

Sulphur Springs Independent School District

Sulphur Springs Elementary

2026-2027 Campus Improvement Plan



Mission Statement

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

Vision

Educating All Students to Their Fullest Potential

Value Statement

Core Beliefs

We believe all children can learn.

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

We believe every person should be and feel safe.

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

We believe relationships are essential.

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

We believe family and community partnerships are essential.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	7
School Processes & Programs	20
Perceptions	22
Priority Problem Statements	24
Comprehensive Needs Assessment Data Documentation	27
Goals	29
Goal 1: Sulphur Springs ISD will provide meaningful, relevant and innovative learning experiences for all students.	29
Goal 2: SSISD will ensure a physically and emotionally safe environment for our students.	43
Goal 3: Sulphur Springs ISD will attract, recruit, and retain highly qualified professional staff by providing a culture of ongoing learning and continuous growth.	50
Goal 4: Sulphur Springs ISD will enhance the learner experience through community partnerships and interactive communication with all stakeholders.	53
Goal 5: We will ensure fiscal accountability through transparency with our stakeholders.	56
Goal 6: We will create a long-term plan to address aging facilities.	58
State Compensatory	59
Budget for Sulphur Springs Elementary	59
Personnel for Sulphur Springs Elementary	59
Title I	60
Title I Personnel	61
Campus Funding Summary	62
Policies, Procedures, and Requirements	64

Comprehensive Needs Assessment

Demographics

Demographics Summary

Sulphur Springs Elementary School is a Kindergarten through 5th grade Title I campus in the Sulphur Springs ISD which serves 640 students and is located in Hopkins County, Texas. The campus has a total classroom count of 38 and houses the Dual Language Enrichment (DLE) program for the district. There are 4 self-contained special education classes, 19 Dual Language Enrichment (DLE) classes, and 15 General Education classes. Sulphur Springs Elementary serves an ethnically diverse population with economically disadvantaged and at-risk student populations that are higher than state averages. Sulphur Springs Elementary views the diversity of its student population as a strength that enriches the educational experience and learning opportunities for all students. PEIMS enrollment data for the 2026-2027 school year, by ethnicity, is listed below.

Ethnic Distribution	Percent		Sub-Demographic	Percent
African American	7%		Economically Disadvantaged	
White	34%		English Language Learners	
American Indian	<1%		At-Risk	
Asian	<1%		Gifted and Talented	
Pacific Islander	0%		Special Education	
Two or More Races	7%		Section 504	
Hispanic	55%			

SSES Yearly Attendance

	2019- 2020	2020- 2021	2021-2022	2022- 2023	2023 - 2024	2024 - 2025
All Students	97.4%	96.7%	95.4%	96%	97.1%	95.6%

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

Sulphur Springs Elementary's staff consists of 50 highly qualified, certified teachers. Those include: 4 self-contained special education teachers, 19 dual language teachers, 15 general education teachers, 4 special education resource teachers, 2 math instructional specialists, 2 reading instructional specialists, 1 dyslexia teacher, a PE, a Music, an Art, and a Science Lab teacher. Eight paraprofessionals provide support in the self-contained special education classes, 6 paraprofessionals provide instructional support and intervention for our students, and 1 paraprofessional serves as the library aide. Our office personnel consists of the receptionist, campus secretary, academic secretary, 2 counselors, 2 assistant principals, and the principal. All staff members work diligently to provide high-quality instruction and daily support to the students of Sulphur Springs Elementary. Support staff plays a critical role in the success of students at SSES. These staff members contribute specialized instruction or support for students. Sulphur Springs Elementary School continues to place a high priority in employing a high-quality, talented staff. SSISD provides a strong mentoring and support program for beginning teachers. Sulphur Springs Elementary staff closely monitors the student groups with regards to race and ethnicity, academic need and socio-economic status.

Demographics Strengths

Sulphur Springs Elementary School has been in existence for 15 years. However, due to a districtwide restructuring of campuses, Sulphur Springs Elementary School is now a newly formed K–5 campus serving students and staff from five previous elementary campuses. As the campus begins this new chapter, staff and campus leadership continue to work collaboratively to establish a strong school culture, build cohesive grade-level teams, and ensure high expectations for all students. Subject and grade-level teams, as well as the Campus Advisory Committee, review student performance data and examine how the data relates to instruction and student achievement.

Sulphur Springs Elementary School utilizes state compensatory and federal Title I funding to provide supplemental services and additional support for students who are economically disadvantaged and/or at risk. The ongoing use of these funding sources helps ensure that all SSISD students have access to the resources and support needed to reach their fullest potential.

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

- **Strong Attendance:** Attendance rates are nearing 97%, comparable to other like campuses in the region and state.
- **Supportive Community:** SSISD benefits from numerous supportive community partners, local businesses, and families who contribute to student success.
- **Student-Centered Culture:** Students are valued, supported, and encouraged by staff members.
- **Inclusive Environment:** Students demonstrate acceptance of new classmates and peers regardless of race or ethnicity.
- **Teacher Support and Mentoring:** New teachers report that campus and district mentoring and support processes are helpful and effective.
- **Opportunity Through Restructuring:** The formation of a new K–5 campus provides an opportunity to bring together the strengths, experiences, and traditions of five previous campuses while establishing a unified culture focused on student achievement, collaboration, and success.

As a newly formed K–5 campus, Sulphur Springs Elementary School is committed to building upon these existing strengths while creating a shared vision and culture where every student is known, valued, supported, and challenged to succeed.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Only 27% of African American students and 41% of Hispanic students achieved the Meets Grade Level or above standard on STAAR Reading, compared to 56% of White students. These results demonstrate a need to identify and address barriers impacting student achievement and to strengthen ta

Root Cause: The achievement gap is primarily related to inconsistent use of student subgroup and individual assessment data to identify and address unfinished learning in reading and math. Teachers need stronger consistency in using BOY, common assessment, and progress-monitoring data to form targeted groups, provide explicit skill-based instruction, and adjust interventions when students do not demonstrate e

Problem Statement 2 (Prioritized): Only 17% of SPED students achieved the Meets Grade Level or above standard on STAAR Reading, indicating a need to strengthen specially designed instruction, differentiation, intervention, and access to grade-level instruction to accelerate academic growth and improve outcomes for students receiving special education services.

Root Cause: The root cause is inconsistent implementation of individualized, data-driven instruction for students receiving special education services. Teachers and support staff need greater consistency in using IEP goals, assessment data, and progress-monitoring information to identify specific learning needs, provide targeted specially designed instruction, implement appropriate accommodations and scaffold

Problem Statement 3 (Prioritized): Only 37% of EB students achieved Meets Grade Level or above on STAAR reading, indicating a need to strengthen instructional practices and language supports that ensure EB students have consistent access to and mastery of grade-level content.

Root Cause: The root cause is inconsistent implementation of language supports and differentiation within grade-level instruction for Emergent Bilingual students. Teachers do not consistently use student language proficiency data to plan and provide explicit academic language instruction, purposeful opportunities for speaking and writing, vocabulary development, and appropriate scaffolds while maintaining gra

Student Learning

Student Learning Summary

The State of Texas Assessments of Academic Readiness (STAAR) program includes annual assessments in reading, mathematics, writing, science, and social studies across applicable grade levels. At Sulphur Springs Elementary School (SSES), 2026 STAAR results will be used to analyze student performance, identify areas of strength and need, and plan instruction and interventions. STAAR performance levels include Masters, Meets, High Approaches, Approaches, High Did Not Meet, and Did Not Meet Grade Level Performance. Approaches, High Approaches, Meets, and Masters are considered passing levels. The Approaches level indicates that a student is likely to succeed in the next grade or course with targeted academic intervention; Meets indicates a high likelihood of success with possible short-term, targeted intervention; and Masters indicates that a student has mastered the course knowledge and skills and is on track for college and/or career readiness. Under the current Texas Accountability System, SSES will place particular emphasis on the Meets and Masters performance levels when analyzing student and campus data.

In addition to STAAR, SSES uses multiple sources of assessment data to monitor student progress and guide instructional decisions. Emergent Bilingual (EB) students are assessed through the Texas English Language Proficiency Assessment System (TELPAS), and results are used to monitor English language development and support appropriate instruction. Students' reading and mathematics performance is also monitored through curriculum-based assessments, MAP data, Lexile levels, and other classroom and grade-level assessments.

For early literacy, SSES utilizes mCLASS for English and Lectura for Spanish to assess multiple components of reading and identify students who may need intervention or enrichment. The campus goal is to decrease the percentage of students performing Well Below Benchmark or Below Benchmark while increasing the percentage performing At Benchmark or Above Benchmark in both English and Spanish literacy assessments.

Assessment results are disaggregated by student groups, grade levels, content areas, and other relevant measures to identify trends, monitor progress, and determine instructional needs. Individual student data is used to differentiate instruction, provide targeted interventions and enrichment, and evaluate the effectiveness of instructional strategies and interventions. Through ongoing data analysis, teachers and campus leaders use multiple measures of student performance to monitor and adjust instruction to ensure that all students have opportunities to achieve academic success.

