

Sulphur Springs Independent School District

Sulphur Springs Middle School

2022-2023 Campus Improvement Plan



Mission Statement

We are Sulphur Springs Independent School District, an innovative, student-centered, family-oriented district, preparing ALL students to adapt and excel as citizens of a fast-changing world.

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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Sulphur Springs Middle School serves approximately 1,009 students in grades 6, 7, 8. SSMS serves an ethnically diverse student population with economically disadvantaged and at-risk student populations similar to state averages. The enrollment numbers for each grade level (6,7,8) at the middle school has remained between 310-370 students for the past 5 school years.

SSMS Ethnic Distribution and Sub-Demographics

Ethnic Distribution	Percent	Sub-Demographic	Percent
African American	8.92%	Economically Disadvantaged	55.01%
Hispanic	30.03%	Emerging Bilingual	13.48%
White	53.42%	At-Risk	63.03%
American Indian	<1%	Gifted and Talented	6.94%
Asian	<1%	Special Education	13.78%
Pacific Islander	<1%		
Two or More Races	6.94%		

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

Demographics Strengths

The students and faculty at Sulphur Springs Middle School are very welcoming to new students from diverse backgrounds. Our students enjoy coming to school, the attendance rate is very high year after year. Parents report that their student are excited to attend school at SSMS. Our faculty and staff have worked to make sure we are meeting the needs of all students. Our teachers actively search out staff development with the goal of constant improvement in the teaching methods that are proven to connect learning for our all of our students.

We are continually working on closing the gap between our sub-populations and general education students. The Covid pandemic caused a significant drop in all test scores and impacted some groups more than others.

STAAR 6-8 Math - Approaches or Above						
13-14	14-15	15-16	16-17	17-18	18-19	20-21 Covid Drop

STAAR 6-8 Math - Approaches or Above								
Special Education	15.12%	19.51%	26.47%	43.14%	40.00%	43.08%	36.00%	7.08%
Emerging Bilingual	22.95%	60.00%	65.38%	78.43%	77.42%	78.95%	69.05%	9.90%
Economically Disadvantaged	45.06%	62.00%	75.14%	76.65%	79.82%	79.75%	65.37%	14.38%
Hispanic	52.78%	72.85%	79.78%	81.66%	83.27%	84.67%	72.66%	12.02%
African American	32.99%	52.99%	71.74%	68.47%	70.19%	75.23%	60.00%	15.23%
White	52.78%	72.85%	79.78%	81.66%	83.27%	84.67%	72.66%	12.02%
All Students	57.67%	72.75%	83.60%	82.10%	84.75%	85.18%	74.80%	10.38%
State Average								17.49%

STAAR 6-8 Reading - Approaches or Above								
	13-14	14-15	15-16	16-17	17-18	18-19	20-21	Covid Drop
Special Education	12.79%	20.99%	20.59%	17.65%	20.00%	21.71%	21.26%	0.45%
Emerging Bilingual	19.67%	47.78%	58.33%	53.40%	38.71%	57.76%	48.84%	8.92%
Economically Disadvantaged	48.41%	67.82%	75.86%	66.03%	61.36%	62.65%	53.85%	8.80%
Hispanic	55.00%	69.74%	81.01%	70.54%	66.15%	69.85%	60.35%	9.50%
African American	36.36%	64.41%	76.74%	53.98%	51.85%	52.25%	43.59%	8.66%
White	55.00%	69.74%	81.01%	70.54%	66.15%	69.85%	60.35%	9.50%
All Students	61.42%	77.85%	84.55%	74.13%	72.88%	72.48%	65.82%	6.66%
State Average								5.19%

As shown in the tables above, our sub-populations had seen steady growth over the past several years but declined throughout the Covid pandemic. This drop was seen across our entire student body and is clearly evident in our state averages as well. Our Special Education students, however, declined far less in reading and math than our local and state averages. We also saw less decline in our Math scores across our sub-populations when compared to state averages.

We attribute this resilience to a fundamental belief that all students can learn. We also have systematic processes and programs aimed specifically to foster academic growth on our campus. These will be discussed later in this plan.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Economically Disadvantaged and African American students saw the largest decline on the Math STAAR from the Covid pandemic at around 15% from 2019 to 2021. **Root Cause:** Students are working within a "fixed" mindset that was created from a reduction of expectations. Teachers and administrators must cultivate an atmosphere of "growth" to overcome the gaps created by interruptions to normal school operations.

Problem Statement 2 (Prioritized): STAAR scores in all subjects decreased across the board but some sub populations are being effected more than others by the chaos of the Covid-19 Pandemic. This has widened the learning gap and created challenges getting students "caught up". **Root Cause:** Student experiences during the pandemic have impacted their drive and motivation to actively participate in the learning process.

Problem Statement 3 (Prioritized): The number of students served under our Special Programs continues to grow, requiring more physical space to provide them with the services they need to be successful in school . **Root Cause:** Better identification of needs has led to more individualized plans that are difficult to implement in overcrowded spaces.

