

Sulphur Springs Independent School District

Sulphur Springs Middle School

2019-2020 Campus Improvement Plan



Mission Statement

The mission of Sulphur Springs Independent School District is to...

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

Vision

Educating all students to their fullest potential.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Sulphur Springs Middle School serves approximately 960 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 320-350 students for the past 5 school years.

SSMS Ethnic Distribution and Sub-Demographics

Ethnic Distribution	Percent	Sub-Demographic	Percent
African American	11%	Economically Disadvantaged	55%
Hispanic	28%	English Language Learners	10%
White	56%	At-Risk	55%
American Indian	<1%	Gifted and Talented	6%
Asian	2%	Special Education	13%
Pacific Islander	<1%		
Two or More Races	4%		

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 seeing steady growth with STAAR scores for our sub pops and groups.

Student Group	2016	2017	2018	2019	2019 state averages
Special Education	23%	28% +5	34% +6	33%	32%
English Language Learners	53%	69% +16	68% +1	64%	51%
African American	54%	57% +3	62% +5	59%	64%
Hispanic	67%	72% +5	71%	75% +4	69%
Economically Disadvantaged	66%	66%	68% +2	68%	66%
White	79%	78%	82% +4	82%	84%

As shown in the graph above, SSMS sub pops have been showing growth over the past 4 years for all student groups.

We attribute this growth 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: African American and ELL students scored 59% and 64% on the STAAR in all subjects last year. The average STAAR score for all subjects for our campus was 77%. **Root Cause:** Students are usually working within a "fixed" mindset. Teachers and administrators must cultivate an atmosphere of "growth."

Student Academic Achievement

Student Academic Achievement Summary

STAAR PASSING PERCENTAGES: ALL GRADE LEVELS

SUBJECT	2016	2017	2018	2019	2019 State
ALL SUBJECTS	73	74	77	77	74
READING	76	74	75	73	72
MATH	78	83	87	87	78
WRITING	75	67	63	67	69
SCIENCE	62	66	73	77	79
SOCIAL STUDIES	62	56	69	69	67

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

*math: 9 percentage points increase over the past 3 years; 9 percentage points above the state average

*science: 15 percentage points increase over the past 3 years; 2 percentage points under the state average

*all subjects: 4 percentage points increase over the past 3 years; 3 percentage points above the state average

*reading: 3 percentage point decrease over the past 3 years; 1 percentage point above the state average

*writing: 8 percentage points decrease over the past 3 years; 2 percentage points under state average

*social studies: 8 percentage points increase over the past 3 years; 3 percentage points 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 from one grade level to the next for the SAME students in reading/math. Scores for writing, science and social studies compare DIFFERENT students from one grade level to the next.

STAAR ALL STUDENTS	DID NOT MEET			APPROACHES*			MEETS			MASTERS		
	Grade level performance			Grade level performance			Grade level performance			Grade level performance		
	2019	2018	2017	2019	2018	2017	2019	2018	2017	2019	2018	2017
6 th Reading	41	33	28	59	67	72	31	39	46	14	19	24
6 th Math	20	20	19	80	80	81	46	49	45	23	27	20
7 th Reading	26	29	32	74	68	68	50	46	39	29	29	18
7 th Math**	18	24	16	82	76	84**	50	48	52	15	13	24
7 th Writing	32	37	34	68	63	66	39	41	32	12	12	9
8 th Reading**	24	27	29	76	82	71	59	42	38	32	21	22
8 th Math**	9	17	29	91	90	71	83	58	34	52	28	6
8 th Science	23	27	34	77	73	66	51	45	39	27	22	18
8 th Social Studies	31	31	46	69	69	54	38	38	23	22	20	12

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 met standards on all four performance indices:

Achievement, Student Progress, Closing Performance Gaps and Postsecondary Readiness.

