

# **Sulphur Springs Independent School District**

## **Sulphur Springs Elementary**

### **2022-2023 Campus Improvement Plan**



# Mission Statement

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

## Vision

Educating All Students to Their Fullest Potential

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Sulphur Springs Elementary School is a 4th and 5th grade campus located in Sulphur Springs, Texas. Sulphur Springs Elementary School is a Title 1 campus that currently serves 645 students. Sulphur Springs is a diverse rural town eighty miles east of Dallas, Texas. Sulphur Springs is a diverse community with a low crime rate. In concert with the pandemic student enrollment at Sulphur Springs Elementary Elementary has remained constant in both grade levels. Sulphur Springs Elementary School serves an ethnically diverse student population with a large number of economically disadvantaged and at-risk student populations similar to state averages. PEIMS enrollment data for 2022-23, by ethnicity is listed below. Sulphur Springs Elementary student groups include 18% English Language Learners, 5% Gifted and Talented, 20% Special Education and 26% Section 504. For 2022-23, 57% are economically disadvantaged, and 52% are identified as at risk. Seven buses transport approximately 400 students to/from the district bus hub daily where students are bussed to and from home.

<b>Ethnic Distribution</b>	<b>Percent</b>	<b>Sub-Demographic</b>	<b>Percent</b>
African American	9	Economically Disadvantaged	57
Hispanic	28	English Language Learners	18
White	55	At-Risk	52
American Indian	.47	Gifted and Talented	5
Asian	1	Special Education	20
Pacific Islander	.16	Section 504	26
Two or More Races	6		

SSES has 16 fourth grade classrooms. Classrooms exist with general education, bilingual education with a 2-way program and special education students; 12 general education/inclusion teachers are assisted by inclusion paraprofessionals and 2 resource teachers. Four dual language classes have 57 students total. Paraprofessionals include: 1-Bilingual, 2-Special Ed, 3-Special Ed/Inclusion, 2-Instructional/Title 1. Students receive enrichment and/or interventions during Extended Learning Time (ELT) for 40-45 minutes per day. Literacy Support and Math Interventionist provide interventions during ELT. Dyslexic students are serviced through the Take Flight program by two dyslexia teachers. A behavior interventionist works with students in need of behavior support, interventions and accommodations. One science teacher position is successful in providing hands-on science instruction in a lab setting. Currently, the reading and math resource teachers provide 45 minutes of instruction 5 days per week in a pull out to provide resource minutes to special education students who constitute 20% of the total population. Paraprofessionals provide in class support to students in the classroom and in small groups during ELT. Students attend "specials" 5 days per week. One PE teacher is assigned to the grade level and one music teacher is assigned to the campus.

SSES has 16 fifth grade classrooms. Classrooms exist with general education, bilingual education and special education students. Two dual language classes have 35 students total. Paraprofessionals include: 1-Bilingual, 3-Special Ed, 2-Special Ed/Inclusion, 1-Instructional/Title 1. Two Academic Interventionists provide interventions for math and reading. Students receive enrichment and/or interventions during Extended Learning Time (ELT) for 40 minutes per day.

Dyslexic students are serviced through the Take Flight program and are taught by the 2 campus dyslexia teachers. A behavior interventionist works with students in need of behavior interventions and accommodations. The science teacher position is successful in providing hands-on science instruction and was evident in the 2017-2021 5th grade Science STAAR data. Currently, the reading and math resource teachers provide 45 minutes of instruction 5 days per week in a pull out to provide resource minutes to special education students who constitute 20% of the total population. Paraprofessionals provide in class support to students in the classroom and in small groups during ELT. Students attend "specials" 5 days per week. One PE paraprofessional is assigned to the grade level and one music teacher is assigned to the campus

With the increase of students who qualify for self-contained special education, the two self-contained classes were restructured to provide quality instruction to the students. One teacher and 4 aides work in a classroom with 8 severely autistic students in 4th grade. One teacher and 3 aides work in a self-contained special education class with 12 students who are intellectually disabled and autistic in grades 4-5.

Support staff plays a critical role in the success of students at SSES. These staff members contribute specialized instruction or support for students.

- Academic Specialists are specialized in curriculum and work diligently to ensure PLCs are successful and curriculum and instruction is quality.
- Reading Interventionists- Read 180/Literacy Support staff work with students to increase reading levels. Lexile levels are assessed by Read 180 Lexile Assessment.
- Math Interventionists work to provide math interventions and extensions for students to ensure success/progress on STAAR. They work closely with classroom teachers on Sharon Wells Math concepts, skills.
- Academic instructional and Title 1 aides provide in class support to students in the classroom and also provide interventions during Extended Learning Time. They work closely with classroom teachers in reading and math interventions.
- Behavior Interventionists work with students in need of behavioral support to be successful in the classroom.

Sulphur Springs Elementary School continues to place a high priority in employing a high-quality, talented staff. Nine new teachers were hired or moved to a new content for the current year. Due to the turnover rate among our staff, a strong mentoring and support program is now in place. Sulphur Springs Elementary staff closely monitors the student groups with regards to race and ethnicity, academic need and socio-economic status.

### **Demographics Strengths**

Sulphur Springs Elementary School has been in existence for 11 years; but with a recent districtwide restructure of campuses, SSES is currently in year five as a 4th and 5th grade campus. Subject and grade level teams, as well as the Campus Advisory Committee, review student performance data and how the data relates to instruction and student achievement.

Sulphur Springs Elementary School utilizes state compensatory and federal Title 1 funding to provide supplementary services to provide additional support for students who are economically disadvantaged and/or at risk. The ongoing use of these funding sources helps to ensure that all SSISD students reach their fullest potential.

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

- Attendance Rates is at 97% - comparable to other like campuses in the region and state.
- SSISD has numerous supportive community partners, businesses and families.

- Students are valued by the staff.
- Students are accepting of new students regardless of race or ethnicity.
- New teachers report that the campus and district mentoring and support processes are helpful and effective.
- STAAR Scores are rising and are higher than those in Region 8 in all areas and are higher than the state average in all areas except Masters in 5th Grade Reading. 5th Grade Math is equal to the state average.
- SSES is the highest performing campus in SSISD. 2021-22 Accountability Score is 89 / B.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** An increase in students receiving special services in 504, RtI and Special Education. **Root Cause:** A significant increase in SPED and special services (504/RtI) student population shows that our staff needs to focus on effective instructional strategies as well as a viable curriculum to reach all levels of students' needs.