Student Learning

Student Learning Summary

	STAAR Passing Percentage - All Grade Levels					
	16-17	17-18	18-19	19-20	20-21	20-21 State
Math	82.10%	84.75%	85.18%	x	74.80%	60.44%
Reading	74.13%	72.88%	72.48%	x	65.82%	67.22%
Writing	65.63%	62.66%	67.71%	x	53.19%	61.00%
Science	65.70%	73.16%	77.40%	x	67.33%	67.00%
Social Studies	53.57%	69.33%	69.16%	x	63.95%	56.00%

A comparison of STAAR passing rates at the All Students level show:

- Math: 11% decrease from pandemic; 14% above the state average
- Science: 7% decrease from pandemic; Approximately equal to the state average
- Reading: 7% decrease from pandemic; 1.5% below the state average
- Writing: 14% decrease from pandemic; 8% below state average
- Social studies: 5% decrease from pandemic; 8% above the state average

STAAR scores include the performance levels of 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 Masters category indicates that students should have high levels of success in the next grade level or course.

The data below shows scores for each grade level from year to year:

6th Grade**Math**

	18-19	19-20	20-21
Academic Readiness - Did Not Meet	19.75%	x	22.52%
Academic Readiness - Approaches	80.25%	x	77.48%
Academic Readiness - Meets	46.50%	x	41.39%
Academic Readiness - Masters	22.61%	x	16.23%

Reading

Academic Readiness - Did Not Meet	41.08%	x	36.88%
Academic Readiness - Approaches	58.92%	x	63.12%
Academic Readiness - Meets	31.21%	x	30.56%
Academic Readiness - Masters	14.01%	x	10.96%

7th Grade***Math**

	18-19	19-20	20-21
Academic Readiness - Did Not Meet	18.26%	x	41.44%
Academic Readiness - Approaches	81.74%	x	58.56%
Academic Readiness - Meets	50.21%	x	18.47%
Academic Readiness - Masters	15.35%	x	6.76%

Reading

Academic Readiness - Did Not Meet	25.71%	x	35.94%
Academic Readiness - Approaches	74.29%	x	64.06%
Academic Readiness - Meets	49.52%	x	42.03%
Academic Readiness - Masters	28.89%	x	27.25%

Writing

Academic Readiness - Did Not Meet	32.29%	x	46.81%
Academic Readiness - Approaches	67.71%	x	53.19%
Academic Readiness - Meets	38.87%	x	25.23%
Academic Readiness - Masters	11.91%	x	4.26%

8th Grade**Math**

	18-19	19-20	20-21
Academic Readiness - Did Not Meet	8.51%	x	17.37%
Academic Readiness - Approaches	92.40%	x	82.63%
Academic Readiness - Meets	83.28%	x	66.39%

6th Grade

Academic Readiness - Masters	51.98%	x	35.01%
Reading			
Academic Readiness - Did Not Meet	23.53%	x	29.47%
Academic Readiness - Approaches	83.90%	x	70.53%
Academic Readiness - Meets	59.75%	x	41.39%
Academic Readiness - Masters	32.51%	x	21.52%
Social Studies			
Academic Readiness - Did Not Meet	30.84%	x	36.05%
Academic Readiness - Approaches	69.16%	x	63.95%
Academic Readiness - Meets	38.01%	x	32.65%
Academic Readiness - Masters	22.12%	x	14.29%
Science			
Academic Readiness - Did Not Meet	22.60%	x	32.67%
Academic Readiness - Approaches	77.40%	x	67.33%
Academic Readiness - Meets	51.08%	x	44.67%
Academic Readiness - Masters	26.63%	x	23.33%

When looking at these scores, it is important to note a few things:

- All 6th graders take the 6th grade math STAAR, including the advanced pre-algebra students. In 7th grade, our students in pre-algebra do not take the 7th grade STAAR, instead they take the 8th grade STAAR test.
- This is the reason we see lower scores in 7th grade math compared to 6th and 8th grade scores every year.

ACCOUNTABILITY RATING

SSMS did not receive a rating for the 2020-21 school year (TEA decision)

Student Learning Strengths

We attribute our students successes over the span of 3 years to the following:

- PLC meetings 4 days/week for core academic teams focused on curriculum alignment, student data review and intervention strategies
- a well organized RtI system for identifying students who may need additional academic and or behavioral interventions

- universal assessments (RenStar reading and IXL Diagnostic (math)) to help guide planning and intervention needs
- dedicated intervention time in double blocked math and ELAR classes where teachers provide targeted intervention to at-risk students at least 4 times each week
- specialized reading programs that provide intensive reading intervention: Read 180, System 44, and Edmark
- myON our on-line reading library that provides high interest books with oral reading access for students
- engaging on-line instructional enrichment and intervention programs: Prodigy, Moby Max, IXL
- schoolwide accelerated reader program designed to encourage reading WELL and to foster a love for reading and lifelong learning
- availability of Stem Scopes activities in all science classrooms to enrich teaching and learning
- double blocked math and ELAR classes; students spend 90 minutes in those classes
- smaller, co-teach special education resource classes in all 4 core subject areas
- restorative discipline practices to help students manage their own behavior by reflecting on behaviors that are detrimental to success in the classroom; the goal is to keep kids in the classroom as much as possible so they do not miss out on academic activities and instruction
- Edgenuity lab to allow 8th grade at-risk students the opportunity to spend a period each day, or before/after school working on the "spark" on-line intervention program in the areas of reading and math.
- programs in place to encourage good attendance and academic effort.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 8th grade science scores decreased by 10%; however they are on par with the state average of 67% **Root Cause:** Curricular and instructional adjustments are being made in 6th, 7th, 8th grade science classrooms. We are seeing growth in all 3 grade levels, it will take a little time to see the full impact of our changes on the 8th grade STAAR test.

Problem Statement 2 (Prioritized): 8th grade US history scores decreased by 8%, however they are 5% above the state average of 56%. **Root Cause:** Curricular and instructional adjustments are being made in 6th, 7th, 8th grade history classrooms. It will take a little time to see the full impact of our changes on the 8th grade STAAR test.