SSMS earned 6 of the 7 distinction designations in the areas of:

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Comparative Academic Growth

Comparative Closing the Gaps

Postsecondary Readiness

Student Academic Achievement Strengths

We attribute this steady growth 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
- *Odyssey 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 Academic Achievement Needs

Problem Statement 1: 7th grade writing scores have increased from 63% to 68%, but are still lower than the state average 69%. **Root Cause:** Students are not tested in writing every year, so it is not a priority in other grade levels.

Problem Statement 2: 8th grade science scores improved from 73% to 77%; however they are still 2 percentage points lower than the state average at 79%. **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 3: 8th grade US history scores remain at 69%; however they are 2% above the state which is 67%. **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 4: 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 5: Over all Reading scores have decreased from 75% to 73%, but are still 1 percent higher than the state average at 72%. **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 6: 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 7: Overall Reading STAAR scores for SPED students at meets has decreased from 14%-12%. **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.

All students participated in the "Dose of Reality" program this fall where they learned about the consequences of drug abuse, and actions that they can take in situations where someone is under the influence of drugs and/or alcohol.

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. Teachers have access to academic information on each of their students. Students have completed the "All About Me" survey for 2019-20. 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. His 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, student and parent surveys all 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: Faculty participation in on-going staff development through the school year is needed to stay focused and in a growth mindset. **Root Cause:** Educators must adopt a growth mindset and look at themselves as life-long learners.

Problem Statement 2: 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.

Perceptions

Perceptions Summary

In May 2019, a survey was given to staff and parents to assess campus processes and programs.

The survey revealed that the majority of the faculty and staff agree:

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: 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: 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.

Priority Problem Statements

Problem Statement 1: African American and ELL students scored 59% and 64% on the STAAR in all subjects last year. The average STAAR score for all subjects for our campus was 77%.

Root Cause 1: Students are usually working within a "fixed" mindset. Teachers and administrators must cultivate an atmosphere of "growth."

Problem Statement 1 Areas: Demographics

Problem Statement 2: 7th grade writing scores have increased from 63% to 68%, but are still lower than the state average 69%.

Root Cause 2: Students are not tested in writing every year, so it is not a priority in other grade levels.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: 8th grade science scores improved from 73% to 77%; however they are still 2 percentage points lower than the state average at 79%.

Root Cause 3: 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 3 Areas: Student Academic Achievement

Problem Statement 4: Parent involvement and support is crucial for student success.

Root Cause 4: Many students are from single parent homes where parents do not have the time to be as involved in their students education.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Faculty participation in on-going staff development through the school year is needed to stay focused and in a growth mindset.

Root Cause 5: Educators must adopt a growth mindset and look at themselves as life-long learners.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Adolescents are constantly receiving conflicting messages regarding appropriate behavior and their self worth.

Root Cause 6: Adolescents are experiencing rapid physical and emotional changes. They are trying to establish themselves and develop their personal belief systems.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: 8th grade US history scores remain at 69%; however they are 2% above the state which is 67%.

Root Cause 7: 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 7 Areas: Student Academic Achievement

Problem Statement 8: Some students require more time on task and multiple opportunities to accomplish academic goals.

Root Cause 8: All students can learn, however some students need additional time and instructional intervention to find academic success.

Problem Statement 8 Areas: Student Academic Achievement

Problem Statement 9: Over all Reading scores have decreased from 75% to 73%, but are still 1 percent higher than the state average at 72%.

Root Cause 9: The state standards for reading have recently been adjusted. It will take time to align the curriculum to the new state standards.

Problem Statement 9 Areas: Student Academic Achievement

Problem Statement 10: Students who miss class because they have been assigned to ISS for disciplinary reasons miss critical instruction.

Root Cause 10: ISS is a viable disciplinary consequence, but it doesn't always help change behavior. Behavior must be taught.

Problem Statement 10 Areas: Student Academic Achievement

Problem Statement 11: For students to be successful, there must be an efficient and functional home to school connection.

