

Sulphur Springs Independent School District

Sulphur Springs High School

2026-2027 Campus Improvement Plan



Mission Statement

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

Vision

Educating All Students to Their Fullest Potential

Value Statement

We believe all children can learn.

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

We believe every person should be and feel safe.

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

We believe relationships are essential.

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

We believe family and community partnerships are essential.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Information TBD for 26-27

Generally

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

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

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

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

Population by Ethnicity

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

Ethnic Distribution	Percent		Sub-Demographic	Percent
African American	8.8%		Economically Disadvantaged	59.9%
Hispanic	31.7%		English as a Second Language	13.9%
White	52.8%		At-Risk	59.7%
American Indian	0%		Gifted and Talented	6.4%
Asian	0.8%		Special Education	14.9%
Pacific Islander	0.2%		Emergent Bilingual and Bilingual	14.4%
Two or More Races	4.1%		Career and Technical	96%

Attendance (**Pending TAPR Update**)

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

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

Special Programs

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

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

Highly Qualified Teachers

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

Core Academic Performance by Demographic

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

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

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

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

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

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

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

- Special Education (SpEd) scores showed the greatest variance of all student groups. 15% of SpEd students approached grade level or above in comparison to 60% for all students.
- African American (AA) scores were lower than those of all students. 39% of AA students approached grade level or above in comparison to 60% for all students.
- Economically Disadvantaged (ECD) scores were lower than those of all students, though the disparity was not as great as for SpEd students. 51% of ECD students approached grade level or above in comparison to 60% for all students.
- Limited English Proficient (LEP) scores were lower than those of all students. 34% of LEP students approached grade level or above in comparison to 60% for all students.
- At-Risk scores were lower than those of all students. On average, 42% of at-risk students approached grade level or above in comparison to 60% for all students.

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

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

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

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

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

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

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

Demographics Strengths

Information TBD for 26-27

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

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

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): SPECIAL EDUCATION STUDENT GROUP - Special education students consistently score below peer averages across all EOC subjects, with lower rates of grade-level proficiency.

Root Cause: To meet student needs, educators require ongoing training, tailored strategies, and essential resources.

Problem Statement 2 (Prioritized): AFRICAN AMERICAN ETHNIC GROUP - African American students consistently score below peer averages across all EOC subjects, with lower rates of grade-level proficiency.

Root Cause: To meet student needs, educators require ongoing training, tailored strategies, and essential resources.

Problem Statement 3 (Prioritized): ECONOMICALLY DISADVANTAGED STUDENT GROUP- Economically Disadvantaged students consistently score below peer averages across all EOC subjects, with lower rates of grade-level proficiency.

Root Cause: To meet student needs, educators require ongoing training, tailored strategies, and essential resources.

Problem Statement 4 (Prioritized): LEP STUDENT GROUP- The LEP students consistently score below peer averages across all EOC subjects, with lower rates of grade-level proficiency.

Root Cause: To meet student needs, educators require ongoing training, tailored strategies, and essential resources.

Problem Statement 5 (Prioritized):

Sulphur Springs High School
Generated by Plan4Learning.com

AT RISK STUDENT GROUP - The At Risk students consistently score below peer averages across all EOC subjects, with lower rates of grade-level proficiency.

Root Cause: To meet student needs, educators require ongoing training, tailored strategies, and essential resources.

Problem Statement 6 (Prioritized): Optimizing our RTI framework to drive measurable growth across all student subpopulations, including Economically Disadvantaged, African American, Hispanic, and ELL students, by strengthening Tier 2 and Tier 3 instruction.

Root Cause: To meet student needs, educators require ongoing training, tailored strategies, and essential resources.

Student Learning

Student Learning Summary

ACCOUNTABILITY SUMMARY

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

	Scaled Score	SSHS Equivalent Letter Grade
Domain 1 - Student Achievement	85	B
Domain 2 - School Progress	86	B
Domain 3 - Closing the Gaps	82	B
Overall	85	B

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

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

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

STAAR SUMMARY

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

STAAR End of Course (Approaches Grade Level or Above)		
	2025	2026
Algebra	79%	76%
Biology	96%	95%
English 1	66%	66%
English 2	71%	74%
US History	93%	95%

A comparison of our students' performance by passing standard as compared to 2025 results reveals:

2026 STAAR All Students	DID NOT Meet Progress	APPROACHES grade level performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
Algebra	24%	76%	34%	10%
Biology	5%	95%	76%	32%
English I	34%	50%	48%	7%
English II	26%	58%	52%	7%
US History	5%	95%	61%	24%

2025 STAAR All Students	DID NOT Meet Progress	APPROACHES grade level performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
Algebra	21%	79%	34%	14%
Biology	4%	96%	68%	20%
English I	34%	66%	48%	12%
English II	29%	71%	52%	6%
US History	7%	93%	61%	30%

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

READING/ELAR

Approaches Grade Level or Above

	ENG I	ENG II
SSHS	74%	75%
State	73%	73%

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

MATHEMATICS

Approaches Grade Level or Above - Mathematics	
	ALG I
SSHS	76%

Approaches Grade Level or Above - Mathematics	
STATE	83%

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

SCIENCE

Approaches Grade Level or Above - Science	
	BIOLOGY
SSHS	95%
STATE	93%

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

SOCIAL STUDIES

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

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

ACT/SAT

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

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

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

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

Student Learning Strengths

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

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Increase student performance scores on the ACT and SAT.

Root Cause: Student exam performance is constrained by limited participation in practice tests and review materials.

Problem Statement 2 (Prioritized): Some students require extended time and targeted, repeated opportunities to master academic standards.

Root Cause: All students can learn, though some require additional time and structured interventions to reach proficiency.

Problem Statement 3 (Prioritized): SPECIAL EDUCATION STUDENT GROUP - Special education students consistently score below peer averages across all EOC subjects, with lower rates of grade-level proficiency.

Root Cause: To meet student needs, educators require ongoing training, tailored strategies, and essential resources.

Problem Statement 4 (Prioritized): AFRICAN AMERICAN ETHNIC GROUP - African American students consistently score below peer averages across all EOC subjects, with lower rates of grade-level proficiency.

Root Cause: To meet student needs, educators require ongoing training, tailored strategies, and essential resources.

Problem Statement 5 (Prioritized): ECONOMICALLY DISADVANTAGED STUDENT GROUP- Economically Disadvantaged students consistently score below peer averages across all EOC subjects, with lower rates of grade-level proficiency.