**Problem Statement 2 (Prioritized):** An increase in SPED students receiving resource minutes in special education. **Root Cause:** Increase in numbers has resulted in adding resource teachers. The resource teacher in each content area has helped meet the needs of all SPED students to the degree needed for increased academic achievement. Continued efforts will fill gaps.

**Problem Statement 3 (Prioritized):** Increase in the number students in the sub populations of ethnicity performing below grade level. **Root Cause:** Minority students of 2 or more races, African American, and Hispanic ethnicities are consistent each year, yet the achievement on state testing is lower than other ethnicities.

# Student Learning

## Student Learning Summary

SSES will use the 2022 STAAR scores which include performance levels of Masters, Meets, Approaches and Did Not Meet Grade Level Performance to plan for instruction. Other methods of data collection such as reading Lexile levels and math levels will be used to help monitor and adjust the instruction and interventions. 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 have mastered course knowledge and skills and student is on track for college and/or career. For the current Texas Accountability System, the meets and masters categories are the main focus for SSES data analysis.

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

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

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

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

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

LEXILE Levels were assessed with the Read 180 Beginning of Year assessment and results are as follows:

<b>READ 180</b>	<b>BOY % on grade level</b>	<b>MOY - % on grade level</b>	<b>EOY - % on grade level</b>
4th Grade	65		
5th Grade	60		

An analysis of scores for demographic groups reveals the following:

- African American students, compared to all other students, scored lower than caucasian peers in reading and math.
- Hispanic students, compared to all other students, scored just below the caucasian peers in reading and math.
- In 5th grade science, caucasian student outscored Hispanic and African American students by more than 50%
- 68% of Economically Disadvantaged students in Grade 4 approached grade level standards in reading and 54% in math. The deficit in math is a problem being corrected by Sharon Wells Math.
- 5th grade economically disadvantaged students - 78% approached in Math, 72% approached in reading and only 62% in science. Science needs are being addressed this year.
- 4th Grade Spanish STAAR is significantly lower than the English STAAR for Reading.
- Data will be used to monitor and adjust for 2022-23

### **Student Learning Strengths**

Student Academic Strengths:

The campus has moved from an "Improvement Required" campus with an F rating to a B rating. In 5 years SSES, the accountability rating has trended upward and is currently a 89/B. The campus will continue to focus on the following strengths to maximize student achievement in 2022-23.

Master Schedule revisions have been made to maximize learning time to closing performance gaps and meet the needs of the HB4545 law for

#### Accelerated Intervention Plans.

- Teachers have reviewed specific STAAR data for students in all tested grades (3,4), the beginning of year 2022 Lexile levels and BOY assessments to ensure improvements in academic achievement.
- Writing strategies have been incorporated and will be reviewed this year to ensure growth in academic achievement in writing which is critical to the written responses on the 2023 STAAR.
- Extended Learning Time - consistent 40 minute daily interventions to fill gaps and to provide enrichment for students to increase the Meets and Masters Level percentages. Reading and math interventionists continually review data to close achievement gaps and make progress.
- SSES was recently rated a B / 89 in the TEA Accountability Ratings.
- Teachers are grouped in teams and all students in each grade attend this school - there is no discrepancy between campus grade levels as all SSISD students in grades 4-5 attend SSES.
- All teachers in grades 4-5 are on this campus and plan together in bi-weekly PLCs.
- Consistent data talks with teacher teams are necessary to ensure student needs are met and progress is made.

#### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Reading and Math data in grades 4-5 show significant gaps with African American, Economically Disadvantaged, Special Education students when compared to the caucasian ethnicity and to those across the state. **Root Cause:** Teachers need more focused training for teaching diverse populations, cultural awareness and sensitivity, building relationships, and implementation of more strategic ways to encourage parents and community to become active partners in efforts to achieve student success for all students.

**Problem Statement 2 (Prioritized):** Narrowing the gaps for all sub-populations. **Root Cause:** Students are coming to SSES below grade level in reading and math. Resource teachers and interventionists will continue to analyze data to drive instruction.

**Problem Statement 3 (Prioritized):** Reading levels and Lexile levels are not on grade level. **Root Cause:** New reading curriculum has been adopted to improve Lexile and reading levels. Teachers must address students at the current reading level and close the performance gaps at the level of performance. Fountas and Pinnell will be a focus for reading to address these needs.

**Problem Statement 4 (Prioritized):** Writing data reveals that SSES has historically been lower than the state average. Current scores indicate a rise to be attributed to the Empowering Writers curriculum. Growth is still needed and will be a focus for this year as the STAAR writing is replaced by written responses on the state assessment. **Root Cause:** Lack of a consistent vertically aligned Writing curriculum among K-5th grades for previous years;

# School Processes & Programs

## School Processes & Programs Summary

SSES strives to provide a strong academically aligned curriculum with instructional practices and assessment that will meet the needs of all learners. SSES provides students the opportunity to reach their full potential and develop strong character. Students will be encouraged to develop creative and critical thinking skills through rigorous TEKS based and aligned instruction. The curriculum includes supplemental programs, special programs, and student opportunities in Reading, Math, Writing, Science, and Social Studies. Student progress is assessed regularly and data-driven decision making drives instruction.

Sulphur Springs Elementary School campus leaders and teachers analyze data to identify areas of improvement. These areas are addressed with intentional strategic plans. Highly qualified teachers and instructional aides are experienced and trained in best practices. Professional Development for SSES is tailored to incorporate the Vision, Mission and Goals of SSISD along with the needs highlighted by data review. Sulphur Springs Elementary School will continue to analyze data and appropriate sequencing of high need objectives.