Root Cause 11: 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 11 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

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 this year's 7th grade writing STAAR scores from 68% to 70%.

Evaluation Data Source(s) 1: 2019 STAAR data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) ELAR teachers will participate in professional development to help implement new curriculum. ELAR teachers will all be trained in "Empowering Writer" this year.	District Curriculum Director Academic Specialist ELAR teachers	Teachers will use these strategies in the classroom. Students will become better and more confident writers.				
Problem Statements: Student Academic Achievement 1						
2) ELAR curriculum will be delivered through the workshop model to ensure that students are writing in each grade level. Students will write daily in their writing notebook or journal.	ELAR teachers Principal Academic Specialist	SSMS students will be more prepared for 7th grade writing.				
Problem Statements: Student Academic Achievement 1						

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 1: 7th grade writing scores have increased from 63% to 68%, but are still lower than the state average 69%. **Root Cause 1:** Students are not tested in writing every year, so it is not a priority in other grade levels.

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

Performance Objective 2: Increase 8th grade science scores from 77% to 80%.

Evaluation Data Source(s) 2: 2019 STAAR data

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
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.	8th grade science teachers Principal	STAAR scores will increase.				
Problem Statements: Student Academic Achievement 2						
2) Science teachers 6th-8th grades will utilize the "Stem Scopes" program during instruction.	Science teachers Principal	Students will retain information from year to year and will perform better on the 8th grade STAAR test.				
Problem Statements: Student Academic Achievement 2						

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 2: 8th grade science scores improved from 73% to 77%; however they are still 2 percentage points lower than the state average at 79%. 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.





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

Performance Objective 3: Increase overall reading passing percentage for all students from 73% to 80%.

Evaluation Data Source(s) 3: 2018 STAAR data

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p>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>RtI committee Academic specialist Principal</p>	<p>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>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>6th grade ELAR teachers Principal</p>	<p>6th grade reading levels and test scores will improve.</p>				
<p>Problem Statements: Student Academic Achievement 5</p>						
<p>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>ELAR teachers Principal Academic Specialist</p>	<p>Student reading levels increase and students become more successful.</p>				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 3 Problem Statements:

Student Academic Achievement
<p>Problem Statement 5: Over all Reading scores have decreased from 75% to 73%, but are still 1 percent higher than the state average at 72%. Root Cause 5: The state standards for reading have recently been adjusted. It will take time to align the curriculum to the new state standards.</p>

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

Performance Objective 4: Increase African American and ELL overall STAAR scores from 59%/64% to 65% this year.

Evaluation Data Source(s) 4: 2019 STAAR data

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
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.	RtI committee Academic Specialist Principal	Students will receive the intervention they truly need and will show growth on the STAAR.				
Problem Statements: Demographics 1						

Performance Objective 4 Problem Statements:


Demographics
Problem Statement 1: African American and ELL students scored 59% and 64% on the STAAR in all subjects last year. The average STAAR score for all subjects for our campus was 77%. Root Cause 1: Students are usually working within a "fixed" mindset. Teachers and administrators must cultivate an atmosphere of "growth."

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

Performance Objective 5: Increase 8th grade social studies scores from 69% to 72%.

Evaluation Data Source(s) 5: 2019 STAAR data

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
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.	8th grade US History teachers Academic Specialist	STAAR results will improve.				
Problem Statements: Student Academic Achievement 3						
						

Performance Objective 5 Problem Statements:

Student Academic Achievement
Problem Statement 3: 8th grade US history scores remain at 69%; however they are 2% above the state which is 67%. Root Cause 3: 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.

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

Performance Objective 6: Maximize instructional time for all students.