Root Cause: To meet student needs, educators require ongoing training, tailored strategies, and essential resources.

Problem Statement 6 (Prioritized): LEP STUDENT GROUP- The LEP students consistently score below peer averages across all EOC subjects, with lower rates of grade-level proficiency.

Root Cause: To meet student needs, educators require ongoing training, tailored strategies, and essential resources.

Problem Statement 7 (Prioritized):

AT RISK STUDENT GROUP - The At Risk students consistently score below peer averages across all EOC subjects, with lower rates of grade-level proficiency.

Root Cause: To meet student needs, educators require ongoing training, tailored strategies, and essential resources.

Problem Statement 8 (Prioritized): Ensuring every student is fully prepared to succeed in their chosen college, career, or military path upon graduation

Root Cause: Gaps in student preparation for specific college, career, and military post-secondary readiness requirements.

Problem Statement 9 (Prioritized): Ongoing integration of digital tools and 21st Century learning strategies into daily curriculum and instruction

Root Cause: To meet student needs, educators require ongoing training, tailored strategies, and essential resources..

Problem Statement 10 (Prioritized): PLC data indicates a need for sustained professional learning to enhance RTI framework implementation and classroom intervention tools.

Root Cause: To meet student needs, educators require ongoing training, tailored strategies, and essential resources.

School Processes & Programs

School Processes & Programs Summary

For the 2026–2027 academic year, Sulphur Springs High School (SSHS) will prioritize Professional Learning Community (PLC) processes, targeted reading instruction, and the alignment of curriculum, instruction, and assessment. Professional development initiatives will focus on Capturing Kids' Hearts. Through designated common planning time, educators will leverage the PLC framework to tailor curriculum and assessment strategies to individual student needs, utilizing reflective practice and assessment feedback to drive daily instructional design and continuous improvement.

PLC Process (Curriculum/Instruction/Assessment)

During the 2026–2027 school year, the district continues to align curriculum, instruction, and assessment through the PLC framework. Backed by leadership training for campus and team leaders, PLC teams are operating with greater efficiency. Local data shows continuous program implementation, while embedded Response to Intervention (RtI) practices continue to be implemented to improve academic achievement.

Parent Communication and Involvement

The district remains dedicated to strengthening partnerships with parents and community members. Through active social media outreach and responsive campus programs, we continue to create meaningful opportunities for stakeholder involvement based on direct community feedback and student needs.

RtI with Reading and Math Instruction

Targeted intervention for struggling learners remains a top priority at Sulphur Springs High School (SSHS), with a strong focus on ongoing progress monitoring and reading support to ensure every student reaches their full potential. The campus will also continue to sustain critical instructional and support programs, many funded through federal grants and special state allotments, including Reading and Math Interventions, ESL support, Communities in Schools, summer school, and after-school tutoring.

Hiring and Retaining Exceptionally Trained Staff

SSHS and SSISD are dedicated to attracting and retaining top-tier educators through competitive salary structures, recruitment and retention stipends, and performance incentive programs. New teachers receive structured onboarding through the district's New Teacher Academy and Mentoring Program to ensure a smooth transition into the SSISD family. Supported by subject-level directors and coordinators, teachers participate in ongoing professional development, including PLCs and Edgenuity, as well as PLCs to promote long-term career growth and instructional success.

Technology Integration and 21st Century Learning Skills

Sulphur Springs ISD remains committed to equipping students with essential 21st-century competencies, including critical thinking, digital literacy, and leadership, necessary for lifelong success. To support these outcomes, the district actively integrates technology into daily classroom instruction, backed by continuous professional development for staff and a 1:1 student device initiative.

Social and Emotional Learning

Supporting the social and emotional well-being of students is a component of the SSISD Strategic Plan. Behavioral Interventionists are deployed across primary, elementary, and secondary campuses to deliver targeted behavioral support. At the secondary level, Edgenuity facilitates credit recovery, while specialized staff at the Austin Academic Center provide structured guidance and instruction to help students regain a clear path toward graduation. Additionally, Communities in Schools delivers dedicated case management and social work services for eligible students, and counseling services are provided through contract partnerships.

Safety and Security

Sulphur Springs High School (SSHS) remains committed to providing a secure and safe learning environment for all students and staff. Safety protocols include regular emergency drills tracked through the Visitor Management System. Students are required to present student IDs when entering the building. Campus entry is strictly controlled utilizing surveillance cameras, electronic door locks, and a dedicated security kiosk. Additionally, campus safety is actively maintained through the presence of three full-time school resource officers.

School Processes & Programs Strengths

Sulphur Springs High School (SSHS) has identified the following key campus strengths:

- All Professional Learning Communities (PLCs) demonstrate strong proficiency in designing and implementing Campus-Based Assessments (CBAs).
- A majority of PLCs report that evaluating and refining CBAs prior to lesson design significantly enhances instructional quality and effectiveness.
- 100% of SSHS instructional staff participated in multiple professional development opportunities focused on increasing academic rigor, integrating instructional technology, and enhancing data analysis.
- Faculty and staff consistently implement best instructional technology practices and evidence-based strategies to maximize student learning outcomes.
- SSHS staff completed *Capturing Kids' Hearts* training to foster positive school culture and student engagement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): SSHS continuously evaluates and enhances safety and security measures to ensure a secure environment for all students and staff.

Root Cause: Increasing societal safety challenges that require adaptive and proactive campus security measures.

Problem Statement 2 (Prioritized): PLC data indicates a need for sustained professional learning to enhance RTI framework implementation and classroom intervention tools.

Root Cause: To meet student needs, educators require ongoing training, tailored strategies, and essential resources.

Problem Statement 3 (Prioritized): Ongoing integration of digital tools and 21st Century learning strategies into daily curriculum and instruction

Root Cause: To meet student needs, educators require ongoing training, tailored strategies, and essential resources..

Problem Statement 4 (Prioritized): Optimizing our RTI framework to drive measurable growth across all student subpopulations, including Economically Disadvantaged, African American, Hispanic, and ELL students, by strengthening Tier 2 and Tier 3 instruction.

Root Cause: To meet student needs, educators require ongoing training, tailored strategies, and essential resources.

Problem Statement 5 (Prioritized): Increase student performance scores on the ACT and SAT.

Root Cause: Student exam performance is constrained by limited participation in practice tests and review materials.

Problem Statement 6 (Prioritized): Behavioral interventions are required to address discipline concerns and promote a positive classroom climate.

