cause: There has not been a full "buy in" with the social-emotional curriculum or there are new staff that have not received the official training.

Perceptions

Perceptions Summary

Douglass Early Childhood Learning Center focuses on a home/school connection to educate and engage parents through the Policy Council, Meet the Teacher, Walk and Talk sessions, Grandparents Raising Grandchildren, and other parental involvement opportunities. Our goal is to prepare students to be responsible and productive citizens by guiding and assisting them to achieve academically, while nurturing their physical, social, and emotional growth to create a positive and safe learning climate for students.

Douglass ECLC encourages and welcomes parent/guardian and community involvement in school activities. Community support and involvement in school activities will include district student programs from various campuses and Head Start and Pre-Kindergarten parent volunteers. Automated systems for parent notification, newsletters, monthly calendars, Remind 101, Dojo, social media, and the school marquee are used regularly to communicate with parents and other stakeholders in an expedient manner.

The implementation of Conscious Discipline, a comprehensive classroom management program and a social-emotional curriculum, continues. It is based on current brain research, child development information, and developmentally appropriate practices. Its focus is on learning, forming relationships, communicating effectively, being sensitive to others' needs and getting along with others.

We are committed to ensuring that students will be educated in learning environments that are safe, drug free, and conducive to learning. Due to the increasing need for social emotional learning and mental health awareness, Douglass ECLC students receive counseling services, if needed, from a Licensed Professional Counselor (LPC). In addition, Douglass ECLC has a full time police officer who works continuously with other district staff members to engage in safety audits and carry out the campus' emergency management plan. We are also committed to eliminating bullying in our schools. Campus staff work continuously with students and community members to protect students and work against the effects of bullying. SSISD now employs an anonymous bully reporting system to more easily report incidents of bullying.

Perceptions Strengths

Strengths in perceptions include:

1. Douglass ECLC has a strong school to home connection, with many opportunities for parental involvement.

2. Campus staff genuinely care about students and their progress as well as parent education and their learning.

3. Building positive connections and relationships with students, families, and staff, as well as classroom management strategies are implemented.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): To better protect all stakeholders, SSISD seeks to enhance its safety and security measures.
Root Cause: Growing needs in our society, including social emotional needs

Problem Statement 2 (Prioritized): Research indicates there is an increase in social emotional needs as well as mental health concerns.
Root Cause: School threats for safety, therefore fewer opportunities for socializing

Problem Statement 3 (Prioritized): Although there are many opportunities for parental involvement, we don't have 100% participation.
Root Cause: Work schedules and business interfere with opportunities to be involved. Also, lack of parent knowledge of how important Early Childhood Education is for a child.

Priority Problem Statements

Problem Statement 1: We want campus wide implementation of Conscious Discipline with all staff utilizing the Conscious Discipline ways with their actions and language.

Root Cause 1: There has not been a full "buy in" with the social-emotional curriculum or there are new staff that have not received the official training.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: The percentage of economically disadvantaged students is 87%.

Root Cause 2: Both Head Start and Pre-Kindergarten programs were created to help children of lower-income families.

Problem Statement 2 Areas: Demographics

Problem Statement 3: As many as 16% of the Head Start and Pre-Kindergarten students fail the initial Speech Screener in the area of Language.

Root Cause 3: Students may fail areas of the speech screener, especially language, due to systemic, environmental, and linguistic differences. The Head Start and Pre-Kindergarten programs are able to address speech concerns with intervention and/or speech services.

Problem Statement 3 Areas: Demographics

Problem Statement 4: On the CLI Engage, Social & Emotional, 13% of students scored below their developmental age on end of the year testing.

Root Cause 4: The campus' high percentage rate of economically disadvantaged students would indicate a need for specialized professional development in working with students of poverty.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: To better protect all stakeholders, SSISD seeks to enhance its safety and security measures.

Root Cause 5: Growing needs in our society, including social emotional needs

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Although there are many opportunities for parental involvement, we don't have 100% participation.

Root Cause 6: Work schedules and business interfere with opportunities to be involved. Also, lack of parent knowledge of how important Early Childhood Education is for a child.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Research indicates there is an increase in social emotional needs as well as mental health concerns.