Instructional needs and professional development needs for teachers and staff are fulfilled by the district Curriculum, Instruction and Assessment Team. The CIA team, along with teacher input, is responsible for development and implementation of a guaranteed and viable curriculum based on state standards. Extensive professional development is provided for best instructional practices, curriculum development and assessment development. Professional development is an ongoing activity planned with the input of teacher/staff surveys, requests and feedback as tracked through Eduphoria. SSES teachers utilize the Fundamental 5 best practices. Reading teachers incorporate the Daily 5 process to provide a common structure for growing readers while utilizing Fountas and Pinnell guided reading and small group instruction. Math teachers work to build math fluency and comprehension with Sharon Wells Math. Implementation of T-TESS gives the administrative team the opportunity to conference with teachers to set goals, address areas of weaknesses, celebrate areas of strength, and devise a plan for professional growth. Teachers continue to review and modify curriculum and assessment documents to effectively implement vertical alignment of curriculum to incorporate Standards Based Grading.

Professional Learning Communities meet 2 times per week for a total of 90 minutes for common planning times. PLCs are used to discuss the expectations of the state standards, ensure the activities and lessons are at the appropriate rigor to address the state standards, ensure that students' needs are met based on data analysis, build common assessments and check points, and to ensure that data drives instruction. Teachers utilize data to drive the instruction and planning based on the deficits in standardized test scores. AWARE provides teachers the capability to plan student interventions based on each student's data and performance.

SSES is committed to hiring and retaining highly-qualified teachers. Support systems, such as SSISD New Teacher Academy along with the campus new teacher mentoring program are implemented to support new teachers for the first two years of teaching and provide support beyond 2 years. PLC, Reading Boot Camp, Math Workshop and other pertinent trainings ensure new and veteran teachers are successful.

Intervention for struggling learners continues to be a top priority for SSES. This practice will remain at the highest priority for 2022-23. Instructional revisions have been made to the curriculum documents to ensure students receive appropriate instruction to include TEKS. Teachers and campus leaders carefully monitor and intervene to ensure that all students reach their full potential as readers. 2022-23 data indicates gaps in performance for students in grades 4 and 5 as a result of instructional practices. Math fluency and number sense will also be monitored to ensure students reach grade level expectations in math literacy. The district will utilize SuccessEd to effectively track student interventions and corresponding responses to the interventions. Math and Reading interventionists will provide interventions to promote student progress.

SSISD places a priority on closing the performance gaps. Several purchases have been made to assist teachers in closing gaps and increasing progress measures. Read 180, IXL, Progress Learning (Education Galaxy), Brain Pop, Reflex Math and Reading A-Z are used daily for interventions. STAAR Tutoring is available after-school and summer school is offered to provide interventions.

Students have access to a variety of extra-curricular activities to promote character skills and work ethic. Sky Ranch School Programs Camp will continue to provide enrichment opportunities for students in grade 5. Robotics allows students to achieve success in technology including coding and building with LEGO Robotics program.

Critical instructional and assessment programs will continue. Many of these are supplemental programs made available with federal funding or special state allotments. Critical programs include Read 180, IXL, Reading A-Z and Brain Pop, Reflex Math and Education Galaxy. In August 2019, SSES teachers and staff attended Capturing Kids Hearts to complete district training initiative in PreK-Grade 12. As of September 2022, 99% SSES teachers and staff are trained in CKH.

### **School Processes & Programs Strengths**

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

- Capturing Kids Hearts builds positive relational capacity with students and staff.
- PLCs effectively analyze student performance data to maximize learning opportunities.
- Extended Learning time provides efficient and effective interventions and enrichment for all students each day. This intervention time built into the school day will allow performance gaps to be lessened effectively and efficiently.
- The campus Attendance Rates have historically exceeded comparable campuses across the state. The pandemic caused this to be lower.
- All content area PLCs report strong skills for designing and implementing campus curriculum and assessments.
- Teachers and staff demonstrate a commitment to use data driven instruction with a focus on effective instructional strategies to teach content.
- Teacher and staff are committed to building relationships with students and staff.
- Extra Curricular Activities: UIL, Robotics, 4-H, Book Clubs, GROW, Student Council
- As a 1:1 technology campus, technology is utilized to optimize student learning.
- Student software and intervention programs are designed to promote student success and progress.
- Support of parent/community involvement: PTO, Alliance Bank Community Partner, First Baptist Church

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Teachers continue to request training for instructional best practices and classroom structures that are aligned to campus and district processes.

**Root Cause:** With hiring of new teachers due to teacher turnover and a growing student body, teachers and administrators realize the importance of new teacher training and ongoing professional development of all teachers and staff.

**Problem Statement 2 (Prioritized):** Teachers need more opportunities for instructional strategies for differentiation. **Root Cause:** Sub populations of students are growing,

interventions will help to fill gaps in learning.

# Perceptions

## Perceptions Summary

In concert with SSISD, one of the core beliefs at Sulphur Springs Elementary School is students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. The staff works very hard at maintaining a culture of high expectations for student learning. SSES is committed to narrowing the performance gaps among all student groups, and particularly the Hispanic, Economically Disadvantaged, African American, Hispanic and SPED student populations. With this in mind, the message that the entire staff is asked to constantly convey to students, parents, and community members is to show ownership for students - ALL students. The staff (teachers and instructional aides included) take students where they are and immediately begin to move them as quickly and as far as possible.

SSES Climate Staff Survey indicates a strong emphasis is placed on high expectations and an aligned curriculum. Also, students are able to get extra help and teachers and staff believe all students can learn. 99% of the staff feels appreciated for their work and receive appropriate feedback for their instruction. Focus areas this year include the SSISD professional development and PLC processes.

Sulphur Springs Elementary School places a priority on building a climate and culture focused on building relationships and a sense of community among teachers, staff, students, and parents. Communication is key to parent involvement. Typical methods of communication include: student conduct sheets, student folders, notes home, contact by the teacher, contact by the school administrators and secretary, Skyward emails, SSES Facebook, Remind, SSES Twitter, SSES website, SSISD Facebook, Blackboard Connect.

## Perceptions Strengths

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

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** A significant increase in parent/community participation, and positive teacher and parent survey data last year confirms that implementation of the Parental Involvement Committee must continue to be a high priority need for the campus. **Root Cause:** Significant increases with positive results began occurring as a result of mentorship programs with community partners. More parent involvement opportunities will be scheduled for 2022-23.