Root Cause: Supporting students social and emotional health is just as critical as meeting their academic needs, especially for those facing mental health challenges or unstable living situations.

Problem Statement 7 (Prioritized): Strengthening parent communication channels is necessary to increase transparency and engagement across all high school activities.

Root Cause: Collaborative advocacy efforts among staff, parents, and community members to support student achievement and well-being.

Problem Statement 8 (Prioritized): Strengthen campuswide alignment by consistently engaging teachers and administration in dialog around the four core PLC questions to drive instructional continuous improvement.

Root Cause: Strengthen two-way administrative communication while delivering targeted resources and training to empower teachers.

Perceptions

Perceptions Summary

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

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

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

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

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

Perceptions Strengths

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

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

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Strengthening parent communication channels is necessary to increase transparency and engagement across all high school activities.

Root Cause: Collaborative advocacy efforts among staff, parents, and community members to support student achievement and well-being.

Problem Statement 2 (Prioritized): Strengthen campuswide alignment by consistently engaging teachers and administration in dialog around the four core PLC questions to drive instructional continuous improvement.

Root Cause: Strengthen two-way administrative communication while delivering targeted resources and training to empower teachers.

Problem Statement 3 (Prioritized): Ensuring every student is fully prepared to succeed in their chosen college, career, or military path upon graduation

Root Cause: Gaps in student preparation for specific college, career, and military post-secondary readiness requirements.

Problem Statement 4 (Prioritized): Behavioral interventions are required to address discipline concerns and promote a positive classroom climate.

Root Cause: Supporting students social and emotional health is just as critical as meeting their academic needs, especially for those facing mental health challenges or unstable living situations.

Problem Statement 5 (Prioritized): Some students require extended time and targeted, repeated opportunities to master academic standards.

Root Cause: All students can learn, though some require additional time and structured interventions to reach proficiency.

Problem Statement 6 (Prioritized): SSHS continuously evaluates and enhances safety and security measures to ensure a secure environment for all students and staff.

Root Cause: Increasing societal safety challenges that require adaptive and proactive campus security measures.

Priority Problem Statements

Problem Statement 1: AFRICAN AMERICAN ETHNIC GROUP - African American students consistently score below peer averages across all EOC subjects, with lower rates of grade-level proficiency.

Root Cause 1: To meet student needs, educators require ongoing training, tailored strategies, and essential resources.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: SPECIAL EDUCATION STUDENT GROUP - Special education students consistently score below peer averages across all EOC subjects, with lower rates of grade-level proficiency.

Root Cause 2: To meet student needs, educators require ongoing training, tailored strategies, and essential resources.

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 3: ECONOMICALLY DISADVANTAGED STUDENT GROUP- Economically Disadvantaged students consistently score below peer averages across all EOC subjects, with lower rates of grade-level proficiency.

Root Cause 3: To meet student needs, educators require ongoing training, tailored strategies, and essential resources.

Problem Statement 3 Areas: Demographics - Student Learning

Problem Statement 4: LEP STUDENT GROUP- The LEP students consistently score below peer averages across all EOC subjects, with lower rates of grade-level proficiency.

Root Cause 4: To meet student needs, educators require ongoing training, tailored strategies, and essential resources.

Problem Statement 4 Areas: Demographics - Student Learning

Problem Statement 5: AT RISK STUDENT GROUP - The At Risk students consistently score below peer averages across all EOC subjects, with lower rates of grade-level proficiency.

Root Cause 5: To meet student needs, educators require ongoing training, tailored strategies, and essential resources.

Problem Statement 5 Areas: Demographics - Student Learning

Problem Statement 6: Increase student performance scores on the ACT and SAT.

Root Cause 6: Student exam performance is constrained by limited participation in practice tests and review materials.

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

Problem Statement 7: SSHS continuously evaluates and enhances safety and security measures to ensure a secure environment for all students and staff.

Root Cause 7: Increasing societal safety challenges that require adaptive and proactive campus security measures.

Problem Statement 7 Areas: School Processes & Programs - Perceptions

Problem Statement 8: PLC data indicates a need for sustained professional learning to enhance RTI framework implementation and classroom intervention tools.

Root Cause 8: To meet student needs, educators require ongoing training, tailored strategies, and essential resources.

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

Problem Statement 9: Ongoing integration of digital tools and 21st Century learning strategies into daily curriculum and instruction

Root Cause 9: To meet student needs, educators require ongoing training, tailored strategies, and essential resources..

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

Problem Statement 10: Strengthening parent communication channels is necessary to increase transparency and engagement across all high school activities.

Root Cause 10: Collaborative advocacy efforts among staff, parents, and community members to support student achievement and well-being.

Problem Statement 10 Areas: School Processes & Programs - Perceptions

Problem Statement 11: Strengthen campuswide alignment by consistently engaging teachers and administration in dialog around the four core PLC questions to drive instructional continuous improvement.

Root Cause 11: Strengthen two-way administrative communication while delivering targeted resources and training to empower teachers.

Problem Statement 11 Areas: School Processes & Programs - Perceptions

Problem Statement 12: Behavioral interventions are required to address discipline concerns and promote a positive classroom climate.

Root Cause 12: Supporting students social and emotional health is just as critical as meeting their academic needs, especially for those facing mental health challenges or unstable living situations.

Problem Statement 12 Areas: School Processes & Programs - Perceptions

Problem Statement 13: Ensuring every student is fully prepared to succeed in their chosen college, career, or military path upon graduation

Root Cause 13: Gaps in student preparation for specific college, career, and military post-secondary readiness requirements.

Problem Statement 13 Areas: Student Learning - Perceptions

Problem Statement 14: Optimizing our RTI framework to drive measurable growth across all student subpopulations, including Economically Disadvantaged, African American, Hispanic, and ELL students, by strengthening Tier 2 and Tier 3 instruction.

Root Cause 14: To meet student needs, educators require ongoing training, tailored strategies, and essential resources.

Problem Statement 14 Areas: Demographics - School Processes & Programs

Problem Statement 15: Some students require extended time and targeted, repeated opportunities to master academic standards.

Root Cause 15: All students can learn, though some require additional time and structured interventions to reach proficiency.

Problem Statement 15 Areas: Student Learning - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

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

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: October 19, 2026

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

Performance Objective 1: By May 2027, student performance on English I and II STAAR EOC exams will show a 10% increase in the Meets/Masters Grade Level categories, driven by targeted interventions for Emergent Bilinguals, Special Education students, and students at the Approaches level.

