Sulphur Springs Independent School District

Sulphur Springs High School

2022-2023 Campus Improvement Plan

Mission Statement

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

Vision

Educating All Students to Their Fullest Potential

Core Beliefs

We believe all children can learn.

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

We believe every person should be and feel safe.

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

We believe relationships are essential.

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

We believe family and community partnerships are essential.

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Demographics Summary

Generally

Sulphur Springs High School is a successful 4A 9-12 campus located in Sulphur Springs, TX. SSHS serves approximately 1275 students and is deeply committed to enabling students to be moral, successful, and thoughtful citizens. Sulphur Springs High School partners with Paris Junior College and other local entities to provide continuous opportunities for students to graduate career and college ready.

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

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

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

Population by Ethnicity

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

Ethnic Distribution	Percent	Sub-Demographic	Percent
African American	10.5%	Economically Disadvantaged	56.6%
Hispanic	30.64%	English as a Second Language	8.5%
White	53.1%	At-Risk	53.8%
American Indian	0.2%	Gifted and Talented	6.7%
Asian	1.4%	Special Education	14.7%
Pacific Islander	0.2%	Emergent Bilingual and Bilingual	12.7%
Two or More Races	4.1%	Career and Technical	96%

Attendance (<mark>Pending TAPR Update</mark>)

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

	Attendance Rates	
	State	SSHS
2021-2022		91.6%
2020-2021		91.3%

Special Programs

	Special Programs Populations	
	Number of Students	Percent of Students
Economically Disadvantaged	730	56.6%
ELL	109	8.5%
At-Risk	693	53.8%
Bilingual/ESL	109	8.5%
Career & Technology Ed.	1235	96.0%
Gifted and Talented	86	6.6%
Special Education	189	14.6%

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

Highly Qualified Teachers

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

Core Academic Performance by Demographic

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

- Special Education (SpEd) scores showed the greatest variance of all student groups. 30% of SpEd students approached grade level or above in comparison to 71% for all students.
- African American (AA) scores were lower than those of all students. 63% of AA students approached grade level or above in comparison to 71% for all students.

- Economically Disadvantaged (ECD) scores were lower than those of all students. 65% of ECD students approached grade level or above in comparison to 74% for all students.
- Limited English Proficient (LEP) scores were lower than those of all students. 55% of LEP students approached grade level or above in comparison to 71% for all students.
- At-Risk scores were lower than those of all students. On average, 62% of at-risk students approached grade level or above in comparison to 71% for all students.

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

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

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

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

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

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

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

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

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

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

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

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

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

Demographics Strengths

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

- For the most part, families value education so we have many supportive parents and students who are committed to success at SSHS.
- We expect the attendance rate at SSHS to increase for the 2022-2023 school year due to a decrease in COVID-19 absences and improvements made in school climate and culture.
- New students acclimate well to SSHS with various clubs, teams, or groups to participate in.
- New teachers report that the mentoring program and supports we have in place are very effective.

- SSHS has benefited from tremendous facilities upgrades due to SSISD district facility improvements.
- SSHS staff does a tremendous job developing positive relationships with all students at SSHS.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): SPECIAL EDUCATION STUDENT GROUP - The special education student group, when compared to all students, disproportionately underperforms in all EOC tested subject areas and consistently falls significantly short of approaching grade level or above. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 2 (Prioritized): AFRICAN AMERICAN ETHNIC GROUP - The African American Ethnic group ,when compared to all students, disproportionately underperforms in a majority of EOC tested subject areas and consistently falls significantly short of approaching grade level or above. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 3 (Prioritized): ECONOMICALLY DISADVANTAGED STUDENT GROUP- The ECD student group, when compared to all students slightly underperforms in all EOC subject areas. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 4 (Prioritized): LEP STUDENT GROUP- The LEP student group, when compared to all students, disproportionately underperforms in some EOC tested subject areas. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 5 (Prioritized): AT RISK STUDENT GROUP - The At Risk student group, when compared to all students, disproportionately underperforms in a majority of EOC tested subject areas and consistently falls significantly short of approaching grade level or above. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Student Learning

Student Learning Summary

ACCOUNTABILITY SUMMARY

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

	Scaled Score	SSHS Equivelent Letter Grade
Domain 1 - Student Achievement	82	B
Domain 2 - School Progress	82	B
Domain 3 - Closing the Gaps	75	C
Overall	80	B

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

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

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

STAAR SUMMARY

2022 STAAR scores include four performance levels: Masters, Meets, Approaches, and Did Not Meet Grade Level Performance. The Approaches, Meets, and Masters levels are all considered passing. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. The Mastery category indicates that students are expected to succeed in the next grade or course with little or no academic intervention.

STAAR End of Course (Approaches Grade Level or Above)		
	2021	**2022**
Algebra	81%	71%
Biology	88%	89%
English 1	61%	60%
English 2	67%	71%
US History	90%	90%

A comparison of STAAR scores at the ALL student level for the high school shows that the 2021 and 2022 scores show little variance except for Algebra I.