2017 STAAR	DID NOT MEET	APPROACHES	MEETS	MASTERS
All Students	Grade Level Performance	Grade Level Performance	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE
3 rd Reading	43%	57%	34%	20%
3 rd Math	40%	60%	31%	13%
4 rd Reading	41%	59%	38%	21%
4 th Math	25%	75%	44%	28%
4 th Writing	51%	49%	25%	6%

2018 STAAR	DID NOT MEET	APPROACHES	MEETS	MASTERS
All Students	Grade Level Performance	Grade Level Performance	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE
3 rd Reading	38%	67%	30%	19%
3 rd Math	72%	58%	27%	9%
4 rd Reading	38%	62%	36%	17%
4 th Math	32%	68%	38%	17%
4 th Writing	26%	48%	38%	12%
5th Reading	17%	83%	46%	20%
5th Math	10%	90%	55%	26%
5th Science	20%	80%	48%	19%

2019 STAAR	DID NOT MEET	APPROACHES	MEETS	MASTERS
All Students	Grade Level Performance	Grade Level Performance	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE
4th Reading	27%	73%	38%	17%
4th Reading/Span	59%	41%	15%	8%
4th Math	31%	69%	40%	21%
4th Writing	43%	57%	23%	4%
4th Writing/Span	50%	50%	13%	0%
5th Reading	16%	84%	51%	26%
5th Math	11%	89%	53%	51%
5th Science	17%	83%	61%	35%

2021 STAAR	DID NOT MEET	APPROACHES	MEETS	MASTERS
All Students	Grade Level Performance	Grade Level Performance	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE
4th Reading	30%	70%	36%	21%
4th Reading/Span	39%	61%	25%	3%
4th Math	31%	69%	47%	29%
4th Writing	40%	60%	32%	9%
4th Writing/Span	44%	56%	17%	0%
5th Reading	27%	73%	45%	27%
5th Math	21%	79%	50%	27%
5th Science	24%	76%	44%	17%

2022 STAAR	DID NOT MEET	APPROACHES	MEETS	MASTERS
All Students	GRADE LEVEL PERFORMANCE %	GRADE LEVEL PERFORMANCE %	GRADE LEVEL PERFORMANCE %	GRADE LEVEL PERFORMANCE %
4th Reading	20	80	56	31
4th Reading/Span	66	34	17	10
4th Math	31	69	44	25
5th Reading	18	82	60	35
5th Math	15	85	50	23
5th Science	28	72	47	21

2022-23 STAAR - in percentages					
Reading		Approaches	Met	Mastered	Did Not Meet
5th Grade		77	51	23	23
4th Grade		81	43	17	19
Math		Approaches	Met	Mastered	Did Not Meet
5th Grade		85	58	25	15
4th Grade		74	52	25	26
Science		Approaches	Met	Mastered	Did Not Meet
5th Grade		74	48	22	26

2023-24 STAAR DATA							
Grade 4		Approaches		Meets		Masters	
Reading		77		45		15	
Spanish Reading		49		23		9	
Math		63		40		14	
Spanish Math		33		0		0	
Grade 5		Approaches		Meets		Masters	
Reading		75		43		19	
Spanish Reading		72		28		4	
Math		84		54		12	
Spanish Math		25		0		0	
Science		65		28		9	
Spanish Science		33		0		0	
STAAR DATA Comparisons - Sulphur Springs Elementary School							
							GOALS
Grade 4	Approaches 24	Approaches 25	Meets 24	Meets 25	Masters 24	Masters 25	
Reading	77	81	45	58	15	23	80/55/20

STAAR DATA Comparisons - Sulphur Springs Elementary School							
Spanish Reading	49	50	23	42	9	8	
Math	63	67	40	40	14	28	80/60/20
Spanish Math	33	29	0	29	0	0	
Grade 5	Approaches 24	Approaches 25	Meets 24	Meets 25	Masters 24	Masters 25	
Reading	75	73	43	43	19	30	80/55/20
Spanish Reading	72	65	28	58	4	17	
Math	84	78	54	58	12	20	80/60/20
Spanish Math	25	0	0	0	0	0	
Science	65	69	28	57	9	11	
Spanish Science	33	50	0	0	0	0	
GROWTH							
EQUAL to 2024							
SSES Compared to Region 8 and TX							
4th Math	SSES	Region 8	Texas				
Approaches	67	66	67				
Meets	40	42	45				
Masters	28	20	23				
4th Reading	SSES	Region 8	Texas				
Approaches	81	81	79				
Meets	58	49	52				
Masters	23	18	23				
5th Math	SSES	Region 8	Texas				
Approaches	78	70	73				
Meets	58	41	45				
Masters	20	16	21				
5th Reading	SSES	Region 8	Texas				
Approaches	73	74	76				
Meets	43	52	57				

STAAR DATA Comparisons - Sulphur Springs Elementary School							
Masters	30	23	29				
5th Science	SSES	Region 8	Texas				
Approaches	69	66	63				
Meets	31	28	29				
Masters	11	10	12				
	BOLD = Equal or Better than TX						
	Region 8 Data is to sl						
GROWTH from 2024 to 2025							
Comparison of SAME students							
Math 4th to 5th Same Students							
Approaches	63-78						
Meets	40-58						
Masters	14-20						
Reading 4th to 5th Same Students							
Approaches	77-75						
Meets	45-43						
Masters	15-30						
Spanish Read 4th to 5th Same Students							
Approaches	49-65						
Meets	23-58						
Masters	9-17						
Math 3rd to 4th Same Students							
Approaches	72-67						
Meets	46-40						
Masters	18-28						
Reading 3rd to 4th Same Students							
Approaches	71-81						

STAAR DATA Comparisons - Sulphur Springs Elementary School							
Meets	51-58						
Masters	20-23						
Spanish Read 3rd to 4th Same Students							
Approaches	52-50						
Meets	24-42						
Masters	17-8						
**First Number is previous year							
**Second Number is current year							
IMPROVED THE SCORES							

mCLASS (% of students by reporting category for each grade level in English)

2022-2023	Kindergarten BOY	EOY	1st Grade BOY	EOY	2nd Grade BOY	EOY	3rd Grade BOY	EOY
% Above Benchmark	24%	31%	17%	47%	26%	24%	5%	44%
% At Benchmark	26%	30%	37%	25%	26%	40%	54%	19%
% Below Benchmark	21%	21%	29%	19%	14%	18%	23%	22%
% Well Below Benchmark	29%	18%	17%	9%	34%	18%	18%	15%
2023-2024	Kindergarten BOY	EOY	1st Grade BOY	EOY	2nd Grade BOY	EOY	3rd Grade BOY	EOY
% Above Benchmark	41%	72%	21%	34%	23%	41%	NA	NA
% At Benchmark	23%	14%	21%	38%	39%	29%	NA	NA
% Below Benchmark	9%	0%	27%	6%	19%	12%	NA	NA
% Well Below Benchmark	27%	14%	31%	22%	19%	18%	NA	NA
2024-2025	Kindergarten BOY	EOY	1st Grade BOY	EOY	2nd Grade BOY	EOY	3rd Grade BOY	EOY
% Above Benchmark	22%	40%	22%	61%	27%	27%	NA	NA
% At Benchmark	16%	24%	52%	17%	17%	42%	NA	NA
% Below Benchmark	19%	6%	13%	9%	29%	23%	NA	NA

2022-2023	Kindergarten BOY	EOY	1st Grade BOY	EOY	2nd Grade BOY	EOY	3rd Grade BOY	EOY
% Well Below Benchmark	43%	30%	13%	13%	27%	8%	NA	NA

Lectura: (% of students by reporting category for each grade level in Spanish)

2022-2023	Kindergarten BOY	EOY	1st Grade BOY	EOY	2nd Grade BOY	EOY	3rd Grade BOY	EOY
% Above Benchmark	35%	27%	10%	16%	19%	23%	29%	40%
% At Benchmark	50%	37%	45%	36%	47%	54%	39%	48%
% Below Benchmark	9%	24%	6%	16%	6%	10%	19%	7%
% Well Below Benchmark	6%	12%	39%	32%	28%	13%	13%	5%
2023-2024	Kindergarten BOY	EOY	1st Grade BOY	EOY	2nd Grade BOY	EOY	3rd Grade BOY	EOY
% Above Benchmark	11%	29%	14%	24%	20%	24%	NA	NA
% At Benchmark	66%	40%	26%	27%	30%	41%	NA	NA
% Below Benchmark	6%	14%	9%	3%	7%	21%	NA	NA
% Well Below Benchmark	17%	17%	51%	46%	43%	14%	NA	NA
2024-2025	Kindergarten BOY	EOY	1st Grade BOY	EOY	2nd Grade BOY	EOY	3rd Grade BOY	EOY
% Above Benchmark	18%	22%	8%	12%	19%	28%	NA	NA
% At Benchmark	53%	42%	28%	38%	17%	31%	NA	NA
% Below Benchmark	8%	14%	22%	15%	11%	11%	NA	NA
% Well Below Benchmark	21%	22%	42%	35%	53%	30%	NA	NA

Bluebonnet Math Assessments:

% Meets Grade Level or Above	2022-2023	2023-2024	2024-2025	2025-2026
Kindergarten				
2nd Six Weeks	45%	76%	81%	
3rd Six Weeks	47%	54%	66%	
5th Six Weeks	60%	68%	76%	

% Meets Grade Level or Above	2022-2023	2023-2024	2024-2025	2025-2026
End Of Year Assessment	61%	67%	92%	
Grade 1				
2nd Six Weeks	39%	38%	55%	
3rd Six Weeks	54%	51%	60%	
5th Six Weeks	43%	35%	51%	
End Of Year Assessment	48%	50%	58%	
Grade 2				
2nd Six Weeks	52%	65%	61%	
3rd Six Weeks	58%	28%	46%	
5th Six Weeks	29%	49%	51%	
End Of Year Assessment	33%	32%	35%	
Grade 3				
1st Six Weeks	26%	22%	34%	
3rd Six Weeks	48%	46%	58%	
4th Six Weeks	NA	29%	NA	
Simulation	34%	32%	23%	

STAAR

2021-2022 STAAR All Students	DID NOT MEET GRADE LEVEL PERFORMANCE	APPROACHES GRADE LEVEL PERFORMANCE	MEETS GRADE LEVEL PERFORMANCE	MASTERS GRADE LEVEL PERFORMANCE
3 rd Reading	7%	93%	76%	48%
3 rd Reading Spanish	50%	50%	37%	13%
3 rd Math	41%	59%	13%	7%
2022-2023 STAAR All students	DID NOT MEET GRADE LEVEL PERFORMANCE	APPROACHES GRADE LEVEL PERFORMANCE	MEETS GRADE LEVEL PERFORMANCE	MASTERS GRADE LEVEL PERFORMANCE

2021-2022 STAAR	DID NOT MEET	APPROACHES	MEETS	MASTERS
All Students	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE
3rd Reading	NA	NA	NA	NA
3rd Reading Spanish	NA	NA	NA	NA
3rd Math	NA	NA	NA	NA
2023-2024 STAAR	DID NOT MEET	APPROACHES	MEETS	MASTERS
All students	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE
Reading Combined	22%	78%	60%	38%
3rd Reading	6%	94%	83%	53%
3rd Reading Spanish	48%	52%	24%	17%
3rd Math	20%	80%	44%	14%
2024-2025 STAAR	DID NOT MEET	APPROACHES	MEETS	MASTERS
All students	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE
3rd Reading Combined	12%	87%	67%	38%
3rd English Reading	6%	94%	88%	44%
3rd Spanish Reading	18%	82%	46%	32%
3rd Math	23%	77%	51%	16%
2025-2026 STAAR	DID NOT MEET	APPROACHES	MEETS	MASTERS
All students	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE
3rd Reading Combined				
3rd English Reading				
3rd Spanish Reading				
3rd Math				

Travis utilizes the Texas English Language Proficiency Assessment System (TELPAS) to measure English language acquisition of all EB (Emergent Bilingual) students. EB students are served on our campus in the Dual Language Enrichment (DLE) classrooms by Bilingual certified and ESL (English as a Second Language) certified teachers. Students are rated in four areas: listening, speaking, reading and writing and receive an overall composite proficiency score.