High Priority

Evaluation Data Sources: Common Assessments

Formative Assessments

STAAR Results

Checkpoint Data

Strategy 1 Details	Reviews		
Strategy 1: Evaluate interim assessment data to lead individual student progress conferences, establishing targeted literacy goals and implementing tailored instructional interventions in reading and writing. Strategy's Expected Result/Impact: Teachers will analyze academic performance data to customize instruction, address learning gaps, and provide timely, tiered interventions for every student. Staff Responsible for Monitoring: Principal Assistant Principal Eng. 1 & 2 Teachers Team Leads Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1, 2, 3, 4, 5, 6 - Student Learning 1, 2, 3, 4, 5, 6, 7 - School Processes & Programs 4, 5 - Perceptions 5	Formative		Summative
	Nov	Mar	June

Strategy 2 Details		Reviews		
Strategy 2: Collaborate across academic disciplines to embed STAAR-aligned writing rubrics into all content areas, utilizing culturally responsive and real-world prompts to increase writing relevance and student engagement. Strategy's Expected Result/Impact: Students will exhibit continuous progress on writing competencies, meeting or exceeding annual growth targets and achieving proficiency on STAAR EOC standards. Staff Responsible for Monitoring: Classroom Teachers Principals Team Leads Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy - Results Driven Accountability		Formative		Summative
		Nov	Mar	June
Strategy 3 Details		Reviews		
Strategy 3: Implement STAAR EOC Skills Labs Flex Grouping led by effective educators to reinforce high-impact TEKS using data driven analysis. Strategy's Expected Result/Impact: Narrowing achievement gap among struggling subpopulations. Increasing writing proficiency Increasing EOC performance Staff Responsible for Monitoring: Principals English EOC Teachers Team Leaders Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: After School Tutorials - 199 PIC 26 State Comp Ed, Non-Disciplinary AEP		Formative		Summative
		Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: SPECIAL EDUCATION STUDENT GROUP - Special education students consistently score below peer averages across all EOC subjects, with lower rates of grade-level proficiency. **Root Cause:** To meet student needs, educators require ongoing training, tailored strategies, and essential resources.

Problem Statement 2: AFRICAN AMERICAN ETHNIC GROUP - African American students consistently score below peer averages across all EOC subjects, with lower rates of grade-level proficiency. **Root Cause:** To meet student needs, educators require ongoing training, tailored strategies, and essential resources.

Problem Statement 3: ECONOMICALLY DISADVANTAGED STUDENT GROUP- Economically Disadvantaged students consistently score below peer averages across all EOC subjects, with lower rates of grade-level proficiency. **Root Cause:** To meet student needs, educators require ongoing training, tailored strategies, and essential resources.

Problem Statement 4: LEP STUDENT GROUP- The LEP students consistently score below peer averages across all EOC subjects, with lower rates of grade-level proficiency. **Root Cause:** To meet student needs, educators require ongoing training, tailored strategies, and essential resources.

Problem Statement 5: AT RISK STUDENT GROUP - The At Risk students consistently score below peer averages across all EOC subjects, with lower rates of grade-level proficiency. **Root Cause:** To meet student needs, educators require ongoing training, tailored strategies, and essential resources.

Problem Statement 6: Optimizing our RTI framework to drive measurable growth across all student subpopulations, including Economically Disadvantaged, African American, Hispanic, and ELL students, by strengthening Tier 2 and Tier 3 instruction. **Root Cause:** To meet student needs, educators require ongoing training, tailored strategies, and essential resources.

Student Learning

Problem Statement 1: Increase student performance scores on the ACT and SAT. **Root Cause:** Student exam performance is constrained by limited participation in practice tests and review materials.

Problem Statement 2: Some students require extended time and targeted, repeated opportunities to master academic standards. **Root Cause:** All students can learn, though some require additional time and structured interventions to reach proficiency.

Problem Statement 3: SPECIAL EDUCATION STUDENT GROUP - Special education students consistently score below peer averages across all EOC subjects, with lower rates of grade-level proficiency. **Root Cause:** To meet student needs, educators require ongoing training, tailored strategies, and essential resources.

Problem Statement 4: AFRICAN AMERICAN ETHNIC GROUP - African American students consistently score below peer averages across all EOC subjects, with lower rates of grade-level proficiency. **Root Cause:** To meet student needs, educators require ongoing training, tailored strategies, and essential resources.

Problem Statement 5: ECONOMICALLY DISADVANTAGED STUDENT GROUP- Economically Disadvantaged students consistently score below peer averages across all EOC subjects, with lower rates of grade-level proficiency. **Root Cause:** To meet student needs, educators require ongoing training, tailored strategies, and essential resources.

Problem Statement 6: LEP STUDENT GROUP- The LEP students consistently score below peer averages across all EOC subjects, with lower rates of grade-level proficiency. **Root Cause:** To meet student needs, educators require ongoing training, tailored strategies, and essential resources.

Problem Statement 7: AT RISK STUDENT GROUP - The At Risk students consistently score below peer averages across all EOC subjects, with lower rates of grade-level proficiency. **Root Cause:** To meet student needs, educators require ongoing training, tailored strategies, and essential resources.

School Processes & Programs

Problem Statement 4: Optimizing our RTI framework to drive measurable growth across all student subpopulations, including Economically Disadvantaged, African American, Hispanic, and ELL students, by strengthening Tier 2 and Tier 3 instruction. **Root Cause:** To meet student needs, educators require ongoing training, tailored strategies, and essential resources.

Problem Statement 5: Increase student performance scores on the ACT and SAT. **Root Cause:** Student exam performance is constrained by limited participation in practice tests and review materials.

Perceptions

Problem Statement 5: Some students require extended time and targeted, repeated opportunities to master academic standards. **Root Cause:** All students can learn, though some require additional time and structured interventions to reach proficiency.