A comparison of our students' performance by passing standard as compared to 2021 results reveals:

2021 STAAR All Students	DID NOT Meet Progress	APPROACHES grade level performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
Algebra	19%	81%	49%	20%

2021 STAAR All Students	DID NOT Meet Progress	APPROACHES grade level performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
Biology	12%	88%	66%	35%
English 1	39%	61%	50%	9%
English 2	33%	67%	53%	12%
US History	10%	90%	74%	51%

2022 STAAR All Students	DID NOT Meet Progress	APPROACHES grade level performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
Algebra	29%	71%	31%	12%
Biology	11%	89%	69%	25%
English 1	40%	60%	44%	4%
English 2	29%	71%	60%	10%
US History	10%	90%	71%	51%

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

READING/ELAR

Approaches Grade Level or Above

	ENG I	ENG II
SSHS	60%	71%
State	63%	71%

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

MATHEMATICS

Approaches Grade Level or Above - Mathematics	
	ALG I
SSHS	71%
STATE	74%

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

Approaches Grade Level or Above - Science	
	BIOLOGY
SSHS	89%

Approaches Grade Level or Above - Science	
STATE	82%

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

SOCIAL STUDIES

Approaches Grade Level or Above - US History	
	US History
SSHS	90%
STATE	89%

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

ACT/SAT

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

SSISD Average ACT and SAT Scores		
	2019-2019	2019-2020
Average ACT Score	21	21
Average SAT Score	1034	997

	2019 - 2020 Average SAT Score	
	State	SSHS
All Subjects	1019	997
ELAR & Writing	513	511
Mathematics	506	487

	2019 - 2020 Average ACT Score	
	State	SSHS
All Subjects	20.2	21
ELAR	19.9	21.1
Mathematics	20.1	20.2

	2019 - 2020 Average ACT Score	
Science	20.5	20.9

Student Learning Strengths

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

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Improved ACT/SAT scores **Root Cause:** Lack of preparation and attempts on practice materials and practice tests.

Problem Statement 2: 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 3 (Prioritized): SPECIAL EDUCATION STUDENT GROUP - The special education student group, when compared to all students, disproportionately underperforms in all EOC tested subject areas and consistently falls significantly short of approaching grade level or above. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 4 (Prioritized): AFRICAN AMERICAN ETHNIC GROUP - The African American Ethnic group ,when compared to all students, disproportionately underperforms in a majority of EOC tested subject areas and consistently falls significantly short of approaching grade level or above. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 5 (Prioritized): ECONOMICALLY DISADVANTAGED STUDENT GROUP- The ECD student group, when compared to all students slightly underperforms in all EOC subject areas. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

School Processes & Programs

School Processes & Programs Summary

In March of 2020, SSHS along with the rest of the state of Texas, cancelled State Assessments and moved to online learning. Due to the issues involved with Covid-19, some surveys and testing data are limited. As a result, 2019 data will continue to be refererenced in many needs assessments. SSISD did conduct surveys to gather connectivity data and to determine the need for the Sulphur Springs ISD Virtual Academy. At the conclusion of the 2021 school year, staff were surveyed but parent surveys were minimal due to the fact that school was not conducted in a traditional manner with parental engagement.

The Strategic Plan that SSISD began in the winter of 2019-2020 has been delayed due to Covid 19 but implementation began again in the spring 0f 2021 and is now on track to begin in the 2022 school year.

In March 2019, climate surveys were conducted by each campus and offered to both staff and community members. In September, each campus also conducted parent/community member interest surveys. The surveys were given to assess campus processes and programs. Survey results identified three school-wide processes needing improvement: (1) PLC process understanding and execution, (2) communication with parents/parent involvement, and (3) the RtI program and reading instruction. In th Spring 0f 2021, staff were given a technology survey. The primary concerns from the survey in regard to student learning during the 2021 school year centered around learning loss due to virtual learning and the social and emotional health of students.

For 2022-2023, SSHS will focus on the PLC process, reading instruction, and curriculum/instruction/assessment alignment. Professional development includes Capturing Kids' Hearts, Brain Breaks, and ESTEEM. PLCs focus on aligning curriculum, instruction, and assessments to meet student's individual needs. Common planning time is used to improve the implementation of each of the programs listed. Assessments are given, feedback is taken, and reflective practice is used to improve performance and create subsequent daily lessons.

PLC Process (Curriculum/Instruction/Assessment)

During the 2022-2023 school year, the district will continue to look for ways to strengthen curriculum/instruction/assessment alignment through the PLC process. To meet this challenge, the school year began with a PLC training for campus team leaders. Summative local assessment and climate surveys indicate that the process of implementation for each of the programs listed is ongoing. PLC teams continue to improve while making more efficient use of their time. Student reading levels continue to rise as the RtI program is employed through the PLC process. Campus administrator involvement in the process continues to be a key component for successful improvement. For the 2022-2023 school year, team leaders and campus leaders continued to train on the PLC process.