Problem Statement 3 (Prioritized): Some students require more time on task and multiple opportunities to accomplish academic goals. **Root Cause:** All students can learn, however some students need additional time and instructional intervention to find academic success.

Problem Statement 4 (Prioritized): Over all Reading scores have decreased from 72% to 66% and are 1% below the state average. **Root Cause:** The state standards for reading have recently been adjusted. It will take time to align the curriculum to the new state standards.

Problem Statement 5 (Prioritized): Students who miss class because they have been assigned to ISS for disciplinary reasons miss critical instruction. **Root Cause:** ISS is a viable disciplinary consequence, but it doesn't always help change behavior. Behavior must be taught.

Problem Statement 6 (Prioritized): Overall Reading STAAR scores for SPED students at meets has decreased from 10% to 7%. **Root Cause:** It will take time for changes to ELAR standards and curriculum to be reflected on the state standardized test.

School Processes & Programs

School Processes & Programs Summary

Sulphur Springs Middle School is committed to educating the whole child. Our academic program is very strong, and student centered. Our teachers are trained and use the principals of the Fundamental Five. They are committed to encouraging students to take an active role in their learning. Our goal is for teachers to do more facilitating of learning than lecture or the traditional "sit and get."

SSMS puts a great amount of emphasis in character development. Our acrostic "Wildcats" is visible in every classroom as well as the character traits that we are working to improve: work ethic, integrity, listening, demeanor, communication, adaptability, team work, and sound judgment. We honor students from each grade level at the end of each 9 weeks with "Wildcat Pride" awards that are based on positive character traits.

SSMS counselors read short motivational comments each morning to our kids during morning announcements. The readings come from "Project Wisdom" and are proving to be very well received by teachers and students.

Teachers have committed to work to form relationships with our students. All staff participated in "Capturing Kids' Hearts" training during inservice and have been implementing practices to build the relational capacity of our students from day one. Teachers have access to academic information on each of their students. Students have completed the "All About Me" survey for 2021-22. The information will help our teachers build relationships with their students by providing them eye-opening background information about their life outside of school.

Students will be asked the following questions on the "All About Me" survey:

- Who do you live with?
- How long have you lived in Sulphur Springs?
- What do you do after school?
- What is your best subject in school?
- What subject do you struggle with the most at school?
- What things help you learn in class?
- Is there a grown up you can talk to at home or at school?
- What extra-curricular activities you are interested in this year?
- What else would you want your teachers to know about you?

Survey information is shared with the student's teachers so that they would have some insight into their students' lives. The academic specialist and counselors will use data collected from question number 7 to be sure those students get support from a trusted adult at school.

Students at the middle school are encouraged to develop a growth mindset. ELAR teachers are using our Accelerated Reader program to help students set goals and do the work needed to improve their reading level. Teachers are encouraged to meet with students regularly about student progress. We are focusing on growth, not the final product. Students are encouraged to take ownership and to enjoy the process of learning. Students are taught that making mistakes and learning from them is what leads to academic growth and success.

Sulphur Springs Middle School attempts to protect instruction from unnecessary interruptions. The daily schedule is arranged to maximize time

in the classroom. Announcements needing to be made during the school day must be cleared with the principal. Students who need to be seen by professionals on campus (counselors, nurse, administrators, etc.) are called from class at the end of the period if possible. All parent communication to students is hand delivered at the end or beginning of the class period to keep from interrupting class time. All deliveries are picked up in the office at the end of the school day. Lunch deliveries must be picked up in the office by the student. Class time interruptions are highly discouraged at SSMS.

SSMS is continually working to provide relevant and timely training to teachers allowing them to properly integrate technology into their lessons. The use of technology to support instruction and learning is a focus at our campus. The district and campus instructional specialists are valuable assets in this endeavor.

SSISD is committed to innovative instruction. The Innovative Learning Specialist works with PLC teams to incorporate the use of innovative methods to teach content in the classroom. Their goal is to assist the PLCs with data collection and organization so they are able to move quickly to utilize data to drive classroom instruction.

School Processes & Programs Strengths

Sulphur Springs Middle School has identified the following strengths:

- All PLCs report and demonstrate strong skills for designing and implementing common assessments
- Over 50% of the time teachers spend in PLCs focuses on reviewing student data and adjusting instruction based on the data
- Organization and implementation of programs for special populations is highly effective and efficient
- SSMS Rtl process works efficiently to identify students with academic need, track progress and to adjust intervention as needed to help students be successful.
- All teachers use Aware to access student information including IEPs, BIPs, 504 service plans, LPAC documents and Rtl plans. Teachers also are adept at using Aware to document information regarding their students, such as behavior, progress, parent contact, etc.
- Uniform safety procedures for students and faculty are in place and followed. Staff and student indicate that safety is a priority at SSMS.
- Restorative discipline implementation is critical to teaching students how to "make amends" after they have chosen to behave inappropriately.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Faculty participation in on-going staff development through the school year is needed to foster a growth mindset and keep staff informed of the trending needs of our students. **Root Cause:** Educators must adopt a growth mindset and look at themselves as life-long learners. Societal changes are reflected in our student body and require us to continually adapt and grow to be able to meet the needs of our students.

Problem Statement 2 (Prioritized): Adolescents are constantly receiving conflicting messages regarding appropriate behavior and their self worth. **Root Cause:** Adolescents are experiencing rapid physical and emotional changes. They are trying to establish themselves and develop their personal belief systems.