**Problem Statement 2 (Prioritized):** Behavioral/Discipline issues continue to be a challenge for some students. **Root Cause:** Student need: mental health issues, diagnosis, emotional issues. Many students move in to the district as a result of circumstances and are living with friends/relatives. Students continue to bear stressful weight in pandemic after effects as the social and emotional needs of students are just as important as the academic needs.

# Priority Problem Statements

**Problem Statement 2:** Reading and Math data in grades 4-5 show significant gaps with African American, Economically Disadvantaged, Special Education students when compared to the caucasian ethnicity and to those across the state.

**Root Cause 2:** Teachers need more focused training for teaching diverse populations, cultural awareness and sensitivity, building relationships, and implementation of more strategic ways to encourage parents and community to become active partners in efforts to achieve student success for all students.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 6:** Teachers continue to request training for instructional best practices and classroom structures that are aligned to campus and district processes.

**Root Cause 6:** With hiring of new teachers due to teacher turnover and a growing student body, teachers and administrators realize the importance of new teacher training and ongoing professional development of all teachers and staff.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** A significant increase in parent/community participation, and positive teacher and parent survey data last year confirms that implementation of the Parental Involvement Committee must continue to be a high priority need for the campus.

**Root Cause 7:** Significant increases with positive results began occurring as a result of mentorship programs with community partners. More parent involvement opportunities will be scheduled for 2022-23.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 3:** An increase in SPED students receiving resource minutes in special education.

**Root Cause 3:** Increase in numbers has resulted in adding resource teachers. The resource teacher in each content area has helped meet the needs of all SPED students to the degree needed for increased academic achievement. Continued efforts will fill gaps.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 5:** Narrowing the gaps for all sub-populations.

**Root Cause 5:** Students are coming to SSES below grade level in reading and math. Resource teachers and interventionists will continue to analyze data to drive instruction.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 8:** Teachers need more opportunities for instructional strategies for differentiation.

**Root Cause 8:** Sub populations of students are growing, interventions will help to fill gaps in learning.

**Problem Statement 8 Areas:** School Processes & Programs

**Problem Statement 9:** Behavioral/Discipline issues continue to be a challenge for some students.

**Root Cause 9:** Student need: mental health issues, diagnosis, emotional issues. Many students move in to the district as a result of circumstances and are living with friends/relatives. Students continue to bear stressful weight in pandemic after effects as the social and emotional needs of students are just as important as the academic needs.

**Problem Statement 9 Areas:** Perceptions

**Problem Statement 10:** Increase in the number students in the sub populations of ethnicity performing below grade level.

**Root Cause 10:** Minority students of 2 or more races, African American, and Hispanic ethnicities are consistent each year, yet the achievement on state testing is lower than other ethnicities.

**Problem Statement 10 Areas:** Demographics

**Problem Statement 1:** Reading levels and Lexile levels are not on grade level.

**Root Cause 1:** New reading curriculum has been adopted to improve Lexile and reading levels. Teachers must address students at the current reading level and close the performance gaps at the level of performance. Fountas and Pinnell will be a focus for reading to address these needs.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 4:** Writing data reveals that SSES has historically been lower than the state average. Current scores indicate a rise to be attributed to the Empowering Writers curriculum. Growth is still needed and will be a focus for this year as the STAAR writing is replaced by written responses on the state assessment.

**Root Cause 4:** Lack of a consistent vertically aligned Writing curriculum among K-5th grades for previous years;

**Problem Statement 4 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
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

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

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- School safety data

## Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

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

# Goals

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

**Performance Objective 1:** Achievement - With a focus on rigor in classroom instruction, student achievement will increase at least 3% in all groups on the 2023 STAAR.

**High Priority**

**Evaluation Data Sources:** STAAR Results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will continue to make data-driven decisions to provide rigorous and relevant instructional practices based on student need.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will differentiate instruction based on data and student need. Student achievement will increase by 3% on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Specialist Teachers Team Leads Read 180 Teacher/Literacy Support Math Interventionist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide academic interventions during Extended Learning Time to increase academic achievement in the core content areas based on the needs/levels of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will exhibit progress and measurable growth on:</p> <ol style="list-style-type: none"> <li>1. Lexile levels with Fountas and Pinnell</li> <li>2. Read 180 progress</li> <li>3. System 44 progress</li> <li>4. STAAR</li> <li>5. Sharon Wells Math Assessments</li> </ol> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Specialist Teachers Interventionists Instructional/Title 1 Aides Read 180/Literacy Support Behavior Interventionist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> SCE Summer Acceleration - 199 PIC 30 State Comp Ed, Title IA, Schoolwide - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers use resources to further classroom instruction in mathematics, such as:</p> <ol style="list-style-type: none"> <li>1. Hand2Mind manipulatives</li> <li>2. Reflex Math</li> <li>3. IXL</li> <li>4. Number Talks</li> <li>5. Education Galaxy/Progress Learning</li> </ol> <p><b>Strategy's Expected Result/Impact:</b> Student achievement will increase on formative assessments, district unit tests and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Specialist Teachers Math Interventionist Instructional/Title 1 Aides</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> IXL - 211 Title I, Part A - \$14,000, Reflex Math - 211 Title I, Part A - \$3,000, Education Galaxy - 211 Title I, Part A - \$3,700, Reading A-Z - 211 Title I, Part A - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> SSES will effectively and systematically implement RtI to intentionally provide intervention to students that are not performing at grade level and will provide RtI to students who did not pass STAAR 2022. Students will have opportunities to receive interventions during the school day, in after-school tutoring and/or in summer school.</p> <p><b>Strategy's Expected Result/Impact:</b> Close/ narrow performance gaps as indicated in state accountability Index 3:</p> <ol style="list-style-type: none"> <li>1. Economically Disadvantaged students</li> <li>2. African American students</li> <li>3. Special Education students</li> <li>4. EL students</li> </ol> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Specialist 504/RtI Coordinator Teachers Interventionists Instructional/Title 1 Aides Read 180 Teacher/Literacy Support</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> <p><b>Funding Sources:</b> Salaries - 211 Title I, Part A - \$254,215</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will meet weekly in PLCs to:</p> <ol style="list-style-type: none"> <li>1. design curriculum aligned to the state standards</li> <li>2. develop planning guides that list resources and activities</li> <li>3. analyze TEKS and discuss instructional methods</li> <li>4. discuss data gathered from assessments</li> <li>5. build formative and summative assessments</li> <li>6. discuss the best evidence for Standards Based Report Cards (SBRC)</li> <li>7. Teachers discuss these questions for the PLC process</li> </ol> <p>*How will we respond when students don't know something?            *How will we respond when students already know something?            *What do students need to be able to do?            *How will we know when they haven't learned it?</p> <p><b>Strategy's Expected Result/Impact:</b> Implementing a systematic way to provide rigorous direct instruction, small group instruction, interventions, enrichment, and differentiation that will result in a 5% increase of proficiency on grade-level assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Academic Specialist            Rtl/ Testing Coordinator            Interventionists            Read 180/Literacy Support            Instructional/Title 1 Aides</p> <p><b>Title I:</b>            2.4, 2.5, 2.6            - <b>TEA Priorities:</b>            Build a foundation of reading and math            - <b>ESF Levers:</b>            Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Teachers will develop an effective plan of instruction for writing including editing and revising strategies, and writing strategies. Empowering Writers will provide instructional strategies for writing. This will provide students with tools for written response questions on STAAR 2023.</p> <p><b>Strategy's Expected Result/Impact:</b> Student success on written responses on STAAR and a 3% increase in scores.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Specialist Teachers Interventionists Instructional/Title 1 Aides</p> <p><b>Title I:</b> 2.5, 2.6 - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> 5th grade students will be provided an opportunity to attend the Sky Ranch School Camp for enrichment in science and character skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will gain knowledge in science skills and will increase performance on science assessments and Science STAAR. Students will also gain knowledge in working together in team building exercises and collaborative learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Classroom Teachers 5th Grade Science Teacher Teacher Support Staff Behavior Interventionist Counselor CIS Coordinator</p> <p><b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Teachers will receive Sharon Wells Math professional development each 6-weeks to plan for quality math instruction. Teachers will receive the curriculum each 6 weeks and will provide instruction with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in math STAAR scores, math fluency and math problem solving.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Specialist Math team leaders Math Teachers Instructional/Title 1 Aides Math Interventionists</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 2:** Reading - With a focus on rigor on differentiation and reading instruction, 80% of all students will read on grade level Lexile according to the district goals by the end of the year.