Root Cause 7: School threats for safety, therefore fewer opportunities for socializing

Problem Statement 7 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)

Accountability Data

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

Student Data: Assessments

- Local benchmark or common assessments data
- Other PreK - 2nd grade 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 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

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

Parent/Community Data

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

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: At least 80% of all students will score on age level or above age level in the Phonological Awareness dimension of the CLI Engage, on end of year testing, or Wave 3.

High Priority

Evaluation Data Sources: Wave 3, end of year Cognitive & Knowledge scores

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Continued use of supplemental programs of instruction that include, but are not limited to, Khan Academy, Epic, IXL, and Discovery Education **Strategy's Expected Result/Impact:** Student cognitive scores, letter knowledge will increase. **Staff Responsible for Monitoring:** Academic Specialist **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 2 **Funding Sources:** Discovery Education - 211 Title I, Part A, Khan Academy - 211 Title I, Part A - $3,100			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Classroom teachers and administrators will deepen their understanding of and ability to address the specific academic needs of all students. **Strategy's Expected Result/Impact:** Increase in student's academic achievement as demonstrated by: (1) the increased use of Discovery Education (2) the use of data from the assessments (3) teacher implementation of Khan Academy computer program for practice **Staff Responsible for Monitoring:** Principal Academic Specialist **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 1 - Student Learning 1 **Funding Sources:** Khan Academy - 211 Title I, Part A - $3,000, Discovery Educations - 211 Title I, Part A			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The percentage of economically disadvantaged students is 87%. **Root Cause**: Both Head Start and Pre-Kindergarten programs were created to help children of lower-income families.
Problem Statement 2: As many as 16% of the Head Start and Pre-Kindergarten students fail the initial Speech Screener in the area of Language. **Root Cause**: Students may fail areas of the speech screener, especially language, due to systemic, environmental, and linguistic differences. The Head Start and Pre-Kindergarten programs are able to address speech concerns with intervention and/or speech services.
Student Learning
Problem Statement 1: On the CLI Engage, Social & Emotional, 13% of students scored below their developmental age on end of the year testing. **Root Cause**: The campus' high percentage rate of economically disadvantaged students would indicate a need for specialized professional development in working with students of poverty.

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

Performance Objective 2: With a focus on rigor in the classroom, the PreK and Head Start students will increase BOY to EOY School Readiness Assessment scores by 30%.

Evaluation Data Sources: Scores on the (SRA) School Readiness Assessment

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Provide supplementary services and resources, including Khan Academy , Epic, and Discovery Education to increase the academic achievement of students. **Strategy's Expected Result/Impact:** Increase in student achievement in all content areas **Staff Responsible for Monitoring:** Principal Academic Specialist **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 1 **Funding Sources:** Supplemental Pre-K Personnel Costs - 199 PIC 34 State Comp Ed, Prekindergarten - $113,074			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: On the CLI Engage, Social & Emotional, 13% of students scored below their developmental age on end of the year testing. **Root Cause**: The campus' high percentage rate of economically disadvantaged students would indicate a need for specialized professional development in working with students of poverty.

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

Performance Objective 3: Innovative learning opportunities that foster risk taking and student passion will be provided.

Evaluation Data Sources: Lesson plans; classroom observations

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Students will experience innovative thinking through problem-solving activities in centers, where they have free choice. **Strategy's Expected Result/Impact:** Increase in critical thinking **Staff Responsible for Monitoring:** Teachers Principal Academic Specialist Education Specialist **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials **Problem Statements:** Perceptions 2			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 2: Research indicates there is an increase in social emotional needs as well as mental health concerns. **Root Cause**: School threats for safety, therefore fewer opportunities for socializing

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

Performance Objective 4: At least 80% of all students will score on age level or above age level in the Phonological Awareness dimension of the CLI Engage, on end of year testing, or Wave 3.

High Priority

Evaluation Data Sources: Wave 3, end of year Cognitive & Knowledge scores

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Douglass ECLC will implement Heggerty lessons for the 4-year-old classes. **Strategy's Expected Result/Impact:** Students will be taught a Heggerty lesson each day. This will be taught with fidelity and intentionality regarding phonological awareness. This will increase student performance on the CLI assessment and kindergarten readiness. **Staff Responsible for Monitoring:** Principal Academic Specialist Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials **Funding Sources:** Heggerty Pre-K Curriculum- Pre-K students - 199 General Fund, Heggerty Pre-K Curriculum- Head Start 4 students - 205 Headstart Program			

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 5: With a focus on rigor in the classroom, the PreK and Head Start students will increase BOY to EOY School Readiness Assessment scores by 30%.