Problem Statement 3 (Prioritized): The relational capacity of our students and staff can have a large impact on student performance and sense of belonging. **Root Cause:** Task

completion and test scores drive many of the daily operations of a school and leave out the need to build meaningful relationships with students.

Perceptions

Perceptions Summary

Parent and faculty surveys reveal;

1. There is a schoolwide commitment to aligning instructional practices, curriculum, and assessment. Students are being prepared for the next grade level, academic expectations are high and that academic achievement is a priority at our school.
2. The PLC process is believed to be effective and valuable to improving teaching and learning at Sulphur Springs Middle School. The district fully supports the continued development and improvement of our PLC processes. Team leaders and administrators participated in a two day PLC conference last summer. The new ideas presented at this conference led to the development of better and more efficient ways to implement our Rtl program here at SSMS. Students are receiving more intervention on current content while at the same time are receiving more intensive intervention to fill in gaps as needed.
3. The faculty and staff are committed to an attitude of excellence. But, also creating a sense of family. Our staff is very kind and considerate to each other. We have pulled together on numerous occasions to help each other when needs arise. Faculty and staff are motivated and enjoy coming to work at SSMS.
4. Faculty and staff feel supported by administration. Administrators provide useful feedback to teachers regarding instructional practices and personal growth.

The parent surveys showed that the majority of parents feel:

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

Perceptions Strengths

According to parent, faculty and student surveys, Sulphur Springs Middle School is perceived to work diligently to keep our students and faculty safe while at school. Faculty and parents believe that bully prevention is a priority at SSMS and that we are actively working to teach students to be kind and respectful to each other.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent involvement and support is crucial for student success. **Root Cause:** Many students are from single parent homes where parents do not

have the time to be as involved in their students education.

Problem Statement 2 (Prioritized): For students to be successful, there must be an efficient and functional home to school connection. **Root Cause:** Parents are busy and sometimes hard to reach. Relying on students to keep parents notified does not ensure that parents will receive the information that they need to make informed decisions regarding their students academic performance and success.

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

Priority Problem Statements

Problem Statement 1: Economically Disadvantaged and African American students saw the largest decline on the Math STAAR from the Covid pandemic at around 15% from 2019 to 2021.

Root Cause 1: Students are working within a "fixed" mindset that was created from a reduction of expectations. Teachers and administrators must cultivate an atmosphere of "growth" to overcome the gaps created by interruptions to normal school operations.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 8th grade science scores decreased by 10%; however they are on par with the state average of 67%

Root Cause 2: Curricular and instructional adjustments are being made in 6th, 7th, 8th grade science classrooms. We are seeing growth in all 3 grade levels, it will take a little time to see the full impact of our changes on the 8th grade STAAR test.

Problem Statement 2 Areas: Student Learning

Problem Statement 4: Faculty participation in on-going staff development through the school year is needed to foster a growth mindset and keep staff informed of the trending needs of our students.

Root Cause 4: Educators must adopt a growth mindset and look at themselves as life-long learners. Societal changes are reflected in our student body and require us to continually adapt and grow to be able to meet the needs of our students.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 3: Parent involvement and support is crucial for student success.

Root Cause 3: Many students are from single parent homes where parents do not have the time to be as involved in their students education.

Problem Statement 3 Areas: Perceptions

Problem Statement 14: STAAR scores in all subjects decreased across the board but some sub populations are being effected more than others by the chaos of the Covid-19 Pandemic. This has widened the learning gap and created challenges getting students "caught up".

Root Cause 14: Student experiences during the pandemic have impacted their drive and motivation to actively participate in the learning process.

Problem Statement 14 Areas: Demographics

Problem Statement 6: 8th grade US history scores decreased by 8%, however they are 5% above the state average of 56%.

Root Cause 6: Curricular and instructional adjustments are being made in 6th, 7th, 8th grade history classrooms. It will take a little time to see the full impact of our changes on the 8th grade STAAR test.

Problem Statement 6 Areas: Student Learning

Problem Statement 5: Adolescents are constantly receiving conflicting messages regarding appropriate behavior and their self worth.

Root Cause 5: Adolescents are experiencing rapid physical and emotional changes. They are trying to establish themselves and develop their personal belief systems.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 10: For students to be successful, there must be an efficient and functional home to school connection.

Root Cause 10: Parents are busy and sometimes hard to reach. Relying on students to keep parents notified does not ensure that parents will receive the information that they need to make informed decisions regarding their students academic performance and success.

Problem Statement 10 Areas: Perceptions

Problem Statement 15: The number of students served under our Special Programs continues to grow, requiring more physical space to provide them with the services they need to be successful in school .

Root Cause 15: Better identification of needs has led to more individualized plans that are difficult to implement in overcrowded spaces.

Problem Statement 15 Areas: Demographics

Problem Statement 7: Some students require more time on task and multiple opportunities to accomplish academic goals.

Root Cause 7: All students can learn, however some students need additional time and instructional intervention to find academic success.

Problem Statement 7 Areas: Student Learning

Problem Statement 12: The relational capacity of our students and staff can have a large impact on student performance and sense of belonging.

Root Cause 12: Task completion and test scores drive many of the daily operations of a school and leave out the need to build meaningful relationships with students.

Problem Statement 12 Areas: School Processes & Programs

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

Root Cause 13: Growing dangers in our society

Problem Statement 13 Areas: Perceptions

Problem Statement 8: Over all Reading scores have decreased from 72% to 66% and are 1% below the state average.