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

Performance Objective 2: By May 2027, SSHS will increase reading proficiency across all grade levels and close performance gaps between student subpopulations on all STAAR EOC assessments through targeted intervention, data-driven instruction, and dedicated reading support

High Priority

Evaluation Data Sources: Common Assessments
Formative Assessments
STAAR Results
Initial Assessment

Strategy 1 Details	Reviews		
Strategy 1: Provide targeted instructional coaching for English I and English II educators to enhance classroom pedagogy, target reading deficiencies, and raise STAAR EOC performance outcomes. Strategy's Expected Result/Impact: Close academic performance gaps by accelerating reading growth for targeted student populations toward grade-level proficiency. Staff Responsible for Monitoring: English Teachers High School Principals Assistant Principals Administration Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building - Additional Targeted Support Strategy Problem Statements: Demographics 2, 3, 4, 6 - Student Learning 4, 5, 6 - School Processes & Programs 4 Funding Sources: Read 180 Program - 199 PIC 24 State Comp Ed, Accelerated Ed	Formative		Summative
	Nov	Mar	June

Strategy 2 Details		Reviews		
Strategy 2: Systematically disaggregate EOC assessment data by student sub-populations to uncover achievement disparities and deploy targeted academic interventions that close performance gaps. Strategy's Expected Result/Impact: Close EOC performance gaps across all student sub-populations through targeted academic support and progress monitoring. Staff Responsible for Monitoring: Principal Assistant Principals Teachers Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Instructional Leadership and Capacity Building - Results Driven Accountability		Formative		Summative
		Nov	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: AFRICAN AMERICAN ETHNIC GROUP - African American students consistently score below peer averages across all EOC subjects, with lower rates of grade-level proficiency. Root Cause: To meet student needs, educators require ongoing training, tailored strategies, and essential resources.
Problem Statement 3: ECONOMICALLY DISADVANTAGED STUDENT GROUP- Economically Disadvantaged students consistently score below peer averages across all EOC subjects, with lower rates of grade-level proficiency. Root Cause: To meet student needs, educators require ongoing training, tailored strategies, and essential resources.
Problem Statement 4: LEP STUDENT GROUP- The LEP students consistently score below peer averages across all EOC subjects, with lower rates of grade-level proficiency. Root Cause: To meet student needs, educators require ongoing training, tailored strategies, and essential resources.
Problem Statement 6: Optimizing our RTI framework to drive measurable growth across all student subpopulations, including Economically Disadvantaged, African American, Hispanic, and ELL students, by strengthening Tier 2 and Tier 3 instruction. Root Cause: To meet student needs, educators require ongoing training, tailored strategies, and essential resources.
Student Learning
Problem Statement 4: AFRICAN AMERICAN ETHNIC GROUP - African American students consistently score below peer averages across all EOC subjects, with lower rates of grade-level proficiency. Root Cause: To meet student needs, educators require ongoing training, tailored strategies, and essential resources.
Problem Statement 5: ECONOMICALLY DISADVANTAGED STUDENT GROUP- Economically Disadvantaged students consistently score below peer averages across all EOC subjects, with lower rates of grade-level proficiency. Root Cause: To meet student needs, educators require ongoing training, tailored strategies, and essential resources.

Student Learning
Problem Statement 6: LEP STUDENT GROUP- The LEP students consistently score below peer averages across all EOC subjects, with lower rates of grade-level proficiency. Root Cause: To meet student needs, educators require ongoing training, tailored strategies, and essential resources.
School Processes & Programs
Problem Statement 4: Optimizing our RTI framework to drive measurable growth across all student subpopulations, including Economically Disadvantaged, African American, Hispanic, and ELL students, by strengthening Tier 2 and Tier 3 instruction. Root Cause: To meet student needs, educators require ongoing training, tailored strategies, and essential resources.

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

Performance Objective 3: By May 2027, 100% of SSHS graduating seniors will meet Texas College, Career, and Military Readiness (CCMR) standards, demonstrating full preparation for post-secondary education, workforce entry, or military enlistment.

High Priority
Evaluation Data Sources: TEA Accountability Ratings

Strategy 1 Details		Reviews		
Strategy 1: Continue career and college ready opportunities and counseling. Counseling includes graduation planning, student interest inventory, and a senior survey to assess program effectiveness. Strategy's Expected Result/Impact: Enhance CCMR counseling services through personalized graduation planning, interest inventories, and senior program evaluations. Staff Responsible for Monitoring: Principal CTE Director Asst.. CTE Director Assistant Principal(s) Counselor(s) Title I: 2.53 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1 - Student Learning 1, 3, 8 - School Processes & Programs 5 - Perceptions 3		Formative		Summative
		Nov	Mar	June

Strategy 2 Details	Reviews		
Strategy 2: Increase ACT and SAT performance by continuing targeted test-preparation boot camps using the Method Test Prep platform, while expanding promotion of the PSAT to build foundational skills and cultivate a pipeline for college readiness success. Strategy's Expected Result/Impact: Track and analyze student assessment performance on the ACT and SAT to evaluate post-secondary readiness initiatives and ensure progress toward state accountability CCMR standards. Staff Responsible for Monitoring: Classroom Teachers Assistant Principal of Special Programs Support Staff Instructional Aides Special Ed Teachers CTE Administrators Principal Title I: 2.53 - 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 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building	Formative		Summative
	Nov	Mar	June
Strategy 3 Details	Reviews		
Strategy 3: Increase the number of students taking the TSI (Texas Success Initiative) test for entrance into junior colleges. Being a TSI testing site so our students have access to test during spring in their math classes at a very minimal cost to the students. Strategy's Expected Result/Impact: Increase TSI assessment participation by providing low-cost, on-campus testing integrated directly into spring math classes, removing barriers to post-secondary enrollment and dual-credit eligibility. Staff Responsible for Monitoring: Principal Assistant Principal- Special Programs Asst. CTE Director Support Staff Title I: 2.51 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership	Formative		Summative
	Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: SPECIAL EDUCATION STUDENT GROUP - Special education students consistently score below peer averages across all EOC subjects, with lower rates of grade-level proficiency. Root Cause: To meet student needs, educators require ongoing training, tailored strategies, and essential resources.
Student Learning
Problem Statement 1: Increase student performance scores on the ACT and SAT. Root Cause: Student exam performance is constrained by limited participation in practice tests and review materials.
Problem Statement 3: SPECIAL EDUCATION STUDENT GROUP - Special education students consistently score below peer averages across all EOC subjects, with lower rates of grade-level proficiency. Root Cause: To meet student needs, educators require ongoing training, tailored strategies, and essential resources.
Problem Statement 8: Ensuring every student is fully prepared to succeed in their chosen college, career, or military path upon graduation Root Cause: Gaps in student preparation for specific college, career, and military post-secondary readiness requirements.
School Processes & Programs
Problem Statement 5: Increase student performance scores on the ACT and SAT. Root Cause: Student exam performance is constrained by limited participation in practice tests and review materials.
Perceptions
Problem Statement 3: Ensuring every student is fully prepared to succeed in their chosen college, career, or military path upon graduation Root Cause: Gaps in student preparation for specific college, career, and military post-secondary readiness requirements.