Evaluation Data Sources: Scores on the (SRA) School Readiness Assessment

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: The Frog Street Curriculum will be taught with fidelity to ensure students receive the same instruction across the campus. Focus Boards will be utilized to emphasize what students are learning each week. **Strategy's Expected Result/Impact:** Focused instruction on specific pieces of assessment data such as colors, shapes, numbers, sight words, etc. will be taught and retaught each day to ensure students are learning. **Staff Responsible for Monitoring:** Principal Academic Specialist Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Integrated Student Support Systems			

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 6: Innovative learning opportunities that foster risk taking and student passion will be provided.

Evaluation Data Sources: Lesson plans; classroom observations

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Students will be offered experiences through community-based opportunities such as the Rotary Club party, Handicapable Rodeo, field trips (Pumpkin Patch and Northeast Texas Children's Museum), and partnerships with the secondary SSISD campuses for older students to assist in Douglass student learning. **Strategy's Expected Result/Impact:** Increase social experiences along with learning opportunities some students would not have the chance to have without being in school. **Staff Responsible for Monitoring:** Principal Academic Specialist **ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials **Funding Sources:** Fee for Pumpkin Patch- Pre-K/ECSE students - 199 General Fund, Fee for Pumpkin Patch- Head Start students - 205 Headstart Program			

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Sustain a focus on maintaining school safety with 100% of all staff receiving training in the District's behavioral and safety initiatives.

Evaluation Data Sources: Campus Emergency Preparedness Manual; Sign In Sheets for behavioral, social emotional learning training/meetings

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Continue utilizing safety support systems in place, including the Campus Police Officer, safety drills, the Raptor System, two-way radios, and the Emergency Preparedness Plan. **Strategy's Expected Result/Impact:** To ensure a campus which is 100% safe and secure for all students and staff, the Campus Police Officer will protect the campus and serve as a deterrent to criminal activity. **Staff Responsible for Monitoring:** Principal Police Officer **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems **Problem Statements:** Perceptions 1, 2			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Social and Emotional Learning-Social and Emotional learning plans for all staff and students will be implemented. The Licensed Professional Counselor, LPC, will continue to provide services to students who need mental health and/or social emotional support. **Strategy's Expected Result/Impact:** Increase in effective teamwork, self-control, and self-regulation **Staff Responsible for Monitoring:** Mental Health and Disabilities Specialist **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Student Learning 1 - School Processes & Programs 1 - Perceptions 2			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: On the CLI Engage, Social & Emotional, 13% of students scored below their developmental age on end of the year testing. **Root Cause**: The campus' high percentage rate of economically disadvantaged students would indicate a need for specialized professional development in working with students of poverty.
School Processes & Programs
Problem Statement 1: We want campus wide implementation of Conscious Discipline with all staff utilizing the Conscious Discipline ways with their actions and language. **Root Cause**: There has not been a full "buy in" with the social-emotional curriculum or there are new staff that have not received the official training.
Perceptions
Problem Statement 1: To better protect all stakeholders, SSISD seeks to enhance its safety and security measures. **Root Cause**: Growing needs in our society, including social emotional needs
Problem Statement 2: Research indicates there is an increase in social emotional needs as well as mental health concerns. **Root Cause**: School threats for safety, therefore fewer opportunities for socializing

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

Performance Objective 2: All teachers will score at a minimum of 6 on the Behavior Management dimension in CLASS (Classroom Assessment Scoring System) by the end of year observation.

Evaluation Data Sources: CLASS Observation Sheet and scores

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Continue the implementation of character education, Conscious Discipline, and CLASS (Classroom Assessment Scoring System). **Strategy's Expected Result/Impact:** Classroom teachers will be better equipped in classroom management which increases our overall safe and secure campus climate. Increased positive character traits by students **Staff Responsible for Monitoring:** Principal Academic Specialist **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership **Problem Statements:** School Processes & Programs 1			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: We want campus wide implementation of Conscious Discipline with all staff utilizing the Conscious Discipline ways with their actions and language. **Root Cause**: There has not been a full "buy in" with the social-emotional curriculum or there are new staff that have not received the official training.