Evaluation Data Source(s) 6: Daily schedule; discipline records

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) All math and ELAR classes will be double blocked (90 minutes) each day.	Principal	Students are more successful.				
Problem Statements: Student Academic Achievement 4						
2) Implement restorative discipline. Behavioral focus is on reflection, self monitoring, growth and appropriate ways to mend damaged relationships.	Principal Asst. Principal Behavior Interventionists	Students will spend less time in SAC and more time in class.				
Problem Statements: Student Academic Achievement 6						

Performance Objective 6 Problem Statements:


Student Academic Achievement
Problem Statement 4: Some students require more time on task and multiple opportunities to accomplish academic goals. Root Cause 4: All students can learn, however some students need additional time and instructional intervention to find academic success.
Problem Statement 6: Students who miss class because they have been assigned to ISS for disciplinary reasons miss critical instruction. Root Cause 6: ISS is a viable disciplinary consequence, but it doesn't always help change behavior. Behavior must be taught.

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

Performance Objective 7: Increase overall SPED STAAR scores in Reading for meets from 12% to 15%.

Evaluation Data Source(s) 7: 2019 STAAR data

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) ELAR teachers will use RenStar data to identify standards where students are struggling and provide targeted intervention.	ARDcommittee ELAR teachers Principal Academic Specialist	ELAR teachers will identify and fill learning gaps for SPED students. STAAR scores will increase.				
Problem Statements: Student Academic Achievement 4, 5						
						

Performance Objective 7 Problem Statements:

Student Academic Achievement
Problem Statement 4: Some students require more time on task and multiple opportunities to accomplish academic goals. Root Cause 4: All students can learn, however some students need additional time and instructional intervention to find academic success.
Problem Statement 5: Over all Reading scores have decreased from 75% to 73%, but are still 1 percent higher than the state average at 72%. Root Cause 5: The state standards for reading have recently been adjusted. It will take time to align the curriculum to the new state standards.

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 Source(s) 1: Completion of ESTEEM curriculum

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
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.	Counselors 7th grade science teachers Principal	Students will be able to make healthy lifestyle choices.				
Problem Statements: School Processes & Programs 2						

Performance Objective 1 Problem Statements:

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

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.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) We will continue to study and provide enhanced security measures for the campus and train staff regularly.	Administrators Campus Police					
	Problem Statements: School Processes & Programs 1 Funding Sources: 288 Title IV, Part A - 7500.00					
2) Students will begin using the Anonymous Alert system to provide administrators with information regarding student handbook violations.	Principal Assistant Principals					
	Problem Statements: School Processes & Programs 2					

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Faculty participation in on-going staff development through the school year is needed to stay focused and in a growth mindset. Root Cause 1: Educators must adopt a growth mindset and look at themselves as life-long learners.
Problem Statement 2: Adolescents are constantly receiving conflicting messages regarding appropriate behavior and their self worth. Root Cause 2: Adolescents are experiencing rapid physical and emotional changes. They are trying to establish themselves and develop their personal belief systems.

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 Source(s) 1: Eduphoria portfolio data for staff

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Educators develop student and professional goals then participate in professional development to help them achieve these goals.	Teachers and paraprofessionals Campus Administrators	Teachers have additional opportunities for professional growth.				
Problem Statements: School Processes & Programs 1 Funding Sources: 255 Title II, Part A, TPTR - 75000.00						
2) New to SSMS ELAR teachers will receive training this year through Renaissance University .	Principal ELAR teachers	Teachers will learn how to more efficiently use the AR and RenStar programs to improve student reading levels across campus.				
Problem Statements: School Processes & Programs 1						

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Faculty participation in on-going staff development through the school year is needed to stay focused and in a growth mindset. Root Cause 1: Educators must adopt a growth mindset and look at themselves as life-long learners.

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 Source(s) 1: Completion of activities

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) SSMS will host 5 "Family Involvement" activities through out the school year in the 4 core subjects and with the fine arts classes.	Core subject team leaders Academic Specialist Principal	Parents will attend and enjoy the interaction with the teachers and their children during the activity.				
Problem Statements: Perceptions 2						

Performance Objective 1 Problem Statements:


Perceptions
Problem Statement 2: For students to be successful, there must be an efficient and functional home to school connection. Root Cause 2: 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.