Texas English Language Proficiency Assessment System (TELPAS)

Yearly Progress in TELPAS Composite Rating:

	Progressed One Proficiency Level	Progressed Two Proficiency Levels	Progressed Three Proficiency Levels	Progressed At Least One Proficiency Level
Grade 1				
2021 Matched Students (46)	82%	6%	0%	88%
2022 Matched Students (49)	55%	5%	0%	60%
2023 Matched Students (40)	NA	NA	NA	NA
2024 Matched Students (38)	NA	NA	NA	NA
2025 Matched Students (35)	32%	0%	0%	32%
2026 Matched Students (?)				
Grade 2				
2021 Matched Students (39)	13%	0%	0%	13%
2022 Matched Students (48)	31%	0%	0%	31%
2023 Matched Students (40)	NA	NA	NA	NA
2024 Matched Students (40)	NA	NA	NA	NA
2025 Matched Students (38)	44%	6%	0%	50%
2026 Matched Students (?)				
Grade 3				
2021 Matched Students (42)	21%	0%	0%	21%
2022 Matched Students (38)	37%	0%	0%	37%
2023 Matched Students (46)	NA	NA	NA	NA
2024 Matched Students (38)	NA	NA	NA	NA
2025 Matched Students (41)	49%	3%	0%	51%
2026 Matched Students (?)				

An analysis of scores for demographic groups reveals the following:

- Lowest performing sub-populations are African American and Hispanic students in Achievement, Growth and Success
- African American students, compared to all other students, scored lower than white peers in reading and math.
- Hispanic students, compared to all other students, scored below their white peers in reading and math.
- The deficit in math is a problem being corrected by Bluebonnet Learning, the state-developed, optional open education resource (OER) curriculum created by the Texas Education Agency and approved by the State Board of Education to align 100% with the Texas Essential Knowledge and Skills (TEKS).
- 4th Grade STAAR performance declined last year, indicating an area of focus for continued instructional planning and targeted intervention.
- Data will be used to monitor and adjust for 2026-27.

Student Learning Strengths

Student Academic Strengths:

The campus received a C rating for the 2025-26 school year. The campus will continue to focus on the following strengths to maximize student achievement and growth.

- Master Schedule revisions have been made to maximize learning time to closing performance gaps and meet the needs of the HB1416 law for Accelerated Intervention Plans.
- Teachers have analyzed specific STAAR data for students in all tested grades, the beginning of year Lexile levels and MAP assessments to ensure improvements in academic achievement and growth.
- Writing strategies have been incorporated and will be reviewed this year to ensure growth in academic achievement in writing which is critical to the ECR and SCR written responses on the 2026 STAAR.
- WIN (What I Need) Time will continue to provide consistent 40-45 minute daily interventions to fill gaps and to provide enrichment for students to increase the Meets and Masters Level percentages. Reading and math instructional specialists continually review data to close achievement gaps and make progress.
- All teachers on this campus plan together in weekly PLCs.
- Consistent data talks, along with consulting with Region 8 ESC and the data trackers provided, are necessary to ensure student needs are met and progress is made.
- Region 8 ESC also supports teachers and staff with resources according to the guidelines of the LIFT Grant.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Reading and Math STAAR data show significant gaps with African American, Economically Disadvantaged, Special Education and Hispanic students when compared to their white peers.

Root Cause: The root cause is inconsistent campuswide implementation of data-driven instructional practices in reading and math. Teachers do not consistently disaggregate BOY,

common assessment, and STAAR data by student group and individual skill to identify unfinished learning, use those findings to form and adjust targeted small groups, or provide explicit reteaching of priority TEKS.

Problem Statement 2 (Prioritized): BOY mCLASS data indicate that 42% of K-2 students at Sulphur Springs Elementary School scored Well Below Benchmark, indicating significant gaps in foundational literacy skills. This data demonstrates a need for early identification, targeted intervention, and consistent progress monitoring to ensure students develop the phonemic awareness, phonics, fluency, and other foundational reading skills ne

Root Cause: The rood cause is a significant number of K-2 students enter the school year with unfinished learning in phonemic awareness, phonics, decoding, and early reading skills, indicating a need for more consistent, explicit, systematic instruction and targeted intervention aligned to individual student skill gaps.

Problem Statement 3 (Prioritized): STAAR writing data indicate that students demonstrated difficulty with constructed and extended constructed responses. Student performance in written responses remains an area for growth, indicating a need for increased focus on developing students' ability to clearly organize, support, and communicate their thinking in writing.

Root Cause: The root cause is inconsistent opportunities for students to practice and receive targeted feedback on constructed and extended written responses across content areas. Students need more explicit instruction in organizing ideas, using text evidence, developing responses, and revising written work to meet STAAR expectations.

School Processes & Programs

School Processes & Programs Summary

Sulphur Springs Elementary School (SSES) is committed to providing a guaranteed and viable curriculum aligned with the Texas Essential Knowledge and Skills (TEKS), state standards, student needs, and district expectations. As a newly formed K–5 campus resulting from the districtwide restructuring of five elementary campuses, SSES is establishing consistent instructional expectations and strengthening vertical alignment across grade levels. The district Curriculum, Instruction, and Assessment (CIA) Department works with campus leaders and teachers to develop, implement, and refine curriculum documents. The adoption of Bluebonnet Reading and Math provides a common instructional structure, with ongoing training in curriculum implementation, lesson internalization, and rigorous, standards-aligned instruction.

Professional Learning Communities (PLCs) meet weekly for 90 minutes and focus on standards, instructional rigor, common assessments, student data, and planning for student needs. Teachers and campus leaders use multiple sources of data, including AWARE, STAAR, MAP, curriculum based assessments, and student performance/classroom data, to identify instructional gaps, monitor growth, and plan interventions. SuccessEd will also be used to document interventions and monitor student responses.

Professional development is ongoing and is based on district priorities, student performance data, and staff needs. The CIA Department, campus leadership, Region 8 ESC, and teacher input support learning in curriculum implementation, assessment, instructional practices, classroom management, technology, and special programs. Teachers participate in Bluebonnet Reading and Math training, TEA Reading Academies, and ongoing lesson and unit internalization. T-TESS provides opportunities to establish professional goals, address areas for growth, and recognize instructional strengths. The Texas LIFT Grant further strengthens instructional leadership through learning walks and classroom observation tools designed to develop leaders' ability to provide timely, meaningful, and actionable instructional feedback. Wildcat Wisdom Walks provide opportunities for teachers to observe effective practices and learn from colleagues.

SSES is committed to supporting and retaining highly qualified teachers. The SSISD Mentor/Mentee Program, PLCs, professional development, and peer learning opportunities provide support for both new and experienced educators while building collaboration and a unified campus culture.

Intervention for struggling learners remains a priority for 2026–27. Teachers and campus leaders use assessment and classroom data to identify student needs, monitor intervention effectiveness, and adjust instruction. HMH Pathways, Read 180, Boost, Heggerty, Waggle, STAAR tutoring, summer school, and reading and math interventionists provide additional academic support. Continued attention will be given to increasing student performance at the Meets and Masters levels.

SSES also provides opportunities that support students' academic, social, and personal development. Extracurricular and enrichment activities promote character, leadership, and work ethic, including the Sky Ranch School Programs Camp for fifth-grade students. The SSES PBIS team participates in a Region 8 ESC cohort to strengthen positive behavior systems and address campus needs through consistent, data-informed practices.

School Processes & Programs Strengths

Sulphur Springs Elementary School has identified the following strengths in school processes and programs:

- Teachers and staff build positive relational capacity with students.
- PLCs effectively analyze student performance data to maximize learning opportunities.
- WIN (What I Need) time provides efficient and effective interventions and enrichment for all students each day. This intervention time built into the school day will allow performance gaps to be lessened effectively and efficiently.
- The campus Attendance Rates have historically exceeded comparable campuses across the state.
- All content area PLCs report strong skills for designing and implementing campus curriculum and assessments.
- Teachers and staff demonstrate a commitment to use data driven instruction with a focus on effective instructional strategies to teach content.
- Teacher and staff are committed to building relationships with students and staff.
- Extra Curricular Activities: UIL, Book Clubs, GROW, Student Council, Honor Choir
- As a 1:1 technology campus in grades 3-5, technology is utilized to optimize student learning.
- Student software and intervention programs are designed to promote student success and progress.
- Support of parent/community involvement: PTO, Alliance Bank Community Partner, First Baptist Church

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): As a newly established campus with a newly formed staff, teachers have identified a need for ongoing professional learning in instructional best practices, classroom structures, and implementation of the new curriculum.

Root Cause: The root cause is the formation of a new SSES staff from multiple campuses while simultaneously implementing new curriculum, instructional expectations, and campus processes. This has resulted in varying levels of staff experience and familiarity with shared practices, creating a need for consistent training, modeling, and coaching across classrooms.

Problem Statement 2 (Prioritized): Teachers need additional professional learning and opportunities to develop and implement effective differentiation strategies that address varying student needs while maintaining grade-level rigor and high expectations for all learners.

Root Cause: The root cause is inconsistent teacher knowledge and implementation of differentiation strategies across classrooms. Teachers need additional training, modeling, collaboration, and coaching to effectively use student data to plan targeted instruction, adjust tasks and supports, and meet the varied academic needs of students while maintaining grade-level rigor.