Root Cause 8: The state standards for reading have recently been adjusted. It will take time to align the curriculum to the new state standards.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Students who miss class because they have been assigned to ISS for disciplinary reasons miss critical instruction.

Root Cause 9: ISS is a viable disciplinary consequence, but it doesn't always help change behavior. Behavior must be taught.

Problem Statement 9 Areas: Student Learning

Problem Statement 11: Overall Reading STAAR scores for SPED students at meets has decreased from 10% to 7%.

Root Cause 11: It will take time for changes to ELAR standards and curriculum to be reflected on the state standardized test.

Problem Statement 11 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Support Systems and Other Data





- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Goal 1: Students will be encouraged and challenged to meet their full potential.

Performance Objective 1: Increase 8th grade science scores from 67% to 77%.

Evaluation Data Sources: 2022 STAAR data





Strategy 1 Details	Reviews			
<p>Strategy 1: The 8th grade science curriculum is adjusted to cover the more difficult topics at the beginning of the year, giving teachers the ability to spiral back around to re-teach those concepts throughout the year.</p> <p>Strategy's Expected Result/Impact: STAAR scores will increase.</p> <p>Staff Responsible for Monitoring: 8th grade science teachers Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Science teachers 6th-8th grades will utilize the "Stem Scopes" program during instruction.</p> <p>Strategy's Expected Result/Impact: Students will retain information from year to year and will perform better on the 8th grade STAAR test.</p> <p>Staff Responsible for Monitoring: Science teachers Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Students will be encouraged and challenged to meet their full potential.

Performance Objective 2: Increase overall reading passing percentage for all students from 65% to 75%.

Evaluation Data Sources: 2022 STAAR data





Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to utilize reading intervention and enrichment programs including: Edmark, System 44, Read 180, Co-teach classrooms, a "target" class, CAT time intervention and traditional double blocked classrooms.</p> <p>Track student reading levels using the Ren Star assessment. Use data to maximize reading support based on student need.</p> <p>Continue to use on-line reading libraries and engaging on-line intervention programs like MyOn, IXL, Odyssey, Istation and Brain Pop to motivate students to participate and grow. These programs are engaging, interesting and provide a level of reading support many of our students need.</p> <p>Strategy's Expected Result/Impact: We expect to see growth with each STAAR test. We also expect to see an increase in overall reading scores in each grade level.</p> <p>Staff Responsible for Monitoring: Rtl committee Academic specialist Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: SCE Tutorials - 199 PIC 24 State Comp Ed, Accelerated Ed - \$10,000, SCE Summer Remediation - 199 PIC 24 State Comp Ed, Accelerated Ed - \$3,000, MyOn - 270 RLIS - \$8,700, Brainpop - 270 RLIS - \$2,700, IXL - 270 RLIS - \$1,500, Education Galaxy - 270 RLIS - \$2,650</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 6th grade ELAR teachers will use guided reading techniques. Students who are reading below grade level will participate in guided reading 3 to 4 days per week.</p> <p>Strategy's Expected Result/Impact: 6th grade reading levels and test scores will improve.</p> <p>Staff Responsible for Monitoring: 6th grade ELAR teachers Principal</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: All ELAR classrooms will encourage and use the Accelerated Reader program to foster a love of reading. Students will be actively involved in setting the path for their own success.</p> <p>Strategy's Expected Result/Impact: Student reading levels increase and students become more successful.</p> <p>Staff Responsible for Monitoring: ELAR teachers Principal Academic Specialist</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Students will be encouraged and challenged to meet their full potential.

Performance Objective 3: Increase African American and Economically Disadvantaged Math STAAR scores from 60%/65% to 75%/80% this year.





Evaluation Data Sources: 2022 STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to refine and implement an efficient Response to Intervention process on our campus. Involve the students in the process of identifying their academic weaknesses and help them set goals to improve.</p> <p>Strategy's Expected Result/Impact: Students will receive the intervention they truly need and will show growth on the STAAR.</p> <p>Staff Responsible for Monitoring: RtI committee Academic Specialist Principal</p> <p>Funding Sources: Success Ed - 270 RLIS - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Students will be encouraged and challenged to meet their full potential.

Performance Objective 4: Increase 8th grade social studies scores from 63% to 70%.





Evaluation Data Sources: 2022 STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will finish teaching all of the content required several weeks before the STAAR test. Then they will spend the extra time to review the "critical" areas where data shows a need for reteach and intervention.</p> <p>Strategy's Expected Result/Impact: STAAR results will improve.</p> <p>Staff Responsible for Monitoring: 8th grade US History teachers Academic Specialist</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Students will be encouraged and challenged to meet their full potential.

Performance Objective 5: Maximize instructional time for all students.





Evaluation Data Sources: Daily schedule; discipline records

Strategy 1 Details	Reviews			
<p>Strategy 1: All math and ELAR classes will be double blocked (90 minutes) each day. Strategy's Expected Result/Impact: Students are more successful. Staff Responsible for Monitoring: Principal Funding Sources: Double Block - 199 PIC 24 State Comp Ed, Accelerated Ed - \$170,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement restorative discipline. Behavioral focus is on reflection, self monitoring, growth and appropriate ways to mend damaged relationships. Strategy's Expected Result/Impact: Students will spend less time in ISS and more time in class. Staff Responsible for Monitoring: Principal Asst. Principal Behavior Interventionists</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Students will be encouraged and challenged to meet their full potential.

Performance Objective 6: Increase overall SPED STAAR scores in Reading for meets from 7% to 12%.