**High Priority**

**Evaluation Data Sources:** STAAR, Read 180 Benchmarks for BOY, MOY, EOY, Reading A-Z, Education Galaxy, IXL

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> ELAR Classroom Teachers, Interventionists and Special Ed Resource teachers will provide reading instruction to advance the academic achievement and ensure student growth in reading Lexile levels using Fountas and Pinnell.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase academic achievement in reading as demonstrated by the following:            Daily 5            Fountas and Pinnell Intervention Kits            Reading A-Z            IXL            Education Galaxy            Read 180/System 44            Increase in Lexile levels</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Academic Specialist            RTI/504 Coordinator            Teachers            Read 180 Teacher/Literacy Support            Title 1 Aides            Behavior Interventionist</p> <p><b>Title I:</b>            2.4, 2.5, 2.6            - <b>TEA Priorities:</b>            Build a foundation of reading and math            - <b>ESF Levers:</b>            Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Classroom Teachers, Interventionists and Support Staff will gain a deeper understanding of the reading process and how to differentiate instruction to address the needs of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase achievement as demonstrated by:</p> <ol style="list-style-type: none"> <li>1. Implementation of Daily5</li> <li>2. Fountas and Pinnell Reading Kits and Intervention Kits</li> <li>3. Effective use of Reading A-Z</li> <li>4. Implementation of IXL, Ed Galaxy, Brain Pop</li> <li>5. Data Analysis of Read 180 Benchmark Data; BOY, MOY, EOY</li> </ol> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Specialist RTI/Testing Coordinator Reading Interventionist Reading teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Brain Pop - 211 Title I, Part A - \$1,700</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will employ the Daily 5 to structure classrooms and will employ strategies using the Fountas and Pinnell Reading materials to facilitate the reading instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will exhibit progress and measurable growth in:</p> <ol style="list-style-type: none"> <li>1. Lexile levels</li> <li>2. Reading Benchmarks</li> <li>3. STAAR</li> <li>4. Checkpoints</li> </ol> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Specialist Instructional Interventionist Team Leaders</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Brain Pop - 211 Title I, Part A - \$2,000</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 3:** Narrowing Performance Gaps - The 2023 STAAR (All Subjects) met standard (approaches grade level) pass rate for student/ethnic groups (particularly SpEd, African American, EcoDis, EL, and At-Risk) will increase by 3%.

**High Priority**

**Evaluation Data Sources:** STAAR Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Progress in closing performance gaps will be the focus for:</p> <ol style="list-style-type: none"> <li>1. Inclusion teachers</li> <li>2. Co-teachers</li> <li>3. Extended Learning Time Support Staff</li> <li>4. Teachers</li> <li>5. Paraprofessionals</li> </ol> <p>Differentiated instruction will be the focus to meet students at their current level and work to improve the levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Progress in reading and math levels to achieve grade level status on STAAR and on assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Specialist Teachers Support Staff Interventionist Read 180/Literacy Support Instructional/Title 1 Aides Behavior Interventionist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> BE/ESL Staff and Resources - 263 Title III, LEP - \$23,500</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers, support staff and paraprofessionals will work to meet the needs of the current IEP, RtI plan or 504 plan to improve academic achievement in reading and math.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Student's progress measure will increase to show one year's worth of growth on STAAR. 2. Students in special programs will spend more time in small group instruction to narrow gaps with the resource teacher facilitating.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers Academic Specialist 504/RtI Coordinator Behavior Interventionist Counselor Interventionists Read 180/Literacy Support Instructional/Title 1 Aides</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Salary - 199 PIC 24 State Comp Ed, Accelerated Ed - \$243,413</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The staff of SSES will implement Capturing Kids' Hearts in all classrooms and support classrooms to the fullest extent. The social contracts will be created and followed to promote a healthier environment in all areas of school. Behavior will improve with the understanding of CKH by using the 4 questions of CKH.</p>	Formative			Summative
	Nov	Feb	Apr	June

**Strategy's Expected Result/Impact:** 1. Discipline referrals will be reduced.  
2. Classroom behavior will improve.

**Staff Responsible for Monitoring:** Principal  
Counselor  
Academic Specialist  
Teachers  
Staff  
CIS Coordinator

**Title I:**  
2.5, 2.6  
**- ESF Levers:**  
Lever 3: Positive School Culture

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 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

**Performance Objective 4:** Technology Integration - At least 80% of student-days will involve technology integration within the instructional day. Students will do weekly typing lessons.