Perceptions

Perceptions Summary

In partnership with SSISD, Sulphur Springs Elementary School believes students learn best in an environment where differences are valued, mistakes are viewed as opportunities to learn and grow, and high expectations are maintained for all learners. SSES is committed to narrowing achievement gaps among student groups and ensuring that every student receives the support and instruction needed to reach their full potential. Our staff is expected to take students where they are academically and immediately begin moving them as quickly and as far as possible. The message we consistently convey to students, parents, and community members is simple: take ownership of and responsibility for ALL students.

SSES prioritizes a positive, learner-centered climate built on strong relationships, a sense of community, perseverance, and a belief that all students can learn. Staff members work collaboratively through professional development and PLC processes to strengthen instruction, align curriculum, provide appropriate feedback, and ensure students have access to additional support when needed. Our campus counselors also provides social-emotional learning support for students and staff.

Building strong partnerships with families and the community is an important part of our campus culture, and effective communication is key to parent involvement. Communication methods include student folders/binders and notes home, teacher and administrator contact, Skyward, Remind, the SSES website and Facebook page, SSISD social media, and Blackboard Connect. SSES also encourages parent and community involvement through PTO, volunteer opportunities, and campus activities throughout the year.

SSES strives to provide a safe, welcoming, and engaging environment where students and staff feel valued, supported, and empowered to succeed. Guided by the SSISD vision of *Developing Confident Lifelong Learners*, our campus belief is: Together, the legacy continues!

Perceptions Strengths

- Teacher/Staff Surveys reveals that staff agrees the academic achievement is a priority at SSES.
- Teacher/Staff Surveys reveals that staff agrees that there is a strong commitment to aligning instructional practices, curriculum, and assessment.
- Parent Climate surveys reveal that parents agree that academic achievement is a priority at SSES.
- Parent Climate surveys reveal that parents agree that teachers have high expectations for continuous improvement in student learning.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Student behavior continues to be an ongoing challenge for some students, impacting classroom routines, instructional time, and the learning environment. SSES needs to strengthen consistent campuswide behavior expectations, interventions, and supports to promote safe, respectful, and responsible behavior.

Root Cause: The root cause is the increasing social-emotional needs of students, including family transitions, changes in living arrangements, and emotional challenges, combined with inconsistent implementation of campuswide behavior expectations and interventions. Staff need consistent strategies and supports to address student behavior and social-emotional needs.

Problem Statement 2 (Prioritized): Continued parent and community engagement is a priority for SSES. While participation has increased and teacher and parent survey data reflect positive perceptions, the campus needs to continue strengthening and expanding opportunities for meaningful family and community involvement through the Parental Involvement Committee.

Root Cause: The root cause is the need to establish consistent, meaningful opportunities for parents and community members to engage with the newly formed SSES campus. As a new campus serving families from multiple former campuses, continued intentional communication and outreach are needed to build relationships, increase participation, and create a strong sense of community.

Problem Statement 3 (Prioritized): SSES needs to strengthen transparency and communication regarding campus budget decisions and fiscal accountability to ensure staff and stakeholders understand how resources are allocated and used to support student and campus needs.

Root Cause: The root cause is the need to strengthen stakeholder awareness of how campus funds support instructional resources, student needs, staff needs, and campus operations through clear communication of budget priorities and expenditures.

Problem Statement 4 (Prioritized): SSES has moved into a new bond-funded facility; however, construction is still ongoing and some areas remain incomplete.

Root Cause: The root cause is ongoing construction and transitioning into a new facility have created changing facility needs that require continued coordination, prioritization, and long-term planning for completion, maintenance, and future growth.

Priority Problem Statements

Problem Statement 1: BOY mCLASS data indicate that 42% of K-2 students at Sulphur Springs Elementary School scored Well Below Benchmark, indicating significant gaps in foundational literacy skills. This data demonstrates a need for early identification, targeted intervention, and consistent progress monitoring to ensure students develop the phonemic awareness, phonics, fluency, and other foundational reading skills ne

Root Cause 1: The rood cause is a significant number of K-2 students enter the school year with unfinished learning in phonemic awareness, phonics, decoding, and early reading skills, indicating a need for more consistent, explicit, systematic instruction and targeted intervention aligned to individual student skill gaps.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Reading and Math STAAR data show significant gaps with African American, Economically Disadvantaged, Special Education and Hispanic students when compared to their white peers.

Root Cause 2: The root cause is inconsistent campuswide implementation of data-driven instructional practices in reading and math. Teachers do not consistently disaggregate BOY, common assessment, and STAAR data by student group and individual skill to identify unfinished learning, use those findings to form and adjust targeted small groups, or provide explicit reteaching of priority TEKS.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Only 17% of SPED students achieved the Meets Grade Level or above standard on STAAR Reading, indicating a need to strengthen specially designed instruction, differentiation, intervention, and access to grade-level instruction to accelerate academic growth and improve outcomes for students receiving special education services.

Root Cause 3: The root cause is inconsistent implementation of individualized, data-driven instruction for students receiving special education services. Teachers and support staff need greater consistency in using IEP goals, assessment data, and progress-monitoring information to identify specific learning needs, provide targeted specially designed instruction, implement appropriate accommodations and scaffold

Problem Statement 3 Areas: Demographics

Problem Statement 4: STAAR writing data indicate that students demonstrated difficulty with constructed and extended constructed responses. Student performance in written responses remains an area for growth, indicating a need for increased focus on developing students' ability to clearly organize, support, and communicate their thinking in writing.

Root Cause 4: The root cause is inconsistent opportunities for students to practice and receive targeted feedback on constructed and extended written responses across content areas. Students need more explicit instruction in organizing ideas, using text evidence, developing responses, and revising written work to meet STAAR expectations.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: As a newly established campus with a newly formed staff, teachers have identified a need for ongoing professional learning in instructional best practices, classroom structures, and implementation of the new curriculum.

Root Cause 5: The root cause is the formation of a new SSES staff from multiple campuses while simultaneously implementing new curriculum, instructional expectations, and campus processes. This has resulted in varying levels of staff experience and familiarity with shared practices, creating a need for consistent training, modeling, and coaching across classrooms.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Continued parent and community engagement is a priority for SSES. While participation has increased and teacher and parent survey data reflect positive perceptions, the campus needs to continue strengthening and expanding opportunities for meaningful family and community involvement through the Parental Involvement Committee.

Root Cause 6: The root cause is the need to establish consistent, meaningful opportunities for parents and community members to engage with the newly formed SSES campus. As a new campus serving families from multiple former campuses, continued intentional communication and outreach are needed to build relationships, increase participation, and create a strong sense of community.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Teachers need additional professional learning and opportunities to develop and implement effective differentiation strategies that address varying student needs while maintaining grade-level rigor and high expectations for all learners.

Root Cause 7: The root cause is inconsistent teacher knowledge and implementation of differentiation strategies across classrooms. Teachers need additional training, modeling, collaboration, and coaching to effectively use student data to plan targeted instruction, adjust tasks and supports, and meet the varied academic needs of students while maintaining grade-level rigor.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Student behavior continues to be an ongoing challenge for some students, impacting classroom routines, instructional time, and the learning environment. SSES needs to strengthen consistent campuswide behavior expectations, interventions, and supports to promote safe, respectful, and responsible behavior.

Root Cause 8: The root cause is the increasing social-emotional needs of students, including family transitions, changes in living arrangements, and emotional challenges, combined with inconsistent implementation of campuswide behavior expectations and interventions. Staff need consistent strategies and supports to address student behavior and social-emotional needs.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Only 37% of EB students achieved Meets Grade Level or above on STAAR reading, indicating a need to strengthen instructional practices and language supports that ensure EB students have consistent access to and mastery of grade-level content.

Root Cause 9: The root cause is inconsistent implementation of language supports and differentiation within grade-level instruction for Emergent Bilingual students. Teachers do not consistently use student language proficiency data to plan and provide explicit academic language instruction, purposeful opportunities for speaking and writing, vocabulary development, and appropriate scaffolds while maintaining grade-level rigor.

Problem Statement 9 Areas: Demographics

Problem Statement 10: Only 27% of African American students and 41% of Hispanic students achieved the Meets Grade Level or above standard on STAAR Reading, compared to 56% of White students. These results demonstrate a need to identify and address barriers impacting student achievement and to strengthen ta

Root Cause 10: The achievement gap is primarily related to inconsistent use of student subgroup and individual assessment data to identify and address unfinished learning in reading and math. Teachers need stronger consistency in using BOY, common assessment, and progress-monitoring data to form targeted groups, provide explicit skill-based instruction, and adjust interventions when students do not demonstrate e

Problem Statement 10 Areas: Demographics

Problem Statement 11: SSES needs to strengthen transparency and communication regarding campus budget decisions and fiscal accountability to ensure staff and stakeholders understand how resources are allocated and used to support student and campus needs.

Root Cause 11: The root cause is the need to strengthen stakeholder awareness of how campus funds support instructional resources, student needs, staff needs, and campus operations through clear communication of budget priorities and expenditures.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: SSES has moved into a new bond-funded facility; however, construction is still ongoing and some areas remain incomplete.

Root Cause 12: The root cause is ongoing construction and transitioning into a new facility have created changing facility needs that require continued coordination, prioritization, and long-term planning for completion, maintenance, and future growth.