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

Performance Objective 4: By May 2027, SSHS will maintain and enhance its 1:1 technology initiative to equip all students with essential 21st-century digital skills, expanding equitable access to digital curriculum and interactive blended learning environments.

Evaluation Data Sources: Implementation of new technology by teachers

Strategy 1 Details	Reviews		
Strategy 1: Sustain ongoing professional development and instructional technology integration for staff while equipping students with the digital literacy resources and citizenship skills required for safe, responsible, and effective technology use. Strategy's Expected Result/Impact: Equip high school students with essential 21st-century digital citizenship competencies by empowering staff to systematically incorporate instructional technology into daily classroom learning. Staff Responsible for Monitoring: Admin Teachers Technology Students Title I: 2.52 - 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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy Problem Statements: Student Learning 2, 9 - School Processes & Programs 3 - Perceptions 5	Formative		Summative
	Nov	Mar	June
No Progress Accomplished Continue/Modify Discontinue			

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 2: Some students require extended time and targeted, repeated opportunities to master academic standards. Root Cause: All students can learn, though some require additional time and structured interventions to reach proficiency.
Problem Statement 9: Ongoing integration of digital tools and 21st Century learning strategies into daily curriculum and instruction Root Cause: To meet student needs, educators require ongoing training, tailored strategies, and essential resources..

School Processes & Programs
Problem Statement 3: Ongoing integration of digital tools and 21st Century learning strategies into daily curriculum and instruction Root Cause: To meet student needs, educators require ongoing training, tailored strategies, and essential resources..
Perceptions
Problem Statement 5: Some students require extended time and targeted, repeated opportunities to master academic standards. Root Cause: All students can learn, though some require additional time and structured interventions to reach proficiency.

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

Performance Objective 1: By May 2027, SSHS will maintain a secure learning environment by achieving 100% staff completion of required district safety, behavioral management, and crisis prevention training programs.

High Priority

Evaluation Data Sources: Emergency Preparedness Manual Log.
District Training and Staff Follow Up.

Strategy 1 Details		Reviews		
Strategy 1: Maintain a comprehensive campus safety infrastructure through SRO support, mandatory student IDs, advanced access controls (Raptor system, door camera buzzers, security kiosks), multi-channel communications, and routine emergency drills. Strategy's Expected Result/Impact: Ensure 100% compliance with local, state, and district safety standards to cultivate a secure learning environment. Staff Responsible for Monitoring: Campus Administrators School Chief Resource Office (SRO) Deputy Superintendent Principal Teachers All Staff Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems Problem Statements: School Processes & Programs 1, 6 - Perceptions 4, 6 Funding Sources: Raptor/Informacast - 199 General Fund		Formative		Summative
		Nov	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: SSHS continuously evaluates and enhances safety and security measures to ensure a secure environment for all students and staff. **Root Cause:** Increasing societal safety challenges that require adaptive and proactive campus security measures.

Problem Statement 6: Behavioral interventions are required to address discipline concerns and promote a positive classroom climate. **Root Cause:** Supporting students social and emotional health is just as critical as meeting their academic needs, especially for those facing mental health challenges or unstable living situations.

Perceptions

Problem Statement 4: Behavioral interventions are required to address discipline concerns and promote a positive classroom climate. **Root Cause:** Supporting students social and emotional health is just as critical as meeting their academic needs, especially for those facing mental health challenges or unstable living situations.

Problem Statement 6: SSHS continuously evaluates and enhances safety and security measures to ensure a secure environment for all students and staff. **Root Cause:** Increasing societal safety challenges that require adaptive and proactive campus security measures.

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

Performance Objective 2: By May 2027, SSHS will cultivate a safe, inclusive, and supportive school environment by integrating character education initiatives that teach and model respect, integrity, student leadership, and healthy lifestyle choices.

Evaluation Data Sources: Counseling logs
Office referral data
Clubs/Organizations

Strategy 1 Details		Reviews		
Strategy 1: Leverage Communities In Schools (CIS) and local leader partnerships to provide targeted student mentorship and essential community-based assistance. Strategy's Expected Result/Impact: Engage community leaders to establish positive adult mentorships that guide at-risk students toward constructive decision-making, improved behavior, and enhanced long-term post-secondary outcomes. Staff Responsible for Monitoring: Admin Team Counselors Community in School Personnel Title I: 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems Funding Sources: CIS Funding - 199 PIC 26 State Comp Ed, Non-Disciplinary AEP		Formative		Summative
		Nov	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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: By May 2027, SSHS will elevate teacher confidence, satisfaction, and instructional performance through a strategic partnership with Region 8 ESC, offering targeted professional development workshops and continuous coaching support.

- High Priority**
- Evaluation Data Sources:** Staff Surveys
Strive appraisal system
T-TESS - Teacher Appraisal System
New Teacher Mentorship
PLCs

Strategy 1 Details	Reviews		
Strategy 1: Provide staff with continuous, job-embedded professional learning to refine classroom pedagogy, enhance instructional delivery, and elevate student achievement in every subject. Strategy's Expected Result/Impact: Train staff to effectively and efficiently implement campus-designed instructional frameworks, ensuring high-quality, differentiated instruction for learners of all levels. Staff Responsible for Monitoring: Principal CTE Directors Assistant Principals Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 5, 6 - Student Learning 1, 2, 7 - School Processes & Programs 4, 5 - Perceptions 5	Formative		Summative
	Nov	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 5: AT RISK STUDENT GROUP - The At Risk students consistently score below peer averages across all EOC subjects, with lower rates of grade-level proficiency. Root Cause: To meet student needs, educators require ongoing training, tailored strategies, and essential resources. Problem Statement 6: Optimizing our RTI framework to drive measurable growth across all student subpopulations, including Economically Disadvantaged, African American, Hispanic, and ELL students, by strengthening Tier 2 and Tier 3 instruction. Root Cause: To meet student needs, educators require ongoing training, tailored strategies, and essential resources.
Student Learning
Problem Statement 1: Increase student performance scores on the ACT and SAT. Root Cause: Student exam performance is constrained by limited participation in practice tests and review materials. Problem Statement 2: Some students require extended time and targeted, repeated opportunities to master academic standards. Root Cause: All students can learn, though some require additional time and structured interventions to reach proficiency. Problem Statement 7: AT RISK STUDENT GROUP - The At Risk students consistently score below peer averages across all EOC subjects, with lower rates of grade-level proficiency. Root Cause: To meet student needs, educators require ongoing training, tailored strategies, and essential resources.
School Processes & Programs
Problem Statement 4: Optimizing our RTI framework to drive measurable growth across all student subpopulations, including Economically Disadvantaged, African American, Hispanic, and ELL students, by strengthening Tier 2 and Tier 3 instruction. Root Cause: To meet student needs, educators require ongoing training, tailored strategies, and essential resources. Problem Statement 5: Increase student performance scores on the ACT and SAT. Root Cause: Student exam performance is constrained by limited participation in practice tests and review materials.
Perceptions
Problem Statement 5: Some students require extended time and targeted, repeated opportunities to master academic standards. Root Cause: All students can learn, though some require additional time and structured interventions to reach proficiency.