**Evaluation Data Sources:** Classroom Observations, Clarity Reports, Device/Internet Usage Reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Technology TEKS and typing instruction will be completed in the classroom and media center.  <b>Strategy's Expected Result/Impact:</b> Greater appropriate use of technology for instruction and learning.  <b>Staff Responsible for Monitoring:</b> Teachers                      Innovative Learning Specialist                      Librarian</p> <p><b>Title I:</b>                      2.4</p> <p><b>Funding Sources:</b> iPad - 211 Title I, Part A - \$30,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Robotics - Students will learn to successfully utilize coding, building and challenges utilizing the LEGO Robotics program. Students. This program will filter up to SSMS and SSHS Robotics/STEM programs.  <b>Strategy's Expected Result/Impact:</b> Students will acquire knowledge and skills associated with Robotics/STEM to successfully compete with others. Students will learn basic and intermediate skills to funnel into the programs/competitions in upper grade levels.  <b>Staff Responsible for Monitoring:</b> Principal                      Instructional Technology Specialists                      Campus Robotics Coordinators</p> <p><b>Title I:</b>                      2.4, 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<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 5:** STRATEGIC PLAN - Innovative learning opportunities that foster risk-taking and allow students to create a passion.

**Evaluation Data Sources:** Lesson samples, sign-in sheets, participation lists

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Cat Clubs - students will develop and apply innovative thinking skills through real-world experiences.  <b>Strategy's Expected Result/Impact:</b> critical thinking skills will improve; students will become better risk takers  <b>Staff Responsible for Monitoring:</b> Teachers, Campus Administrators, Counselor, CIS Coordinator</p> <p><b>Title I:</b> 2.5</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 1:** During the 2022-23 school year, Sulphur Springs Elementary School will sustain a focus on maintaining a safety as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

**Evaluation Data Sources:** Emergency Preparedness Personnel Logs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue the use of school safety support systems including:</p> <ol style="list-style-type: none"> <li>1. CPI/Handle with Care training</li> <li>2. Raptor check in system</li> <li>3. Security Cameras</li> <li>4. Emergency Preparedness Plan</li> <li>5. Radios</li> <li>6. Campus wide Bully Reporter System</li> <li>7. Safety Audit</li> </ol> <p><b>Strategy's Expected Result/Impact:</b> 1. Safety and Security of all students and staff members 100% of the time. 2. Safety Audit Data 3. Bully Reporter Incidents</p> <p><b>Staff Responsible for Monitoring:</b> Principal Campus Police Officer Academic Specialists Behavior Specialists Staff</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 1) Fifth graders will have the opportunity to attend Sky Ranch School Program Camp for science enrichment, team building and character skills.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Science scores will increase in the areas addressed on unit tests, benchmarks. 2. Team building and character skills will decrease the number of discipline referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 2:** By May 2023, establish processes to increase opportunities to promote safe and healthy lifestyles while teaching the importance of respect, honor, and citizenship.

**Evaluation Data Sources:** Discipline logs, office referrals, counseling logs, bullying reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to incorporate the following campus-wide initiatives:</p> <ol style="list-style-type: none"> <li>1. Guidance Lessons from Counselor</li> <li>2. Character Education - CKH</li> <li>3. Rhithim App for social/emotional check ins</li> <li>3. Bully prevention guidance lessons</li> <li>4. Red Ribbon Week</li> <li>5. Community Mentors/Book Buddies</li> </ol> <p><b>Strategy's Expected Result/Impact:</b> To increase awareness of the importance of maintaining healthy lifestyles, promote positive character traits, and decrease bullying through guidance lessons and utilizing community mentors.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Specialist Counselor Behavior Interventionist</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> STRATEGIC PLAN - Social Emotional Learning plans for all staff and students will be implemented. The new pilot program for the Rhithim App will be implemented for social/emotional check-ins.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in student discipline, increase in student academic performance</p>	Formative			Summative
	Nov	Feb	Apr	June

and decrease in teacher turnover.

**Staff Responsible for Monitoring:** All campus administrators and counselor

**Title I:**

2.6

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Improve low-performing schools

**- ESF Levers:**

Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Behavior Specialist and Counselor will provide group sessions to provide students with practical tools to manage behavior, social acceptance, mental health concerns and academic concerns. This will be supplemented with the following extra-curricular activities available to students:</p> <ol style="list-style-type: none"> <li>1. Robotics</li> <li>2. GROW for Girls</li> <li>3. UIL</li> <li>4. Sky Ranch</li> <li>5. Utilize the CIS social worker on campus</li> <li>6. Rhithim App for social/emotional health</li> </ol> <p><b>Strategy's Expected Result/Impact:</b> Students will be equipped to handle social, behavior and academic issues. Behavior/Discipline will improve.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor Behavior Specialist Academic Specialist Counselor CIS Coordinator</p> <p><b>Title I:</b> 2.5</p> <p><b>Funding Sources:</b> CIS - 199 PIC 24 State Comp Ed, Accelerated Ed - \$32,500</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> SSES will work to improve the student culture using the knowledge and implementation suggestions from Leverage Leadership. The principal and academic specialist will lead the charge to train teachers, staff and students through the process. Action Plans will be implemented for each culture routine.</p> <p><b>Strategy's Expected Result/Impact:</b> Student culture will improve allowing the student academic and behavior success to improve. Students will be respectful and will adhere to the challenges of the culture change. The Student Culture Rubric will be uses to assess the process.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Specialist Counselor All staff</p> <p><b>Title I:</b> 2.5, 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