Evaluation Data Sources: 2022 STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: ELAR teachers will use RenStar data to identify standards where students are struggling and provide targeted intervention.</p> <p>Strategy's Expected Result/Impact: ELAR teachers will identify and fill learning gaps for SPED students. STAAR scores will increase.</p> <p>Staff Responsible for Monitoring: ARDcommittee ELAR teachers Principal Academic Specialist</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Students will be encouraged and challenged to meet their full potential.

Performance Objective 7: Innovative learning opportunities that foster risk taking and student passion will be created

Evaluation Data Sources: Samples of lessons, participation of students





Strategy 1 Details	Reviews			
Strategy 1: Genius Hour-All students will experience innovative thinking through problem solving activities in genius hour. Strategy's Expected Result/Impact: Critical thinking will rise; students will try new things Staff Responsible for Monitoring: Teacher/Campus Admin	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Personal Learning Experiences-All students will participate in personal learning experiences Strategy's Expected Result/Impact: Students will grow in core areas and in experiences outside of core classes. Staff Responsible for Monitoring: Teachers/Campus Admin	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Experiential Learning-Students will explore passions through participation in experiential learning opportunities that extend beyond the classroom walls. Strategy's Expected Result/Impact: Creation of life long learning Staff Responsible for Monitoring: Teachers/Campus Admin	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Students will be educated in learning environments that are safe, drug-free, and conducive to learning.

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





Evaluation Data Sources: Completion of ESTEEM curriculum

Strategy 1 Details	Reviews			
<p>Strategy 1: 6th and 7th grade students will participate in the ESTEEM program. The ESTEEM curriculum focuses on teaching students about healthy lifestyle choices. Topics covered in the program include being a friend, speaking up against mistreatment of self and others, healthy body image, importance of abstinence, and the extreme changes in physical appearance and emotions experienced during adolescence.</p> <p>Strategy's Expected Result/Impact: Students will be able to make healthy lifestyle choices.</p> <p>Staff Responsible for Monitoring: Counselors 7th grade science teachers Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Esteem - 288 Title IV, Part A - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Communities in Schools (CIS) - The campus will partner with CIS to provide social worker services to students.</p> <p>Strategy's Expected Result/Impact: Improved living conditions for some students, decreased discipline referrals, improved academic performance.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: CIS Funding - 199 PIC 24 State Comp Ed, Accelerated Ed - \$32,500</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Capturing Kids' Hearts - SSMS staff will engage in Capturing Kids' Hearts Training Strategy's Expected Result/Impact: Improved student performance, decreased discipline referrals, enhanced teacher/student relationships. Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Students in grades 6-8 will participate in learning opportunities provided by the Northeast Child Advocacy Center and Hannah4Hope to help combat some of the recent societal issues created from the Covid-19 Pandemic. Strategy's Expected Result/Impact: Improved social-emotional capacity for our students will decrease adverse behaviors and increase student connectedness. Staff Responsible for Monitoring: All staff	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Social and Emotional learning plans for all staff and students will be implemented Strategy's Expected Result/Impact: Decrease in student discipline, increase in student academic performance, decrease in teacher turn-over Staff Responsible for Monitoring: Campus administration and Counselors	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 2: Students will be educated in learning environments that are safe, drug-free, and conducive to learning.





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

Strategy 1 Details	Reviews			
Strategy 1: We will continue to study and provide enhanced security measures for the campus and train staff regularly. Staff Responsible for Monitoring: Administrators Campus Police	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Students will begin using the Anonymous Alert system to provide administrators with information regarding student handbook violations. Staff Responsible for Monitoring: Principal Assistant Principals Funding Sources: Anonymous Alerts - 270 RLIS - \$400	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Enhanced Security Measures - The district will provide enhanced security measures for student safety. Strategy's Expected Result/Impact: Maintain a high state of readiness to respond to emergencies of any foreseeable nature. Staff Responsible for Monitoring: Assistant Superintendent of Human Resources	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Objective 3: Excellent facilities that equip students to pursue their passions and fulfill their needs will be provided.





Evaluation Data Sources: Facilities Study

Strategy 1 Details	Reviews			
Strategy 1: Facilities Study Strategy's Expected Result/Impact: Determination of the needs of SSISD for facility upgrades. Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Share SSMS facility needs with Superintendent	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Students will be taught by highly qualified and exceptionally trained staff.





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

Evaluation Data Sources: Eduphoria portfolio data for staff

Strategy 1 Details	Reviews			
<p>Strategy 1: Educators develop student and professional goals then participate in professional development to help them achieve these goals.</p> <p>Strategy's Expected Result/Impact: Teachers have additional opportunities for professional growth.</p> <p>Staff Responsible for Monitoring: Teachers and paraprofessionals Campus Administrators</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: New to SSMS ELAR teachers will receive training this year through Renaissance University .</p> <p>Strategy's Expected Result/Impact: Teachers will learn how to more efficiently use the AR and RenStar programs to improve student reading levels across campus.</p> <p>Staff Responsible for Monitoring: Principal ELAR teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Students will be taught by highly qualified and exceptionally trained staff.





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

Strategy 1 Details	Reviews			
Strategy 1: A comprehensive Teacher Induction program for new teachers new to the district will be implemented Strategy's Expected Result/Impact: Teacher turnover will decrease Staff Responsible for Monitoring: Campus/District Admin	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: All leaders of learners will have an individualized learning plan Strategy's Expected Result/Impact: Increase in knowledge to strengthen the classroom ability Staff Responsible for Monitoring: Campus/District Admin	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: A district wide instructional coaching model will be implemented that provides continual support for teachers. Strategy's Expected Result/Impact: Increased support will cause less teachers to leave SSISD Staff Responsible for Monitoring: Campus/District Admin	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Sulphur Springs ISD will encourage parent/guardian and community involvement in school activities.