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

Performance Objective 2: By May 2027, SSHS will recruit, support, and retain high-quality, fully certified teachers and staff who are committed to instructional excellence, student success, and long-term engagement in the SSHS community.

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

Strategy 1 Details		Reviews		
Strategy 1: Strengthen teacher retention and recruitment through a mentorship framework that equips new teachers with targeted coaching in PLCs, curriculum design, classroom management, and data disaggregation. Strategy's Expected Result/Impact: Systematically analyze annual exit surveys and 1-3 year teacher retention metrics to identify turnover trends and continuously improve staff support and workplace culture. Staff Responsible for Monitoring: Principal Campus Administrator(s) Counselor(s) Deputy Superintendent Assistant Superintendent 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, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems Problem Statements: School Processes & Programs 8 - Perceptions 2		Formative		Summative
		Nov	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 8: Strengthen campuswide alignment by consistently engaging teachers and administration in dialog around the four core PLC questions to drive instructional continuous improvement. Root Cause: Strengthen two-way administrative communication while delivering targeted resources and training to empower teachers.

Perceptions
Problem Statement 2: Strengthen campuswide alignment by consistently engaging teachers and administration in dialog around the four core PLC questions to drive instructional continuous improvement. Root Cause: Strengthen two-way administrative communication while delivering targeted resources and training to empower teachers.

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

Performance Objective 3: By May 2027 SSHS will cultivate high teacher morale and a positive school climate through transparent administrative communication, shared decision-making, and collaborative partnerships with faculty.

Evaluation Data Sources: Staff Retention
Staff Surveys
Campus Improvement Committee
Campus Pulse Checks.

Strategy 1 Details	Reviews		
Strategy 1: Increase administrative presence and instructional visibility through frequent classroom walkthroughs and informal observations to foster ongoing teacher feedback and support. Strategy's Expected Result/Impact: Establish an accessible and supportive administrative presence to foster open communication, responsive leadership, and immediate instructional assistance for all campus staff. Staff Responsible for Monitoring: Principal All High School Administrators Title I: 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, 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 10 - School Processes & Programs 2, 8 - Perceptions 2	Formative		Summative
	Nov	Mar	June
No Progress Accomplished Continue/Modify Discontinue			

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 10: PLC data indicates a need for sustained professional learning to enhance RTI framework implementation and classroom intervention tools. Root Cause: To meet student needs, educators require ongoing training, tailored strategies, and essential resources.

School Processes & Programs
Problem Statement 2: PLC data indicates a need for sustained professional learning to enhance RTI framework implementation and classroom intervention tools. Root Cause: To meet student needs, educators require ongoing training, tailored strategies, and essential resources. Problem Statement 8: Strengthen campuswide alignment by consistently engaging teachers and administration in dialog around the four core PLC questions to drive instructional continuous improvement. Root Cause: Strengthen two-way administrative communication while delivering targeted resources and training to empower teachers.
Perceptions
Problem Statement 2: Strengthen campuswide alignment by consistently engaging teachers and administration in dialog around the four core PLC questions to drive instructional continuous improvement. Root Cause: Strengthen two-way administrative communication while delivering targeted resources and training to empower teachers.

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

Performance Objective 1: SSHS will maintain effective, regular, and meaningful communication with parents, families, and community stakeholders to build strong partnerships and support student success.

Evaluation Data Sources: Surveys

Newsletters

Facebook

Communication with the community at various events.

Strategy 1 Details	Reviews		
Strategy 1: Collaborate with the Campus Advisory Committee and other to leverage stakeholder feedback, guide campus planning, and inform administrative decision-making. Strategy's Expected Result/Impact: Foster greater stakeholder engagement and shared ownership in campus decision-making. Staff Responsible for Monitoring: Principal Title I: 2.51, 2.52 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Leverage digital communication channels such as newsletters and active social media platforms, to provide stakeholders with timely, relevant information that strengthens school-community partnerships. Strategy's Expected Result/Impact: Increase stakeholder communication through targeted digital outreach to foster transparency and active community engagement Staff Responsible for Monitoring: Administration Principal Administrative Assistant Teachers Title I: 2.51, 2.52 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems	Formative		Summative
	Nov	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 2: By May 2027, SSHS will increase public engagement and positive campus advocacy by showcasing daily student and staff accomplishments across local media, school website, and social media platforms.

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

Strategy 1 Details		Reviews		
Strategy 1: Expand SSHS's digital and social media presence to showcase student achievements, elevate campus initiatives, and authentically tell the school's story across the community. Strategy's Expected Result/Impact: Promote daily and weekly campus achievements to build community pride and foster greater parent engagement in student education. Staff Responsible for Monitoring: Admin Team Teachers and Staff Title I: 2.51, 2.52 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems Problem Statements: Student Learning 8, 9 - School Processes & Programs 3 - Perceptions 3		Formative		Summative
		Nov	Mar	June

Strategy 2 Details		Reviews		
Strategy 2: Expand the SSHS Social Media program to regularly share district activities and celebrate student accomplishments with the broader community. Strategy's Expected Result/Impact: Strengthen community awareness of district activities, programs, and student accomplishments. Staff Responsible for Monitoring: Principal Student Council Representative District Communications Coordinator Title I: 2.51, 2.52 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems Problem Statements: School Processes & Programs 7 - Perceptions 1		Formative		Summative
		Nov	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 8: Ensuring every student is fully prepared to succeed in their chosen college, career, or military path upon graduation Root Cause: Gaps in student preparation for specific college, career, and military post-secondary readiness requirements. Problem Statement 9: Ongoing integration of digital tools and 21st Century learning strategies into daily curriculum and instruction Root Cause: To meet student needs, educators require ongoing training, tailored strategies, and essential resources..
School Processes & Programs
Problem Statement 3: Ongoing integration of digital tools and 21st Century learning strategies into daily curriculum and instruction Root Cause: To meet student needs, educators require ongoing training, tailored strategies, and essential resources.. Problem Statement 7: Strengthening parent communication channels is necessary to increase transparency and engagement across all high school activities. Root Cause: Collaborative advocacy efforts among staff, parents, and community members to support student achievement and well-being.
Perceptions
Problem Statement 1: Strengthening parent communication channels is necessary to increase transparency and engagement across all high school activities. Root Cause: Collaborative advocacy efforts among staff, parents, and community members to support student achievement and well-being. Problem Statement 3: Ensuring every student is fully prepared to succeed in their chosen college, career, or military path upon graduation Root Cause: Gaps in student preparation for specific college, career, and military post-secondary readiness requirements.