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

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

**Evaluation Data Sources:** Facilities studies from current bond proposal will be used to maintain the building and update as possible.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize the facilities study for the previous and current bond proposal to make improvements to the facility. Many recommendations were made to maintain the building appearance.</p> <p><b>Strategy's Expected Result/Impact:</b> Determination of the needs of SSISD for facility upgrades</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent and Long Range Facility Committee Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 1:** Retaining Exceptionally Trained Staff - SSISD / SSES will mentor, coach, and retain highly qualified and exceptionally trained staff. SSISD / SSES will strive to decrease the turnover rate for non-retirees.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> New Teachers with 0-1 years experience will participate in the New Teacher Mentor Program.</p> <p>Teachers with 2+ years experience will have the opportunity to participate in Leadership Academy to develop leadership skills as a teacher leader.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Teacher retention will improve 2. Teachers will be provided with tools for success in providing instruction 3. Improved student learning</p> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Specialist Mentors Director of Professional Development</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Active partnership with Texas A&amp;M University-Commerce Student Teacher Partnership. Will commit to accepting student teachers on the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Student teachers will learn the processes of teaching to be hireable in SSISD. The student teacher evaluations will be used to determine effectiveness of student teacher.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Mentor Teachers</p> <p><b>Title I:</b> 4.1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The campus based ILT team will conduct walk throughs to provide effective feedback within 24 hours which will lead to data driven instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Quality of instruction will improve Staff will use best practices and effective instructional strategies in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Specialist ILT Team</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</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 3:** Students will be taught by highly qualified and exceptionally trained staff.

**Performance Objective 2:** Professional Development - Teachers will be provided high quality / research based professional development opportunities to 100% of teachers and administrators

**Evaluation Data Sources:** Curriculum and Instruction Department Training Logs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Meaningful professional development opportunities will be made available to teachers to ensure success in classroom management, data keeping/analysis and instructional strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be trained in professional development to meet the needs of students in the classroom according to district initiatives. Professional Development Days will offer sessions needed by teachers / staff based on T-TESS goals.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Specialist Mentor Teachers Director of Professional Learning</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Region 8 Contract - 270 RLIS - \$6,000</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

**Performance Objective 3:** STRATEGIC PLAN - All leaders of learners will receive individualized training and continual support,

**Evaluation Data Sources:** Teacher survey, T-Tess Strive professional development, Walk-through forms and data gathered from calibration of walk-throughs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> A comprehensive Teacher Induction and Mentor program for new teachers to the profession and/or new to district will be implemented.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher support will increase, teacher retention will increase</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendents Principal Academic Specialists Mentors Director of Professional Development</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Professional Development opportunities will be available on PD Days. Teachers/staff will have options for a variety of opportunities that will be tied to the T-TESS goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have more opportunities to increase their repertoire of teaching strategies. Teachers will gain knowledge to provide high-quality instruction in the classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Professional Development Principal Academic Specialist</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide opportunities for parents and community members to volunteer and participate in campus events and activities.</p> <p><b>Strategy's Expected Result/Impact:</b> To increase involvement and positive interactions between Sulphur Springs Elementary, parents, and community stakeholders. Sign-In sheets will be monitored.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Specialist Secretary</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Funding Sources:</b> Blackboard Connect - 211 Title I, Part A - \$350, PFE - 211 Title I, Part A - \$3,200</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

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

**Evaluation Data Sources:** Surveys, Advisory Council Minutes

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Social Media / School Communication Systems - SSES will continue to employ social media, local media, and school communication systems to advocate for students and programs.</p> <p>SSES Facebook                      SSISD Social Media                      Skyward emails                      Local radio facebook pages                      websites                      School Board Presentations</p> <p><b>Strategy's Expected Result/Impact:</b> Make the parents and community aware of campus activities and accomplishments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal                      Secretary                      Academic Specialists</p> <p><b>Title I:</b>                      4.1                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
	Empty review cells			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

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

**Evaluation Data Sources:** Parent sign in sheets

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Parent Involvement Opportunities will be provided as:                      Family STEAM Night                      Student Performances - Robotics and Music                      PTO - variety of opportunities to participate                      Title 1 Meeting Activities                      EPIC - truancy advocacy</p> <p><b>Strategy's Expected Result/Impact:</b> The number of parents who are actively involved in their student's education will improve.                      Sign In Sheets will be used to determine involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal                      Academic Specialist                      Team Leaders</p> <p><b>Title I:</b>                      4.1</p> <p><b>Funding Sources:</b> Parent and Family Engagement Funding - 211 Title I, Part A - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 4:** STRATEGIC PLAN - Students will be provided opportunities to pursue their passion in partnership with families and community members.

**Evaluation Data Sources:** Sign-in sheets, program invitations

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> A volunteer program that engages families and community will be established. <b>Strategy's Expected Result/Impact:</b> Increase in parent and community involvement. <b>Staff Responsible for Monitoring:</b> Campus and District administrators	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# State Compensatory

## Budget for Sulphur Springs Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 5

Brief Description of SCE Services and/or Programs

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## Personnel for Sulphur Springs Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Allison Miesse	Behavior Interventionist	1
Holly Willis	Teacher	1
Julie Silman	Teacher	1
Patricia Cooper	Behavior Interventionist	1
Susan Cook	Teacher	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carla Harper	Academic Paraprofessional	Title I Schoolwide	1.0
Erick Perez	Academic Paraprofessional	Title I Schoolwide	1.0
Jaret Carmona	Academic Paraprofessional	Title I Schoolwide	1.0
Melina Rivera	Academic Paraprofessional	Title I Schoolwide	1.0
Melinda Dixon	Teacher	Title I Schoolwide	1.0
Sandy Stidham	Academic Specialist	Title I Schoolwide	1.0
Sasha Posey	Academic Specialist	Title I Schoolwide	1.0