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: At least 75% of all teachers will score an average of 5 or more in the Instructional Support domain.

Evaluation Data Sources: CLASS Observation Sheet and scores

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Continue to provide on-going PLC conversations and support regarding teacher implementation of high-yield instructional practices from the Fundamental Five book study components. **Strategy's Expected Result/Impact:** Increase in overall student academic performance across all content areas **Staff Responsible for Monitoring:** Academic Specialist **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership **Problem Statements:** Demographics 2 - Student Learning 1			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Provide staff with appropriate professional development opportunities to ensure effective delivery of instructional strategies for academic achievement. **Strategy's Expected Result/Impact:** Staff will effectively use the instructional delivery to reach students of all levels. **Staff Responsible for Monitoring:** Principal Academic Specialist **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 2 - Student Learning 1			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: As many as 16% of the Head Start and Pre-Kindergarten students fail the initial Speech Screener in the area of Language. **Root Cause**: Students may fail areas of the speech screener, especially language, due to systemic, environmental, and linguistic differences. The Head Start and Pre-Kindergarten programs are able to address speech concerns with intervention and/or speech services.
Student Learning
Problem Statement 1: On the CLI Engage, Social & Emotional, 13% of students scored below their developmental age on end of the year testing. **Root Cause**: The campus' high percentage rate of economically disadvantaged students would indicate a need for specialized professional development in working with students of poverty.

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: Retain at least 90% of faculty and staff, with little turnover rate.

Evaluation Data Sources: TAPR reports

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Implementation of support systems, including New Teacher Academy, District of Innovation, and Mentors **Strategy's Expected Result/Impact:** Continue to retain exceptional staff, while giving support to newly hired and retained staff members. **Staff Responsible for Monitoring:** Principal Academic Specialist **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership **Problem Statements:** School Processes & Programs 1			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Implementation and support of classroom management systems through CLASS (Classroom Assessment Scoring System) in the domains of Emotional Support, Classroom Organization, and Instructional Support. **Strategy's Expected Result/Impact:** Increase in positive classroom environment; increase in self-regulation by students; decrease in discipline referrals and time off task **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1 - School Processes & Programs 1			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: On the CLI Engage, Social & Emotional, 13% of students scored below their developmental age on end of the year testing. **Root Cause**: The campus' high percentage rate of economically disadvantaged students would indicate a need for specialized professional development in working with students of poverty.
School Processes & Programs
Problem Statement 1: We want campus wide implementation of Conscious Discipline with all staff utilizing the Conscious Discipline ways with their actions and language. **Root Cause**: There has not been a full "buy in" with the social-emotional curriculum or there are new staff that have not received the official training.

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

Performance Objective 1: Douglass Early Childhood Learning Center will effectively communicate meaningful information to ensure the community of stakeholders is well-informed.

Evaluation Data Sources: Parent Surveys, newsletters

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Continue providing multiple opportunities for parents and community members to volunteer and participate in campus activities. **Strategy's Expected Result/Impact:** Increase in overall involvement and positive interactions with all stakeholders **Staff Responsible for Monitoring:** Principal Head Start Family Services Specialists **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems **Problem Statements:** Perceptions 2, 3 **Funding Sources:** Title I Parent Involvement Funding - 211 Title I, Part A - $2,050, Blackboard Connect - 211 Title I, Part A - $350			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Research indicates there is an increase in social emotional needs as well as mental health concerns. **Root Cause**: School threats for safety, therefore fewer opportunities for socializing
Problem Statement 3: Although there are many opportunities for parental involvement, we don't have 100% participation. **Root Cause**: Work schedules and business interfere with opportunities to be involved. Also, lack of parent knowledge of how important Early Childhood Education is for a child.

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

Performance Objective 2: Students will be provided with opportunities to pursue their passion in partnership with families and community.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Continue implementing a volunteer program that engages families and community members. **Strategy's Expected Result/Impact:** Increase in parent and community involvement **Staff Responsible for Monitoring:** Academic Specialist; Parent Family Community Engagement Specialists **Problem Statements:** Demographics 1 - Perceptions 3			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The percentage of economically disadvantaged students is 87%. **Root Cause**: Both Head Start and Pre-Kindergarten programs were created to help children of lower-income families.
Perceptions
Problem Statement 3: Although there are many opportunities for parental involvement, we don't have 100% participation. **Root Cause**: Work schedules and business interfere with opportunities to be involved. Also, lack of parent knowledge of how important Early Childhood Education is for a child.