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

Performance Objective 1: SSHS will construct and manage an annual campus budget that directly aligns resources with campus improvement priorities, educational goals, and district strategic plans.

Evaluation Data Sources: Budget Meeting.

Strategy 1 Details	Reviews		
Strategy 1: Collaborate with SSHS leadership to align campus-level strategic initiatives, resource allocations, and operational needs with districtwide priorities. Strategy's Expected Result/Impact: Ensure complete alignment and vision between district priorities and campus-level goals. Staff Responsible for Monitoring: Principal Assistant Principals Administrative Assistants Principal's Secretary Assistant Superintendent 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: Student Learning 8 - Perceptions 3	Formative		Summative
	Nov	Mar	June
No Progress Accomplished Continue/Modify Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 8: Ensuring every student is fully prepared to succeed in their chosen college, career, or military path upon graduation Root Cause: Gaps in student preparation for specific college, career, and military post-secondary readiness requirements.
Perceptions
Problem Statement 3: Ensuring every student is fully prepared to succeed in their chosen college, career, or military path upon graduation Root Cause: Gaps in student preparation for specific college, career, and military post-secondary readiness requirements.

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

Performance Objective 2: Establish and maintain internal financial safeguards, regular auditing routines, and fiscal controls to ensure proper management, regulatory compliance, and responsible stewardship of all SSHS funds.

Evaluation Data Sources: Monthly Budget Meeting
Monthly Budget Audit

Strategy 1 Details	Reviews		
Strategy 1: Reconcile campus activity accounts, student organization funds, and booster/club ledgers on a set monthly schedule. Strategy's Expected Result/Impact: Proper funding and compliance Staff Responsible for Monitoring: Principal Student group staff advisors Problem Statements: School Processes & Programs 1 - Perceptions 6	Formative		Summative
	Nov	Mar	June
No Progress Accomplished Continue/Modify Discontinue			

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: SSHS continuously evaluates and enhances safety and security measures to ensure a secure environment for all students and staff. Root Cause: Increasing societal safety challenges that require adaptive and proactive campus security measures.
Perceptions
Problem Statement 6: SSHS continuously evaluates and enhances safety and security measures to ensure a secure environment for all students and staff. Root Cause: Increasing societal safety challenges that require adaptive and proactive campus security measures.

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

Performance Objective 1: SSHS will establish and execute a systematic schedule for routine maintenance, facility inspections, and timely repairs to ensure a safe, clean, and well-maintained campus environment.

Evaluation Data Sources: Completion rate of maintenance requests
Staff Surveys
Weekly Facility Checks

Strategy 1 Details		Reviews		
Strategy 1: Regularly monitor work order requests and partner with the district maintenance department and Deputy Superintendent to ensure efficient campus facility management and prompt issue resolution. Strategy's Expected Result/Impact: Foster greater transparency and actionable solutions to address ongoing campus facility and operational needs. Staff Responsible for Monitoring: Principal Assistant Principals CTE Director Principal's Secretary SSISD Maintenance Director Deputy Superintendent Title I: 2.51, 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems Problem Statements: School Processes & Programs 1 - Perceptions 6		Formative		Summative
		Nov	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: SSHS continuously evaluates and enhances safety and security measures to ensure a secure environment for all students and staff. Root Cause: Increasing societal safety challenges that require adaptive and proactive campus security measures.

Perceptions

Problem Statement 6: SSHS continuously evaluates and enhances safety and security measures to ensure a secure environment for all students and staff. **Root Cause:** Increasing societal safety challenges that require adaptive and proactive campus security measures.

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

Performance Objective 2: Throughout the 2026-2027 school year, SSHS administration will collaborate with district facilities leadership to identify and prioritize facility updates and long-term improvement projects.

Evaluation Data Sources: Completion rate of maintenance requests
Staff Surveys
Weekly Facility Checks

Strategy 1 Details	Reviews		
Strategy 1: Conduct joint administrative and facilities walkthroughs each weekly to identify urgent repairs and structural updates. Strategy's Expected Result/Impact: Maintenance of campus buildings will be held accountable in order to better serve staff and students. Staff Responsible for Monitoring: Principal Director of Maintenance Problem Statements: School Processes & Programs 1 - Perceptions 6	Formative		Summative
	Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: SSHS continuously evaluates and enhances safety and security measures to ensure a secure environment for all students and staff. Root Cause: Increasing societal safety challenges that require adaptive and proactive campus security measures.
Perceptions
Problem Statement 6: SSHS continuously evaluates and enhances safety and security measures to ensure a secure environment for all students and staff. Root Cause: Increasing societal safety challenges that require adaptive and proactive campus security measures.

State Compensatory

Budget for Sulphur Springs High School

Total SCE Funds: \$185,000.00

Total FTEs Funded by SCE: 9.935

Brief Description of SCE Services and/or Programs

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

Personnel for Sulphur Springs High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Courtney Crumpton	Teacher	0.125
David Reynolds	AAC/DAEP Security	1
Gwen Panter	AAC Academic Paraprofessional	1
Harlan Hill	AAC Assistant Principal	1
James Payne	AAC Principal	1
Jaymes Six	Teacher	0.1
Jeremy Delorge	Teacher	0.125
Jerry Burton	AAC Teacher	1
Jordan Miesse	AAC Teacher	1
Juliana Ramirez	Teacher	0.96
Lindsay Ramirez	AAC Teacher	1
Lisa Webb	Teacher	0.125
Rachel Finney	Teacher	0.5
Susan Reynolds	AAC Teacher	1

Campus Funding Summary

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

Policies, Procedures, and Requirements

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

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