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





Evaluation Data Sources: Completion of activities

Strategy 1 Details	Reviews			
<p>Strategy 1: SSMS will host 5 "Family Involvement" activities through out the school year in the 4 core subjects and with the fine arts classes.</p> <p>Strategy's Expected Result/Impact: Parents will attend and enjoy the interaction with the teachers and their children during the activity.</p> <p>Staff Responsible for Monitoring: Core subject team leaders Academic Specialist Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Sulphur Springs ISD will encourage parent/guardian and community involvement in school activities.





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

Evaluation Data Sources: Documented communication.

Strategy 1 Details	Reviews			
<p>Strategy 1: SSMS will use multiple methods to communicate with parents and students including Facebook, Skyward, Remind, SSMS on-line newsletter and an up-to-date website.</p> <p>Strategy's Expected Result/Impact: These communication methods will be used to promote all of the positive things going on at SSMS.</p> <p>Staff Responsible for Monitoring: Principal Innovative Learning Specialist Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: SSMS core teachers will communicate with parents regarding upcoming projects or tests using Skyward or Remind.</p> <p>Strategy's Expected Result/Impact: Parents will be better informed about academic requirements for thier students.</p> <p>Staff Responsible for Monitoring: Principal Team Leaders Core teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Coaches and sponsors of fine art, athletic or academic teams/groups will communicate with parents regarding practice times, requirements and/or other important information electronically using apps such as Remind or through emails via Skyward.</p> <p>Strategy's Expected Result/Impact: Parents are well informed regarding the activities in which their children are involved.</p> <p>Staff Responsible for Monitoring: Extracurricular coaches and sponsors Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Sulphur Springs ISD will encourage parent/guardian and community involvement in school activities.

Performance Objective 3: Students will be provided with opportunities to pursue their passion in partnership with families and community.

Strategy 1 Details	Reviews			
Strategy 1: A volunteer program that engages families and community will be established Strategy's Expected Result/Impact: Increase in parent and community involvement. Staff Responsible for Monitoring: Campus Admin	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Establish a family support services program Strategy's Expected Result/Impact: Increase in family support at the campus level Staff Responsible for Monitoring: All Staff	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Establish CAT clubs for students Strategy's Expected Result/Impact: Increase student opportunities and family and community support. Staff Responsible for Monitoring: Campus Admin	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for Sulphur Springs Middle School

Total SCE Funds: \$440,000.00

Total FTEs Funded by SCE: 9

Brief Description of SCE Services and/or Programs

State Compensatory Education supports Read 180, behavioral interventions, Odyssey labs, ESL support and double blocks in math and reading for students struggling in those areas.

Personnel for Sulphur Springs Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Allison Fincher	Teacher	0.5
Amy Anderson	Teacher	1
Angela McCrary	Teacher	1
Christi Singleton	Teacher	0.5
Gerson Salvatoreh	Academic Paraprofessional	1
Heather Velez	Academic Paraprofessional	1
Janelsa Orozco	Teacher	0.5
Jeffrey Denton	Teacher	0.5
Karina Perez	Teacher	0.5
Lawson Crook	Behavior Interventionist	1
Luciano Gallo	Academic Paraprofessional	1
Patricia Miller	Teacher	0.5

Campus Funding Summary

199 PIC 24 State Comp Ed, Accelerated Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	SCE Tutorials		\$10,000.00
1	2	1	SCE Summer Remediation		\$3,000.00
1	5	1	Double Block		\$170,000.00
2	1	2	CIS Funding		\$32,500.00
Sub-Total					\$215,500.00
288 Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Esteem		\$3,000.00
Sub-Total					\$3,000.00
270 RLIS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	MyOn		\$8,700.00
1	2	1	Brainpop		\$2,700.00
1	2	1	Education Galaxy		\$2,650.00
1	2	1	IXL		\$1,500.00
1	3	1	Success Ed		\$1,000.00
2	2	2	Anonymous Alerts		\$400.00
Sub-Total					\$16,950.00

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the campus/district's ability to focus on a limited number of targeted initiatives in this improvement plan, the campus/district will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the Person Responsible will report progress to the campus/district site-based committee.

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
1. Bullying <ul style="list-style-type: none"> • Prevention, identification, response to and reporting of bullying or-bully-like behavior 	Board Policy FFI(Local) TEC 11.252(a)(3)(E)	Campus Principals	Student Handbook, 806Tech Bully Reporter, Skyward
2. Coordinated Health Program <ul style="list-style-type: none"> • Student fitness assessment data • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 	TEC 11.253(d) Board Policy FFA(Local)	Assistant Superintendent for Elementary Education, Assistant Superintendent for Secondary Education	Office of Assistant Superintendents, Eduphoria, Skyward, SHAC Minutes
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Campus Principal	AAC Office

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
4. District's Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Assistant Superintendent for Secondary Education	Office of Superintendent, DAC Minutes
5. Dropout Prevention	TEC 11.252	Assistant Superintendent for Secondary Education	State and Federal Programs Office
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Director of Special Services	Office of Special Services
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parental Involvement • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 	P.L. 107-110, Section 1415(b)	Director of Bilingual and ESL Education	Office of Director
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		High School Counselors	High School Office
9. Post-Secondary Preparedness/Higher Ed Information/Career Education	TEC 11.252(4) TEC 11.252(3)(G)	Director of College and Career Readiness	District Improvement Plan Goal 1