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 Source(s) 2: Documented communication.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
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.	Principal Innovative Learning Specialist Teachers	These communication methods will be used to promote all of the positive things going on at SSMS.				
Problem Statements: Perceptions 1, 2						
2) SSMS core teachers will communicate with parents regarding upcoming projects or tests using Skyward or Remind.	Principal Team Leaders Core teachers	Parents will be better informed about academic requirements for their students.				
Problem Statements: Perceptions 1, 2						
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.	Extracurricular coaches and sponsors Principal	Parents are well informed regarding the activities in which their children are involved.				
Problem Statements: Perceptions 1, 2						
						

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Parent involvement and support is crucial for student success. Root Cause 1: Many students are from single parent homes where parents do not have the time to be as involved in their students education.

Perceptions

Problem Statement 2: For students to be successful, there must be an efficient and functional home to school connection. **Root Cause 2:** 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.

State Compensatory

Personnel for Sulphur Springs Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adriana Barrientos	Academic Paraprofessional	SCE	1.0
Allison Fincher	Teacher	SCE	0.5
Calvin Hickerson	Academic Paraprofessional	SCE	1.0
Christi Singleton	Teacher	SCE	0.5
Gerson Salvatoreh	Academic Paraprofessional	SCE	1.0
Jamilyn Hunt	Teacher	SCE	1.0
Jeffrey Denton	Teacher	SCE	0.5
Lawson Crook	Behavior Interventionist	SCE	1.0
Pamela Ming	SCE	SCE	1.0
Patricia Miller	Teacher	SCE	0.5
Patty Isonhood	Teacher	SCE	0.5
Teri Triplett	Teacher	SCE	0.5
Tracie Penny	Academic Paraprofessional	SCE	1.0

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Jena Williams	Principal
Administrator	Rachel Draper	Academic Specialist
Business Representative	Jason Haire	Business Professional
Parent	Traci Haire	Parent Rep
Community Representative	Tammy Pearson	Community Member
Classroom Teacher	Dani Cooksey	8th math teacher
Classroom Teacher	Alexsa Baylus	8th ELAR teacher
Classroom Teacher	Trevor McClure	8th history teacher
Classroom Teacher	Hayley Glenn	8th science teacher/parent
Classroom Teacher	Kelly Holloman	7th science teacher
Classroom Teacher	Patricia Miller	7th math teacher
Classroom Teacher	Lauren Robinson	7th ELAR teacher
Classroom Teacher	Virginia Green	7th history teacher
Classroom Teacher	Sue Ellen Hurley	6th science teacher
Classroom Teacher	Amy Harden	6th history teacher
Classroom Teacher	Troiana Hoffman	6th math teacher
Classroom Teacher	Christine Thomas	6th ELAR teacher
Non-classroom Professional	Nancy Kirby	School Counselor
District-level Professional	Karen Phillips	Curriculum Specialist
Classroom Teacher	Angie McCrary	R180/ESL teacher

Campus Funding Summary

199 PIC 24 State Comp Ed, Accelerated Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	SCE Tutorials		\$10,000.00
1	3	1	SCE Personnel		\$385,000.00
1	3	1	SCE Summer Remediation		\$3,000.00
Sub-Total					\$398,000.00
255 Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Staff Development / Training Facilitation		\$75,000.00
Sub-Total					\$75,000.00
288 Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Enhanced Campus Safety Measures		\$7,500.00
Sub-Total					\$7,500.00
270 RLIS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	MyOn		\$6,500.00
1	3	1	IXL		\$8,000.00
1	3	1	Brainpop		\$3,000.00
1	3	1	Istation		\$3,000.00
Sub-Total					\$20,500.00
Grand Total					\$501,000.00

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