Problem Statement 12 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Performance Objectives with summative review (prior year)
- 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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- School safety data

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
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

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: Achievement - With a focus on rigor in classroom instruction, student achievement will increase at least 5 points in all content areas on the 2027 STAAR.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews		
Strategy 1: Teachers will continue to make data-driven decisions to provide rigorous and relevant instructional practices based on student need. Strategy's Expected Result/Impact: Teachers will differentiate instruction based on data and student need. Student achievement will increase by 5 points on STAAR. Staff Responsible for Monitoring: Principal Academic Specialist Teachers Team Leads Read 180 Teacher/Literacy Support Math Interventionist 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, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2	Formative		Summative
	Nov	Mar	June

Strategy 2 Details	Reviews		
Strategy 2: Provide academic interventions during WIN (What I Need) Time to increase academic achievement in the core content areas based on the needs/levels of students. Strategy's Expected Result/Impact: Students will exhibit progress and measurable growth on: 1. Lexile levels 2. Read 180 progress 3. CODE Progress 4. STAAR 5. Math Assessments 6. MAP Data 7. Reading Assessments Staff Responsible for Monitoring: Principal Academic Specialist Teachers Interventionists Instructional/Title 1/SPED Aides Read 180/Literacy Support TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 2 Funding Sources: SCE Summer Acceleration - 199 PIC 24 State Comp Ed, Accelerated Ed	Formative		Summative
	Nov	Mar	June

Strategy 3 Details	Reviews		
Strategy 3: Teachers use resources to further classroom instruction in mathematics, such as: Bridges Fact fluency Bluebonnet Math Curriculum Strategy's Expected Result/Impact: Student achievement will increase on formative assessments, district unit tests and 5 points on STAAR. Staff Responsible for Monitoring: Principal Academic Specialist Teachers Math Interventionist Instructional/Title 1 Aides TEA Priorities: 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, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 1 Funding Sources: IXL - 211 Title I, Part A	Formative		Summative
	Nov	Mar	June

Strategy 4 Details	Reviews		
Strategy 4: SSES will effectively and systematically implement RtI to intentionally provide intervention to students that are not performing at grade level and will provide RtI to students who did not pass STAAR in 2025 and 2026. Students will have opportunities to receive interventions during the school day, possible after-school tutoring and/or in summer school. Strategy's Expected Result/Impact: Close/ narrow performance gaps as indicated in state accountability Index 3: 1. Economically Disadvantaged students 2. African American students 3. Special Education students 4. EL students Staff Responsible for Monitoring: Principal Academic Specialist 504/RtI Coordinator Teachers Interventionists Instructional/Title 1 Aides Read 180 Teacher/Literacy Support TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 3 Funding Sources: Salaries - 211 Title I, Part A	Formative		Summative
	Nov	Mar	June

Strategy 5 Details	Reviews		
Strategy 5: Teachers will meet weekly in PLCs to: design curriculum aligned to the state standards, analyze TEKS and discuss instructional methods, discuss data gathered from assessments, build formative assessments. Teachers discuss these questions for the PLC process *How will we respond when students don't know something? *How will we respond when students already know something? *What do students need to be able to do? *How will we know when they haven't learned it? Strategy's Expected Result/Impact: Implementing a systematic way to provide rigorous direct instruction, small group instruction, interventions, enrichment, and differentiation that will result in a 5% increase of proficiency on grade-level assessments. Staff Responsible for Monitoring: Principal Academic Specialist RtI/ Testing Coordinator Interventionists Read 180/Literacy Support Instructional/Title 1 Aides TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: School Processes & Programs 1, 2	Formative		Summative
	Nov	Mar	June
Strategy 6 Details	Reviews		
Strategy 6: Teachers will develop an effective plan of instruction for writing including editing and revising strategies, and successful ECR and SCR writings. This will provide students with tools for written response questions on STAAR. Strategy's Expected Result/Impact: Student success on written responses on STAAR and a 3% increase in scores. Staff Responsible for Monitoring: Principal Academic Specialist Teachers Interventionists Instructional/Title 1 Aides ESF Levers: Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 3	Formative		Summative
	Nov	Mar	June

Strategy 7 Details	Reviews		
Strategy 7: 5th grade students will be provided an opportunity to attend the Sky Ranch School Camp for enrichment in science and character skills. Students will attend 2 days of camp. Strategy's Expected Result/Impact: Students will gain knowledge in character building and team building skills as well as science. Staff Responsible for Monitoring: Principal Classroom Teachers 5th Grade Science Teacher Teacher Support Staff Behavior Interventionist Counselor CIS Coordinator TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Integrated Student Support Systems Problem Statements: Perceptions 1	Formative		Summative
	Nov	Mar	June
Strategy 8 Details	Reviews		
Strategy 8: Teachers will internalized the Bluebonnet Math modules and lessons alongside Region 8 ESC LIFT staff and/or the SSISD math coordinator. Strategy's Expected Result/Impact: Increase in math STAAR scores, math fluency and math problem solving. Staff Responsible for Monitoring: Principal Academic Specialist Math team leaders Math Teachers Instructional/Title 1 Aides Math Interventionists TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2 - School Processes & Programs 1, 2	Formative		Summative
	Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Only 27% of African American students and 41% of Hispanic students achieved the Meets Grade Level or above standard on STAAR Reading, compared to 56% of White students. These results demonstrate a need to identify and address barriers impacting student achievement and to strengthen ta **Root Cause:** The achievement gap is primarily related to inconsistent use of student subgroup and individual assessment data to identify and address unfinished learning in reading and math. Teachers need stronger consistency in using BOY, common assessment, and progress-monitoring data to form targeted groups, provide explicit skill-based instruction, and adjust interventions when students do not demonstrate

Problem Statement 2: Only 17% of SPED students achieved the Meets Grade Level or above standard on STAAR Reading, indicating a need to strengthen specially designed instruction, differentiation, intervention, and access to grade-level instruction to accelerate academic growth and improve outcomes for students receiving special education services.

Root Cause: The root cause is inconsistent implementation of individualized, data-driven instruction for students receiving special education services. Teachers and support staff need greater consistency in using IEP goals, assessment data, and progress-monitoring information to identify specific learning needs, provide targeted specially designed instruction, implement appropriate accommodations and scaffold

Problem Statement 3: Only 37% of EB students achieved Meets Grade Level or above on STAAR reading, indicating a need to strengthen instructional practices and language supports that ensure EB students have consistent access to and mastery of grade-level content. **Root Cause:** The root cause is inconsistent implementation of language supports and differentiation within grade-level instruction for Emergent Bilingual students. Teachers do not consistently use student language proficiency data to plan and provide explicit academic language instruction, purposeful opportunities for speaking and writing, vocabulary development, and appropriate scaffolds while maintaining gra

Student Learning

Problem Statement 1: Reading and Math STAAR data show significant gaps with African American, Economically Disadvantaged, Special Education and Hispanic students when compared to their white peers. **Root Cause:** The root cause is inconsistent campuswide implementation of data-driven instructional practices in reading and math. Teachers do not consistently disaggregate BOY, common assessment, and STAAR data by student group and individual skill to identify unfinished learning, use those findings to form and adjust targeted small groups, or provide explicit reteaching of priority TEKS.

Problem Statement 2: BOY mCLASS data indicate that 42% of K-2 students at Sulphur Springs Elementary School scored Well Below Benchmark, indicating significant gaps in foundational literacy skills. This data demonstrates a need for early identification, targeted intervention, and consistent progress monitoring to ensure students develop the phonemic awareness, phonics, fluency, and other foundational reading skills ne **Root Cause:** The rood cause is a significant number of K-2 students enter the school year with unfinished learning in phonemic awareness, phonics, decoding, and early reading skills, indicating a need for more consistent, explicit, systematic instruction and targeted intervention aligned to individual student skill gaps.

Problem Statement 3: STAAR writing data indicate that students demonstrated difficulty with constructed and extended constructed responses. Student performance in written responses remains an area for growth, indicating a need for increased focus on developing students' ability to clearly organize, support, and communicate their thinking in writing. **Root Cause:** The root cause is inconsistent opportunities for students to practice and receive targeted feedback on constructed and extended written responses across content areas. Students need more explicit instruction in organizing ideas, using text evidence, developing responses, and revising written work to meet STAAR expectations.

School Processes & Programs

Problem Statement 1: As a newly established campus with a newly formed staff, teachers have identified a need for ongoing professional learning in instructional best practices, classroom structures, and implementation of the new curriculum. **Root Cause:** The root cause is the formation of a new SSES staff from multiple campuses while simultaneously implementing new curriculum, instructional expectations, and campus processes. This has resulted in varying levels of staff experience and familiarity with shared practices, creating a need for consistent training, modeling, and coaching across classrooms.

Problem Statement 2: Teachers need additional professional learning and opportunities to develop and implement effective differentiation strategies that address varying student needs while maintaining grade-level rigor and high expectations for all learners. **Root Cause:** The root cause is inconsistent teacher knowledge and implementation of differentiation strategies across classrooms. Teachers need additional training, modeling, collaboration, and coaching to effectively use student data to plan targeted instruction, adjust tasks and supports, and meet the varied academic needs of students while maintaining grade-level rigor.

Perceptions

Problem Statement 1: Student behavior continues to be an ongoing challenge for some students, impacting classroom routines, instructional time, and the learning environment. SSES needs to strengthen consistent campuswide behavior expectations, interventions, and supports to promote safe, respectful, and responsible behavior. **Root Cause:** The root cause is the increasing social-emotional needs of students, including family transitions, changes in living arrangements, and emotional challenges, combined with inconsistent implementation of campuswide behavior expectations and interventions. Staff need consistent strategies and supports to address student behavior and social-emotional needs.

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

Performance Objective 2: Use multiple sources of student achievement data, including STAAR, MAP, mCLASS, and common math assessments, to identify specific skill gaps and determine student instructional levels. Teachers and instructional teams will analyze the data and group students according to individual needs, provide targeted intervention and differentiated instruction, and regularly monitor progress.