# 2022-2023 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Holly Folmar	SSES Principal
Administrator	Sandy Stidham	Academic Specialist
Non-classroom Professional	Kristin Potts	504/RtI Coordinator
Parent	Joanna Byrd	Parent
Community Representative	Pat Morgan	Community Representative
Classroom Teacher	Hayley McKinney	Teacher - Grade 5
Classroom Teacher	Frances Charlton	Teacher - Grade 5
Classroom Teacher	Kimmy Rhodes	Teacher - Grade 4
Classroom Teacher	Megan Wiggins	Teacher - Grade 4
Classroom Teacher	Maria Mendez	Teacher - Grade 4
Business Representative	Robert Stidham	Business Representative
District-level Professional	Brandi Boles	Special Services
Non-classroom Professional	Susan Cook	Interventionist
Paraprofessional	Marieke DeWitte	Paraprofessional

# Campus Funding Summary

199 PIC 24 State Comp Ed, Accelerated Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Salary		\$243,413.00
2	3	1	CIS		\$32,500.00
<b>Sub-Total</b>					\$275,913.00
199 PIC 30 State Comp Ed, Title IA, Schoolwide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	SCE Summer Acceleration		\$5,000.00
<b>Sub-Total</b>					\$5,000.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	IXL		\$14,000.00
1	1	3	Reflex Math		\$3,000.00
1	1	3	Reading A-Z		\$5,000.00
1	1	3	Education Galaxy		\$3,700.00
1	1	4	Salaries		\$254,215.00
1	2	2	Brain Pop		\$1,700.00
1	2	3	Brain Pop		\$2,000.00
1	4	1	iPad		\$30,000.00
4	1	1	Blackboard Connect		\$350.00
4	1	1	PFE		\$3,200.00
4	3	1	Parent and Family Engagement Funding		\$3,000.00
<b>Sub-Total</b>					\$320,165.00
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	BE/ESL Staff and Resources		\$23,500.00
<b>Sub-Total</b>					\$23,500.00

270 RLIS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	Region 8 Contract		\$6,000.00
<b>Sub-Total</b>					\$6,000.00

# 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
<b>1. Bullying</b> <ul style="list-style-type: none"> <li>• Prevention, identification, response to and reporting of bullying or-bully-like behavior</li> </ul>	Board Policy FFI(Local) TEC 11.252(a)(3)(E)	Campus Principals	Student Handbook, 806Tech Bully Reporter, Skyward
<b>2. Coordinated Health Program</b> <ul style="list-style-type: none"> <li>• Student fitness assessment data</li> <li>• Student academic performance data</li> <li>• Student attendance rates</li> <li>• Percentage of students who are Economically Disadvantaged</li> <li>• Use and success of methods of physical activity</li> <li>• Other indicators</li> </ul>	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
<b>3. DAEP Requirements</b> <ul style="list-style-type: none"> <li>• Student groups served – monitoring over-representation</li> <li>• Attendance rates</li> <li>• Pre- and post- assessment results</li> <li>• Dropout rates</li> <li>• Graduation rates</li> <li>• Recidivism rates</li> </ul>	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
<b>4. District's Decision-Making and Planning Policies</b> <ul style="list-style-type: none"> <li>• Evaluation – every two years</li> </ul>	TEC 11.252(d)	Assistant Superintendent for Secondary Education	Office of Superintendent, DAC Minutes
<b>5. Dropout Prevention</b>	TEC 11.252	Assistant Superintendent for Secondary Education	State and Federal Programs Office
<b>6. Dyslexia Treatment Programs</b> <ul style="list-style-type: none"> <li>• Treatment and accelerated reading program</li> </ul>	TEC 11.252(a)(3)(B)	Director of Special Services	Office of Special Services
<b>7. Migrant Plan (Title I, Part C)</b> <ul style="list-style-type: none"> <li>• An identification and recruitment plan</li> <li>• New Generation System (NGS)</li> <li>• Early Childhood Education</li> <li>• Parental Involvement</li> <li>• Graduation Enhancement</li> <li>• Secondary Credit Exchange and Accrual</li> <li>• Migrant Services Coordination</li> <li>• A priority services action plan with instructional interventions based upon disaggregated migrant student data</li> </ul>	P.L. 107-110, Section 1415(b)	Director of Bilingual and ESL Education	Office of Director
<b>8. Pregnancy Related Services</b> <ul style="list-style-type: none"> <li>• District-wide procedures for campuses, as applicable</li> </ul>		High School Counselors	High School Office
<b>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</b>	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"> <li>• Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> <li>○ Higher education admissions and financial aid, including sources of information</li> <li>○ TEXAS grant program</li> <li>○ Teach for Texas grant programs</li> <li>○ The need to make informed curriculum choices for beyond high school</li> <li>○ Sources of information on higher education admissions and financial aid</li> </ul> </li> <li>• Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul>			
<p><b>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>• Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements</li> <li>• Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers</li> <li>• Ensuring that teachers are receiving high-quality professional development</li> <li>• Attracting and retaining certified, highly effective teachers</li> </ul>	ESSA	Assistant Superintendent for Human Resources	District Improvement Plan Goal 3
<p><b>11. Sexual Abuse and Maltreatment of Children</b></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><b>12. Student Welfare: Crisis Intervention Programs &amp; Training</b></p> <ul style="list-style-type: none"> <li>• 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"> <li>○ Early mental health intervention</li> <li>○ Mental health promotion and positive youth development</li> <li>○ Substance abuse prevention</li> <li>○ Substance abuse intervention</li> <li>○ Suicide prevention and suicide prevention parent/guardian notification procedures</li> </ul> </li> <li>• Training for teachers, school counselors, principals and all other appropriate personnel.</li> </ul>	<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><b>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</b></p> <ul style="list-style-type: none"> <li>• Methods for addressing <ul style="list-style-type: none"> <li>○ Suicide prevention including parent/guardian notification procedure</li> <li>○ Conflict resolution programs</li> <li>○ Violence prevention and intervention programs</li> <li>○ Unwanted physical or verbal aggression</li> <li>○ Sexual harassment</li> <li>○ Harassment and dating violence</li> </ul> </li> </ul>	<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><b>14. Texas Behavior Support Initiative (TBSI)</b></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"> <li>• Instruction of students with disabilities – designed for educators who work primarily outside the area of special education</li> </ul>			
<b>15. Technology Integration in Instructional and Administrative Programs</b>	TEC 11.252(a)(3)(D) TEC 28.001	Director of Curriculum and Instruction	Office of Director, Eduphoria