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
<ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 			
<p>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers • Ensuring that teachers are receiving high-quality professional development • Attracting and retaining certified, highly effective teachers 	ESSA	Assistant Superintendent for Human Resources	District Improvement Plan Goal 3
<p>11. Sexual Abuse and Maltreatment of Children</p>	TEC 38.0041(c) TEC 11.252(9) Board Policy FFG(Exhibit)	Assistant Superintendent for Elementary Education, Assistant	Student Handbooks, Employee Handbook

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
		Superintendent for Secondary Education	
<p>12. Student Welfare: Crisis Intervention Programs & Training</p> <ul style="list-style-type: none"> • District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> ○ Early mental health intervention ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention ○ Suicide prevention and suicide prevention parent/guardian notification procedures • Training for teachers, school counselors, principals and all other appropriate personnel. 	<p>Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)</p> <p>TEC 11.252(3)(B)(i)</p> <p>Board Policy FFB(Legal)</p> <p>Board Policy DMA(Legal)</p>	Assistant Superintendent for Elementary Education	Student Handbooks
<p>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</p> <ul style="list-style-type: none"> • Methods for addressing <ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	<p>TEC 11.252(a)(3)(E)</p> <p>TEC 11.252(3)(B)</p> <p>TEC 11.252(3)(B)</p> <p>Board Policy FFH(Legal), FFH(Local)</p> <p>TEC 11.253(d)(8)</p> <p>TEC 37.001</p> <p>Family Code 71.0021</p> <p>TEC 37.0831</p>	Assistant Superintendent for Secondary Education	Student Handbooks, Code of Conduct
<p>14. Texas Behavior Support Initiative (TBSI)</p>	<p>TEC 21.451(d)(2)</p> <p>Board Policy DMA(Legal)</p>	Director of Special Services	Office of Special Services

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
<ul style="list-style-type: none"> Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 			
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Director of Curriculum and Instruction	Office of Director, Eduphoria

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the campus/district's ability to focus on a limited number of targeted initiatives in this improvement plan, the campus/district will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the Person Responsible will report progress to the campus/district site-based committee.

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
1. Bullying <ul style="list-style-type: none"> • Prevention, identification, response to and reporting of bullying or-bully-like behavior 	Board Policy FFI(Local) TEC 11.252(a)(3)(E)	Campus Principals	Student Handbook, 806Tech Bully Reporter, Skyward
2. Coordinated Health Program <ul style="list-style-type: none"> • Student fitness assessment data • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 	TEC 11.253(d) Board Policy FFA(Local)	Assistant Superintendent for Elementary Education, Assistant Superintendent for Secondary Education	Office of Assistant Superintendents, Eduphoria, Skyward, SHAC Minutes
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Campus Principal	AAC Office

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
4. District's Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Assistant Superintendent for Secondary Education	Office of Superintendent, DAC Minutes
5. Dropout Prevention	TEC 11.252	Assistant Superintendent for Secondary Education	State and Federal Programs Office
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Director of Special Services	Office of Special Services
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parental Involvement • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 	P.L. 107-110, Section 1415(b)	Director of Bilingual and ESL Education	Office of Director
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		High School Counselors	High School Office
9. Post-Secondary Preparedness/Higher Ed Information/Career Education	TEC 11.252(4) TEC 11.252(3)(G)	Director of College and Career Readiness	District Improvement Plan Goal 1

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
<ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 			
<p>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers • Ensuring that teachers are receiving high-quality professional development • Attracting and retaining certified, highly effective teachers 	ESSA	Assistant Superintendent for Human Resources	District Improvement Plan Goal 3
<p>11. Sexual Abuse and Maltreatment of Children</p>	TEC 38.0041(c) TEC 11.252(9) Board Policy FFG(Exhibit)	Assistant Superintendent for Elementary Education, Assistant	Student Handbooks, Employee Handbook

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
		Superintendent for Secondary Education	
<p>12. Student Welfare: Crisis Intervention Programs & Training</p> <ul style="list-style-type: none"> • District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> ○ Early mental health intervention ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention ○ Suicide prevention and suicide prevention parent/guardian notification procedures • Training for teachers, school counselors, principals and all other appropriate personnel. 	<p>Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)</p> <p>TEC 11.252(3)(B)(i)</p> <p>Board Policy FFB(Legal)</p> <p>Board Policy DMA(Legal)</p>	Assistant Superintendent for Elementary Education	Student Handbooks
<p>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</p> <ul style="list-style-type: none"> • Methods for addressing <ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	<p>TEC 11.252(a)(3)(E)</p> <p>TEC 11.252(3)(B)</p> <p>TEC 11.252(3)(B)</p> <p>Board Policy FFH(Legal), FFH(Local)</p> <p>TEC 11.253(d)(8)</p> <p>TEC 37.001</p> <p>Family Code 71.0021</p> <p>TEC 37.0831</p>	Assistant Superintendent for Secondary Education	Student Handbooks, Code of Conduct
<p>14. Texas Behavior Support Initiative (TBSI)</p>	<p>TEC 21.451(d)(2)</p> <p>Board Policy DMA(Legal)</p>	Director of Special Services	Office of Special Services

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
<ul style="list-style-type: none"> • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 			
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Director of Curriculum and Instruction	Office of Director, Eduphoria