High Priority
HB3 Goal
Evaluation Data Sources: STAAR, MAP, mCLASS, Bluebonnet Assessments

Strategy 1 Details		Reviews		
Strategy 1: Classroom Teachers, Interventionists and Support Staff will gain a deeper understanding of the reading process and how to differentiate instruction to address the needs of all students. Strategy's Expected Result/Impact: Increase achievement as demonstrated by: Implementation of HMH Pathways - Waggle, Read 180 Flex, Read 180 and Code Data Analysis MAP Staff Responsible for Monitoring: Principal Academic Specialist RTI/Testing Coordinator Reading Interventionist Reading teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2		Formative		Summative
		Nov	Mar	June

Strategy 2 Details		Reviews		
Strategy 2: Reading teachers will participate in the Bluebonnet Internalization PD days with the SSISD reading coordinator and/or the Region 8 ESC LIFT staff. Strategy's Expected Result/Impact: Teachers will internalize lessons effectively. Teachers will provide Bluebonnet Instruction to all students in Tier 1 Instruction. Staff Responsible for Monitoring: Reading Teachers Academic Specialists Principal Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3		Formative		Summative
		Nov	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Only 27% of African American students and 41% of Hispanic students achieved the Meets Grade Level or above standard on STAAR Reading, compared to 56% of White students. These results demonstrate a need to identify and address barriers impacting student achievement and to strengthen ta Root Cause: The achievement gap is primarily related to inconsistent use of student subgroup and individual assessment data to identify and address unfinished learning in reading and math. Teachers need stronger consistency in using BOY, common assessment, and progress-monitoring data to form targeted groups, provide explicit skill-based instruction, and adjust interventions when students do not demonstrate Problem Statement 2: Only 17% of SPED students achieved the Meets Grade Level or above standard on STAAR Reading, indicating a need to strengthen specially designed instruction, differentiation, intervention, and access to grade-level instruction to accelerate academic growth and improve outcomes for students receiving special education services. Root Cause: The root cause is inconsistent implementation of individualized, data-driven instruction for students receiving special education services. Teachers and support staff need greater consistency in using IEP goals, assessment data, and progress-monitoring information to identify specific learning needs, provide targeted specially designed instruction, implement appropriate accommodations and scaffold Problem Statement 3: Only 37% of EB students achieved Meets Grade Level or above on STAAR reading, indicating a need to strengthen instructional practices and language supports that ensure EB students have consistent access to and mastery of grade-level content. Root Cause: The root cause is inconsistent implementation of language supports and differentiation within grade-level instruction for Emergent Bilingual students. Teachers do not consistently use student language proficiency data to plan and provide explicit academic language instruction, purposeful opportunities for speaking and writing, vocabulary development, and appropriate scaffolds while maintaining gra

Student Learning

Problem Statement 1: Reading and Math STAAR data show significant gaps with African American, Economically Disadvantaged, Special Education and Hispanic students when compared to their white peers. **Root Cause:** The root cause is inconsistent campuswide implementation of data-driven instructional practices in reading and math. Teachers do not consistently disaggregate BOY, common assessment, and STAAR data by student group and individual skill to identify unfinished learning, use those findings to form and adjust targeted small groups, or provide explicit reteaching of priority TEKS.

Problem Statement 2: BOY mCLASS data indicate that 42% of K-2 students at Sulphur Springs Elementary School scored Well Below Benchmark, indicating significant gaps in foundational literacy skills. This data demonstrates a need for early identification, targeted intervention, and consistent progress monitoring to ensure students develop the phonemic awareness, phonics, fluency, and other foundational reading skills ne **Root Cause:** The rood cause is a significant number of K-2 students enter the school year with unfinished learning in phonemic awareness, phonics, decoding, and early reading skills, indicating a need for more consistent, explicit, systematic instruction and targeted intervention aligned to individual student skill gaps.

Problem Statement 3: STAAR writing data indicate that students demonstrated difficulty with constructed and extended constructed responses. Student performance in written responses remains an area for growth, indicating a need for increased focus on developing students' ability to clearly organize, support, and communicate their thinking in writing. **Root Cause:** The root cause is inconsistent opportunities for students to practice and receive targeted feedback on constructed and extended written responses across content areas. Students need more explicit instruction in organizing ideas, using text evidence, developing responses, and revising written work to meet STAAR expectations.

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

Performance Objective 3: Narrowing Performance Gaps - The 2027 STAAR (All Subjects) met standard (approaches grade level) pass rate for student/ethnic groups (particularly Hispanic, African American, Sped, EB, and At-Risk) will increase by 5 points.

High Priority
HB3 Goal
Evaluation Data Sources: STAAR Data

Strategy 1 Details		Reviews		
Strategy 1: Progress in closing performance gaps will be the focus for: Inclusion aides Extended Learning Time Support Staff Teachers Paraprofessionals Differentiated instruction will be the focus to meet students at their current level and work to improve the levels. Strategy's Expected Result/Impact: Progress in reading and math levels to achieve grade level status on STAAR and on assessments. Staff Responsible for Monitoring: Principal Academic Specialist Teachers Support Staff Interventionist Read 180/Literacy Support Instructional/Title 1 Aides Behavior Interventionist Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1, 2, 3 - Student Learning 1 Funding Sources: BE/ESL Staff and Resources - 263 Title III, LEP		Formative		Summative
		Nov	Mar	June

Strategy 2 Details		Reviews		
Strategy 2: Teachers, support staff and paraprofessionals will work to meet the needs of the current IEP, RtI plan or 504 plan to improve academic achievement in reading and math. Strategy's Expected Result/Impact: 1. Student's progress measure will increase to show one year's worth of growth on STAAR. 2. Students in special programs will spend more time in small group instruction to narrow gaps with the resource teacher facilitating. Staff Responsible for Monitoring: Principal Teachers Academic Specialist 504/RtI Coordinator Counselor Interventionists Read 180/Literacy Support Instructional/Title 1 Aides Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 2 Funding Sources: Salary - 199 PIC 30 State Comp Ed, Title IA, Schoolwide		Formative		Summative
		Nov	Mar	June
Strategy 3 Details		Reviews		
Strategy 3: The staff of SSES will utilize best practices for character building and social skills in all classrooms and support classrooms to the fullest extent. Social contracts will be created and followed to promote a healthier environment in all areas of school. Behavior will improve with the PBIS cohort and implementation of the following expectations - Be Safe, Be Responsible, Be Respectful. Strategy's Expected Result/Impact: 1. Discipline referrals will be reduced. 2. Classroom behavior will improve. Staff Responsible for Monitoring: Principal Counselor Academic Specialist Teachers Staff CIS Coordinator - ESF Levers: Lever 3: Integrated Student Support Systems Problem Statements: Perceptions 1		Formative		Summative
		Nov	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:**Demographics**

Problem Statement 1: Only 27% of African American students and 41% of Hispanic students achieved the Meets Grade Level or above standard on STAAR Reading, compared to 56% of White students. These results demonstrate a need to identify and address barriers impacting student achievement and to strengthen ta **Root Cause:** The achievement gap is primarily related to inconsistent use of student subgroup and individual assessment data to identify and address unfinished learning in reading and math. Teachers need stronger consistency in using BOY, common assessment, and progress-monitoring data to form targeted groups, provide explicit skill-based instruction, and adjust interventions when students do not demonstrate

Problem Statement 2: Only 17% of SPED students achieved the Meets Grade Level or above standard on STAAR Reading, indicating a need to strengthen specially designed instruction, differentiation, intervention, and access to grade-level instruction to accelerate academic growth and improve outcomes for students receiving special education services. **Root Cause:** The root cause is inconsistent implementation of individualized, data-driven instruction for students receiving special education services. Teachers and support staff need greater consistency in using IEP goals, assessment data, and progress-monitoring information to identify specific learning needs, provide targeted specially designed instruction, implement appropriate accommodations and scaffold

Problem Statement 3: Only 37% of EB students achieved Meets Grade Level or above on STAAR reading, indicating a need to strengthen instructional practices and language supports that ensure EB students have consistent access to and mastery of grade-level content. **Root Cause:** The root cause is inconsistent implementation of language supports and differentiation within grade-level instruction for Emergent Bilingual students. Teachers do not consistently use student language proficiency data to plan and provide explicit academic language instruction, purposeful opportunities for speaking and writing, vocabulary development, and appropriate scaffolds while maintaining gra

Student Learning

Problem Statement 1: Reading and Math STAAR data show significant gaps with African American, Economically Disadvantaged, Special Education and Hispanic students when compared to their white peers. **Root Cause:** The root cause is inconsistent campuswide implementation of data-driven instructional practices in reading and math. Teachers do not consistently disaggregate BOY, common assessment, and STAAR data by student group and individual skill to identify unfinished learning, use those findings to form and adjust targeted small groups, or provide explicit reteaching of priority TEKS.

Perceptions

Problem Statement 1: Student behavior continues to be an ongoing challenge for some students, impacting classroom routines, instructional time, and the learning environment. SSES needs to strengthen consistent campuswide behavior expectations, interventions, and supports to promote safe, respectful, and responsible behavior. **Root Cause:** The root cause is the increasing social-emotional needs of students, including family transitions, changes in living arrangements, and emotional challenges, combined with inconsistent implementation of campuswide behavior expectations and interventions. Staff need consistent strategies and supports to address student behavior and social-emotional needs.

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

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

Evaluation Data Sources: Emergency Preparedness Personnel Logs

Strategy 1 Details	Reviews		
Strategy 1: Continue the use of school safety support systems including: 1. CPI/Handle with Care training 2. Raptor check in system 3. Security Cameras 4. Emergency Preparedness Plan 5. Radios 6. Campus wide Bully Reporter System 7. Texas School Safety Training for Team - online Strategy's Expected Result/Impact: 1. Safety and Security of all students and staff members 100% of the time. 2. Texas School Safety Training Online for all staff on the team. 3. Bully Reporter Incidents Staff Responsible for Monitoring: Principal Campus Police Officer Academic Specialists Behavior Specialists Staff - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Integrated Student Support Systems Problem Statements: Perceptions 1	Formative		Summative
	Nov	Mar	June

Strategy 2 Details		Reviews		
Strategy 2: 1) Fifth graders will have the opportunity to attend Sky Ranch School Program Camp for science enrichment, team building and character skills. Strategy's Expected Result/Impact: Students will learn about team building and cooperative learning for character skills and receive enrichment in science. Staff Responsible for Monitoring: Principal Teachers - TEA Priorities: Improve low-performing schools Problem Statements: Perceptions 1		Formative		Summative
		Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Student behavior continues to be an ongoing challenge for some students, impacting classroom routines, instructional time, and the learning environment. SSES needs to strengthen consistent campuswide behavior expectations, interventions, and supports to promote safe, respectful, and responsible behavior. Root Cause: The root cause is the increasing social-emotional needs of students, including family transitions, changes in living arrangements, and emotional challenges, combined with inconsistent implementation of campuswide behavior expectations and interventions. Staff need consistent strategies and supports to address student behavior and social-emotional needs.

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

Performance Objective 2: By May 2027, establish processes to increase opportunities to promote safe and healthy lifestyles while teaching the importance of respect, honor, and citizenship. Evlauate the PBIS Program and cohort participation - Be Safe, Be Respectful, Be Responsible and implement the in class management system PAX Good Behavior Game.