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

Performance Objective 1: Implement cost-saving measures where possible without compromising the quality of education. Regularly review contracts and purchasing agreement to ensure the school is getting the best value.

Evaluation Data Sources: Parent meetings, Policy Council meetings, CIP meetings

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Douglass Early Childhood Learning Center will effectively communicate meaningful information to ensure the community of stakeholders is well-informed. **Strategy's Expected Result/Impact:** Increase in overall involvement and positive interactions with all stakeholders. **Staff Responsible for Monitoring:** Principal, CIP Committee, Policy Council Committee **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership **Problem Statements:** Perceptions 3			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 3: Although there are many opportunities for parental involvement, we don't have 100% participation. **Root Cause**: Work schedules and business interfere with opportunities to be involved. Also, lack of parent knowledge of how important Early Childhood Education is for a child.

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

Performance Objective 1: Excellent facilities that equip students to pursue their passions and fulfill their needs will be provided.

Evaluation Data Sources: Facilities study; Campus Advisory Committee

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: On-going facilities study with stakeholders **Strategy's Expected Result/Impact:** Determination of the needs for facility upgrades. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 2: Talent Retention and Strategic Staffing **Problem Statements:** Perceptions 1			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: To better protect all stakeholders, SSISD seeks to enhance its safety and security measures. **Root Cause**: Growing needs in our society, including social emotional needs

State Compensatory

Budget for Douglass ECLC

Total SCE Funds: $114,250.00
Total FTEs Funded by SCE: 2.1
Brief Description of SCE Services and/or Programs

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

Personnel for Douglass ECLC

Name	Position	FTE
Cristina DeLaRosa	Pre-K Aide	1
Jennifer Moore	Pre-K Teacher	0.6
Tammie Mattison	Pre-K Teacher	0.5

Title I

Campus Advisory Council

Committee Role	Name	Position
Business Owner	Kaleb Wallace	Business Owner
Parent/Business Owner	Madisyn Parker	Parent
Parent	Monique Roland	Parent
Teacher	Adriana Salas	Prek Bilingual Teacher
Teacher	Dlayne Perkins	HS 4 Teacher
Teacher	Lucia Hickman	HS 4 Teacher
Teacher	Amber Johnson	HS 3 Teacher
Teacher	Ivy Gilbreath	ECSE Teacher
Community Representative	Suzy Rost	Community Representative
District Level Professional	Andi Hinton	Educational Diagnostician
Classroom Paraprofessional	Angelia Sanders	Paraprofessional
District-level Professional	Lacy Coker	Speech Language Pathologist
Administrator	Amanda Ridner	Administrator
Administrator	Sherry Sinclair	Principal/Head Start Director
Community Representative	Ricky Godbolt	Community Representative

Campus Funding Summary

199 General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	1	Heggerty Pre-K Curriculum- Pre-K students		$0.00
1	6	1	Fee for Pumpkin Patch- Pre-K/ECSE students		$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	Supplemental Pre-K Personnel Costs		$113,074.00
				Sub-Total	$113,074.00
				Budgeted Fund Source Amount	$113,074.00
				+/- Difference	$0.00

205 Headstart Program					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	1	Heggerty Pre-K Curriculum- Head Start 4 students		$0.00
1	6	1	Fee for Pumpkin Patch- Head Start students		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,442,101.00
				+/- Difference	$1,442,101.00

211 Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Discovery Education		$0.00
1	1	1	Khan Academy		$3,100.00
1	1	2	Khan Academy		$3,000.00
1	1	2	Discovery Educations		$0.00
4	1	1	Title I Parent Involvement Funding		$2,050.00
4	1	1	Blackboard Connect		$350.00

211 Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$8,500.00
				Budgeted Fund Source Amount	$8,500.00
				+/- Difference	$0.00

225 IDEA B, Preschool Special Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$21,365.00
				+/- Difference	$21,365.00
				Grand Total Budgeted	$2,249,044.00
				Grand Total Spent	$121,574.00
				+/- Difference	$2,127,470.00

Policies, Procedures, and Requirements

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

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