Evaluation Data Sources: Discipline logs, office referrals, counseling logs, bullying reports, PBIS logs and meeting meetings, Region 8 cohort participation

Strategy 1 Details	Reviews		
Strategy 1: Continue to incorporate the following campus-wide initiatives: PBIS - 2026-27 Region 8 ESC Cohort Implement PAX Good Behavior Game Guidance Lessons from Counselor Bully prevention guidance lessons Red Ribbon Week Monthly Wildcat Rally - celebration of learning Monthly Character Word Student Awards Golden Ticket Attendance Awards Strategy's Expected Result/Impact: To increase awareness of the importance of maintaining healthy lifestyles, promote positive character traits, and decrease bullying through guidance lessons and utilizing community mentors. Staff Responsible for Monitoring: Principal Academic Specialist Counselor CIS Coordinator - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Integrated Student Support Systems Problem Statements: School Processes & Programs 1 - Perceptions 1	Formative		Summative
	Nov	Mar	June

Strategy 2 Details		Reviews		
Strategy 2: Social Emotional Learning plans for all staff and students will be implemented. Check-ins for students in need will be implemented. Strategy's Expected Result/Impact: Decrease in student discipline, increase in student academic performance and decrease in teacher turnover. Staff Responsible for Monitoring: All campus administrators, counselor and CIS Coordinator Title I: 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Integrated Student Support Systems Problem Statements: Perceptions 1		Formative		Summative
		Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: As a newly established campus with a newly formed staff, teachers have identified a need for ongoing professional learning in instructional best practices, classroom structures, and implementation of the new curriculum. Root Cause: The root cause is the formation of a new SSES staff from multiple campuses while simultaneously implementing new curriculum, instructional expectations, and campus processes. This has resulted in varying levels of staff experience and familiarity with shared practices, creating a need for consistent training, modeling, and coaching across classrooms.
Perceptions
Problem Statement 1: Student behavior continues to be an ongoing challenge for some students, impacting classroom routines, instructional time, and the learning environment. SSES needs to strengthen consistent campuswide behavior expectations, interventions, and supports to promote safe, respectful, and responsible behavior. Root Cause: The root cause is the increasing social-emotional needs of students, including family transitions, changes in living arrangements, and emotional challenges, combined with inconsistent implementation of campuswide behavior expectations and interventions. Staff need consistent strategies and supports to address student behavior and social-emotional needs.

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

Performance Objective 3: Utilize programs and processes to increase the percentage of time spent with students regarding academic, social, mental and behavior needs by 5%. Bully prevention will be a focus area. The CIS Coordinator and counselor will provide counseling and assistance to those in need and will monitor the case loads.

High Priority

Evaluation Data Sources: Counseling logs, CIS Weekly Summary, Office Discipline Referrals, Behavior Specialist logs and notes

Strategy 1 Details		Reviews		
Strategy 1: CIS and Counselor will provide group sessions to provide students with practical tools to manage behavior, social acceptance, mental health concerns and academic concerns. This will be supplemented with the following extra-curricular activities available to students: GROW for Girls UIL Sky Ranch Utilize the CIS social worker on campus Wildcat Word of the Month - student awards Goldent Ticket Attendance Awards Strategy's Expected Result/Impact: Students will be equipped to handle social, behavior and academic issues. Behavior/ Discipline will improve. Staff Responsible for Monitoring: Principal Counselor Academic Specialists CIS Coordinator Problem Statements: School Processes & Programs 1 - Perceptions 1 Funding Sources: CIS - 199 PIC 30 State Comp Ed, Title IA, Schoolwide		Formative		Summative
		Nov	Mar	June

Strategy 2 Details		Reviews		
Strategy 2: SSES will work to improve the student and staff culture. The principal and academic specialist will lead the charge to train teachers, staff and students through the process. Action Plans will be implemented for each culture routine. Strategy's Expected Result/Impact: Student culture will improve allowing the student academic and behavior success to improve. Students will be respectful and will adhere to the challenges of the culture change. Staff Responsible for Monitoring: Principal Academic Specialist Counselor All staff - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Integrated Student Support Systems Problem Statements: School Processes & Programs 1 - Perceptions 1		Formative		Summative
		Nov	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: As a newly established campus with a newly formed staff, teachers have identified a need for ongoing professional learning in instructional best practices, classroom structures, and implementation of the new curriculum. Root Cause: The root cause is the formation of a new SSES staff from multiple campuses while simultaneously implementing new curriculum, instructional expectations, and campus processes. This has resulted in varying levels of staff experience and familiarity with shared practices, creating a need for consistent training, modeling, and coaching across classrooms.
Perceptions
Problem Statement 1: Student behavior continues to be an ongoing challenge for some students, impacting classroom routines, instructional time, and the learning environment. SSES needs to strengthen consistent campuswide behavior expectations, interventions, and supports to promote safe, respectful, and responsible behavior. Root Cause: The root cause is the increasing social-emotional needs of students, including family transitions, changes in living arrangements, and emotional challenges, combined with inconsistent implementation of campuswide behavior expectations and interventions. Staff need consistent strategies and supports to address student behavior and social-emotional needs.

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

Performance Objective 4: Facilities will provide opportunities for a quality education to all students.

Evaluation Data Sources: Facilities will be used to maintained until the new campus is completed.

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: Retaining Exceptionally Trained Staff - SSISD / SSES will mentor, coach, and retain highly qualified and exceptionally trained staff. SSISD / SSES will strive to decrease the turnover rate for non-retirees.

Evaluation Data Sources: Teacher Certification Data; Retention Rate of Staff at EOY

Strategy 1 Details	Reviews		
Strategy 1: New Teachers with 0-1 years experience will participate in the New Teacher Mentor/Mentee Program. Teachers will continue to receive support in the New Teacher Mentor/Mentee program until 2 years are completed. Strategy's Expected Result/Impact: 1. Teacher retention will improve 2. Teachers will be provided with tools for success in providing instruction 3. Improved student learning Staff Responsible for Monitoring: Principal Academic Specialist Mentors Director of Curriculum Title I: 2.52 - 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, 2	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Active partnership with Texas A&M University-Commerce Student Teacher Partnership. Will commit to accepting student teachers on the campus. Strategy's Expected Result/Impact: Student teachers will learn the processes of teaching to be hireable in SSISD. The student teacher evaluations will be used to determine effectiveness of student teacher. Staff Responsible for Monitoring: Principal Mentor Teachers Problem Statements: School Processes & Programs 1, 2	Formative		Summative
	Nov	Mar	June

Strategy 3 Details		Reviews		
Strategy 3: Campus Admin Team will conduct walk throughs to provide effective feedback within 24 hours which will lead to data driven instruction. Strategy's Expected Result/Impact: Quality of instruction will improve. Feedback regarding T-TESS Domain 2 will be the focus . Staff will use best practices and effective instructional strategies in the classroom. Staff Responsible for Monitoring: Principal Academic Specialists Title I: 2.51, 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1		Formative		Summative
		Nov	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Only 27% of African American students and 41% of Hispanic students achieved the Meets Grade Level or above standard on STAAR Reading, compared to 56% of White students. These results demonstrate a need to identify and address barriers impacting student achievement and to strengthen ta Root Cause: The achievement gap is primarily related to inconsistent use of student subgroup and individual assessment data to identify and address unfinished learning in reading and math. Teachers need stronger consistency in using BOY, common assessment, and progress-monitoring data to form targeted groups, provide explicit skill-based instruction, and adjust interventions when students do not demonstrate Problem Statement 2: Only 17% of SPED students achieved the Meets Grade Level or above standard on STAAR Reading, indicating a need to strengthen specially designed instruction, differentiation, intervention, and access to grade-level instruction to accelerate academic growth and improve outcomes for students receiving special education services. Root Cause: The root cause is inconsistent implementation of individualized, data-driven instruction for students receiving special education services. Teachers and support staff need greater consistency in using IEP goals, assessment data, and progress-monitoring information to identify specific learning needs, provide targeted specially designed instruction, implement appropriate accommodations and scaffold Problem Statement 3: Only 37% of EB students achieved Meets Grade Level or above on STAAR reading, indicating a need to strengthen instructional practices and language supports that ensure EB students have consistent access to and mastery of grade-level content. Root Cause: The root cause is inconsistent implementation of language supports and differentiation within grade-level instruction for Emergent Bilingual students. Teachers do not consistently use student language proficiency data to plan and provide explicit academic language instruction, purposeful opportunities for speaking and writing, vocabulary development, and appropriate scaffolds while maintaining gra

Student Learning

Problem Statement 1: Reading and Math STAAR data show significant gaps with African American, Economically Disadvantaged, Special Education and Hispanic students when compared to their white peers. **Root Cause:** The root cause is inconsistent campuswide implementation of data-driven instructional practices in reading and math. Teachers do not consistently disaggregate BOY, common assessment, and STAAR data by student group and individual skill to identify unfinished learning, use those findings to form and adjust targeted small groups, or provide explicit reteaching of priority TEKS.

Problem Statement 2: BOY mCLASS data indicate that 42% of K-2 students at Sulphur Springs Elementary School scored Well Below Benchmark, indicating significant gaps in foundational literacy skills. This data demonstrates a need for early identification, targeted intervention, and consistent progress monitoring to ensure students develop the phonemic awareness, phonics, fluency, and other foundational reading skills. **Root Cause:** The root cause is a significant number of K-2 students enter the school year with unfinished learning in phonemic awareness, phonics, decoding, and early reading skills, indicating a need for more consistent, explicit, systematic instruction and targeted intervention aligned to individual student skill gaps.

Problem Statement 3: STAAR writing data indicate that students demonstrated difficulty with constructed and extended constructed responses. Student performance in written responses remains an area for growth, indicating a need for increased focus on developing students' ability to clearly organize, support, and communicate their thinking in writing. **Root Cause:** The root cause is inconsistent opportunities for students to practice and receive targeted feedback on constructed and extended written responses across content areas. Students need more explicit instruction in organizing ideas, using text evidence, developing responses, and revising written work to meet STAAR expectations.

School Processes & Programs

Problem Statement 1: As a newly established campus with a newly formed staff, teachers have identified a need for ongoing professional learning in instructional best practices, classroom structures, and implementation of the new curriculum. **Root Cause:** The root cause is the formation of a new SSES staff from multiple campuses while simultaneously implementing new curriculum, instructional expectations, and campus processes. This has resulted in varying levels of staff experience and familiarity with shared practices, creating a need for consistent training, modeling, and coaching across classrooms.

Problem Statement 2: Teachers need additional professional learning and opportunities to develop and implement effective differentiation strategies that address varying student needs while maintaining grade-level rigor and high expectations for all learners. **Root Cause:** The root cause is inconsistent teacher knowledge and implementation of differentiation strategies across classrooms. Teachers need additional training, modeling, collaboration, and coaching to effectively use student data to plan targeted instruction, adjust tasks and supports, and meet the varied academic needs of students while maintaining grade-level rigor.

Perceptions

Problem Statement 1: Student behavior continues to be an ongoing challenge for some students, impacting classroom routines, instructional time, and the learning environment. SSES needs to strengthen consistent campuswide behavior expectations, interventions, and supports to promote safe, respectful, and responsible behavior. **Root Cause:** The root cause is the increasing social-emotional needs of students, including family transitions, changes in living arrangements, and emotional challenges, combined with inconsistent implementation of campuswide behavior expectations and interventions. Staff need consistent strategies and supports to address student behavior and social-emotional needs.

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

Performance Objective 1: SSES will communicate meaningful and effective information to ensure the community of stake holders is well informed.

Evaluation Data Sources: Parent Surveys, Community Surveys, Social Media Involvement, Skyward Parent Emails

Strategy 1 Details	Reviews		
Strategy 1: Provide opportunities for parents and community members to volunteer and participate in campus events and activities. Strategy's Expected Result/Impact: To increase involvement and positive interactions between Sulphur Springs Elementary, parents, and community stakeholders. Sign-In sheets will be monitored. Staff Responsible for Monitoring: Principal Academic Specialist Secretary Counselor and CIS Coordinator - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Integrated Student Support Systems Problem Statements: Perceptions 2, 3 Funding Sources: Blackboard Connect - 211 Title I, Part A, PFE - 211 Title I, Part A	Formative		Summative
	Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Continued parent and community engagement is a priority for SSES. While participation has increased and teacher and parent survey data reflect positive perceptions, the campus needs to continue strengthening and expanding opportunities for meaningful family and community involvement through the Parental Involvement Committee. Root Cause: The root cause is the need to establish consistent, meaningful opportunities for parents and community members to engage with the newly formed SSES campus. As a new campus serving families from multiple former campuses, continued intentional communication and outreach are needed to build relationships, increase participation, and create a strong sense of community. Problem Statement 3: SSES needs to strengthen transparency and communication regarding campus budget decisions and fiscal accountability to ensure staff and stakeholders understand how resources are allocated and used to support student and campus needs. Root Cause: The root cause is the need to strengthen stakeholder awareness of how campus funds support instructional resources, student needs, staff needs, and campus operations through clear communication of budget priorities and expenditures.

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

Performance Objective 2: Advocacy - SSES staff will proactively advocate for their students and programs.

Evaluation Data Sources: Surveys, Advisory Council Minutes

Strategy 1 Details	Reviews		
Strategy 1: Social Media / School Communication Systems - SSES will continue to employ social media, local media, and school communication systems to advocate for students and programs. SSES Facebook SSISD Social Media Skyward emails Local radio facebook pages websites School Board Presentations Strategy's Expected Result/Impact: Make the parents and community aware of campus activities and accomplishments. Staff Responsible for Monitoring: Principal Secretary Academic Specialists TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Integrated Student Support Systems Problem Statements: Perceptions 2	Formative		Summative
	Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Continued parent and community engagement is a priority for SSES. While participation has increased and teacher and parent survey data reflect positive perceptions, the campus needs to continue strengthening and expanding opportunities for meaningful family and community involvement through the Parental Involvement Committee. Root Cause: The root cause is the need to establish consistent, meaningful opportunities for parents and community members to engage with the newly formed SSES campus. As a new campus serving families from multiple former campuses, continued intentional communication and outreach are needed to build relationships, increase participation, and create a strong sense of community.

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

Performance Objective 3: Parent Involvement opportunities will provide for meaningful partnerships and interactions with teachers/staff, students and parents.

PTO volunteers will serve in various ways to support staff and campus.

Monthly Treats from Business Partners.

Evaluation Data Sources: Parent sign in sheets

Strategy 1 Details	Reviews		
Strategy 1: Parent Involvement Opportunities will be provided as: Family STEAM Night Student Performances - Robotics and Music PTO - variety of opportunities to participate Title 1 Meeting Activities EPIC - truancy advocacy Strategy's Expected Result/Impact: The number of parents who are actively involved in their student's education will improve. Sign In Sheets will be used to determine involvement. Staff Responsible for Monitoring: Principal Academic Specialist Team Leaders Problem Statements: Perceptions 2 Funding Sources: Parent and Family Engagement Funding - 211 Title I, Part A	Formative		Summative
	Nov	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 2: Continued parent and community engagement is a priority for SSES. While participation has increased and teacher and parent survey data reflect positive perceptions, the campus needs to continue strengthening and expanding opportunities for meaningful family and community involvement through the Parental Involvement Committee. Root Cause: The root cause is the need to establish consistent, meaningful opportunities for parents and community members to engage with the newly formed SSES campus. As a new campus serving families from multiple former campuses, continued intentional communication and outreach are needed to build relationships, increase participation, and create a strong sense of community.

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

Performance Objective 1: Regularly review and adjust the budget based on actual expenditures and changing needs of the school.

Evaluation Data Sources: Monthly reviews of the campus budget to determine best options for spending funds.

Strategy 1 Details	Reviews		
Strategy 1: Meet with campus advisory committee and administrators to determine the funding needs of the campus. Strategy's Expected Result/Impact: Better decision making regarding fiscal accountability based on the needs of the campus. Staff Responsible for Monitoring: Principal, Academic Specialist, Secretary, Campus Advisory Committee, Team Leaders TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials Problem Statements: Perceptions 3	Formative		Summative
	Nov	Mar	June
No Progress Accomplished Continue/Modify Discontinue			

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 3: SSES needs to strengthen transparency and communication regarding campus budget decisions and fiscal accountability to ensure staff and stakeholders understand how resources are allocated and used to support student and campus needs. Root Cause: The root cause is the need to strengthen stakeholder awareness of how campus funds support instructional resources, student needs, staff needs, and campus operations through clear communication of budget priorities and expenditures.

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

Performance Objective 2: Explore opportunities for generating additional revenue, such as partnerships, donations, or fundraisers.

High Priority

Evaluation Data Sources: PTO and parent volunteers to host campus fundraisers for PTO, Choir and Sky Ranch. Determine needs with PTO. Data will be based on needs for spending funds for students, teachers and campus.

Strategy 1 Details	Reviews		
Strategy 1: Work with PTO and parent volunteers to determine fundraising needs for PTO, Sky Ranch, Choir. Strategy's Expected Result/Impact: Additional funding will be obtained for the extra curricular activities. Staff Responsible for Monitoring: PTO, Principal, Secretary, Campus Admin Team ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership Problem Statements: Perceptions 3	Formative		Summative
	Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 3: SSES needs to strengthen transparency and communication regarding campus budget decisions and fiscal accountability to ensure staff and stakeholders understand how resources are allocated and used to support student and campus needs. Root Cause: The root cause is the need to strengthen stakeholder awareness of how campus funds support instructional resources, student needs, staff needs, and campus operations through clear communication of budget priorities and expenditures.

Goal 6: We will create a long-term plan to address aging facilities.

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

Evaluation Data Sources: Data from programs used including IXL, title 1 funding, Read 180, MAP. Facility Plan

Strategy 1 Details	Reviews		
Strategy 1: Campus will work closely with district and contracted services in order to address facility needs as construction continues on the new building. Strategy's Expected Result/Impact: Effective planning and communication will allow the campus to remain clean, safe and adequate for all stakeholders. Staff Responsible for Monitoring: Principal, Assistant Principals, Team Leaders, Director of Maintenance TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 6: Campus Finance and Operations Problem Statements: Perceptions 4	Formative		Summative
	Nov	Mar	June
No Progress Accomplished Continue/Modify Discontinue			

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 4: SSES has moved into a new bond-funded facility; however, construction is still ongoing and some areas remain incomplete. Root Cause: The root cause is ongoing construction and transitioning into a new facility have created changing facility needs that require continued coordination, prioritization, and long-term planning for completion, maintenance, and future growth.

State Compensatory

Budget for Sulphur Springs Elementary

Total SCE Funds: \$203,432.00

Total FTEs Funded by SCE: 4

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 Sulphur Springs Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Anely Gasper	Academic Paraprofessional	1
Cathy Gray	Supplemental Dyslexia Teacher	0.5
Kim Sartin	Academic Paraprofessional	1
Melinda Dixon	Reading Interventionist	0.5
Misty Cline	Academic Paraprofessional	1

Title I

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Perez	Academic Paraprofessional	Title I Schoolwide	1.0
Ana Ramirez	Assistant Principal	Title I Schoolwide	1
David Christensen	Assistant Principal	Title I Schoolwide	1
Kimberly Slaughter	Math Interventionist	Title I Schoolwide	1.0
Kristy Brewer	Math Interventionist	Title I Schoolwide	1
Mariana Hernandez	Reading Interventionist	Title I Schoolwide	1
Yanetzzi Cervantes	Academic Paraprofessional	Title I Schoolwide	1

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$8,000.00
+/- Difference					\$8,000.00
199 PIC 24 State Comp Ed, Accelerated Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	SCE Summer Acceleration		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$9,357.00
+/- Difference					\$9,357.00
199 PIC 30 State Comp Ed, Title IA, Schoolwide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Salary		\$0.00
2	3	1	CIS		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$342,800.00
+/- Difference					\$342,800.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	IXL		\$0.00
1	1	4	Salaries		\$0.00
4	1	1	Blackboard Connect		\$0.00
4	1	1	PFE		\$0.00
4	3	1	Parent and Family Engagement Funding		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$399,284.00

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$399,284.00
255 Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	BE/ESL Staff and Resources		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$23,500.00
+/- Difference					\$23,500.00
288 Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Grand Total Budgeted					\$782,941.00
Grand Total Spent					\$0.00
+/- Difference					\$782,941.00

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