Parent Communication and Involvement

The district and its campuses continue to seek new and improved means to communicate with stakeholders and involve them in the school's activities. The district will continue to employ social media to communicate with parents and to advocate for the students and their activities. Campus and district level community activies will continue and grow based on student need and community input. Campus and district Parent and Family Engagement Plans have been developed and are posted on the school website. The campus parent and family engagement meetings will return to in person this fall.

RtI and Reading Instruction

Intervention for struggling learners continues to be a top priority for SSHS. In particular, the campus continues to carefully monitor and intervene to ensure that all students reach their full potential as readers. SSHS meets students remediation needs via Edenuity which is delivered during Cats' Den time twice weekly.

Critical instructional and assessment programs will continue. Many of these are supplemental programs funded through federal funding or special state allotments. Critical programs include use of Academic Specialists, Reading Interventionists, Read 180 teachers, double blocks, ESL support, Edgenuity, Communities in Schools, Cats' Den, Summer School, after-school tutoring, and Capturing Kids' Hearts.

Math Intervention

Intervention for struggling learners continues to be a top priority for SSHS. In particular, the district continues to carefully monitor and intervene to ensure that all SSISD students reach their full potential as mathematicians.

Critical instructional and assessment programs will continue. Many of these are supplemental programs funded through federal funding or special state allotments. Critical programs include Academic Specialists, Math Interventionists, double blocks, ESL support, Edgenuity, Communities in Schools, Cats' Den, Summer School, after-school tutoring, and Capturing Kids' Hearts.

Hiring and Retaining Exceptionally Trained Staff

SSHS continues to work to meet the challenges of hiring and retaining exceptional staff. To attract new staff, SSHS works to recruit them through every reasonable avenue. In addition, the district has studied and adjusted its salary structure as well as a teacher incentive program to attract new teachers.

To retain existing teachers, the district has implemented a new teacher academy and mentoring program. The program seeks to teach new teachers about the "SSISD way," and to support them in feeling comfortable throughout their process of integrating into the SSISD family. The ongoing implementation of the teacher incentive program seeks to reward teachers (new and existing) for taking on additional leadership duties on their campuses.

Professional development is a key component to providing excellent instruction and to developing and retaining exceptionally trained teachers. Key ongoing training opportunities include PLC, Edgenuity, and Capturing Kids' Hearts training. Additionally, teachers enjoy district-level support for these programs from subject level directors and coordinators.

In addition, the district has implemented retention and recruitment stipends.

Technology Integration and 21st Century Learning Skills

21st Century skills are the set of skills students need to succeed in learning, work, and life in this century. To ensure success, students need to be able to apply knowledge using a variety of skills such as innovation (critical thinking, problem solving, and creativity; digital literacy (information, media and technology literacy); and life and career skills (initiative and self-direction, leadership, and adaptability).

SSISD is committed to integrating technology into daily instruction in meaningful and powerful ways. Teachers will continue to be trained so that they are equipped to employ these practices while students continue to benefit from the district's ongoing 1:1 initiative.

The high school has obtained Kajeet wireless routers to enable all high school students access to online applications from home via their 1:1 student devices. These devices will ensure that 100% of SSHS students has access to online learning tools while working from home or elsewhere

Social and Emotional Learning

The social and emotional well being of students is part of the SSISD Strategic Plan. Behavioral Interventionist are in place at primary, elementary and secondary campuses. Edgenuity is used at secondary campuses to allow credit recovery, the personnel at Austin Academic Center are used to provide guidance and instruction in returning students to a positive road to graduation. Communities in Schools provides social work for the students identified. Counseling services at Douglass are provided on a contract basis.

Safety and Security

SSHS continues to strive to provide the safest environment possible. Drills are conducted regularly and tracked through Raptor. Visitor traffic is controlled via cameras, electronic

door locks, and a security kiosk. SSHS employs two police officers.

School Processes & Programs Strengths

SSHS has identified the following strengths:

- All PLC's report strong skills for designing and implementing campus based assessments. (CBA's)
- Most PLC's feel that their ability to review and revise the CBA before they write lesson plans significantly strengthens their instructions.
- 100% of teachers participated in multiple professional development opportunities during the past school year focused on increasing rigor, implementation of instructional technology, and data analysis.
- Teachers and staff consistently implementing best instructional technology practices and practices to increase student learning.
- 100% of SSHS staff have experienced Capturing Kids' Hearts Training in August 2022

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: SSHS continues to attempt to improve all security measures to better protect all stakeholders. **Root Cause:** Growing threats in our changing society.

Problem Statement 2: Through the PLC process, teachers indicate the need for continued training to improve the RtI program and it's implementation of various intervention tools. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 3: Teachers continue to work to integrate technology and 21st Century learning skills in daily instruction. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 4: Continued improvement of our RTI process to a desired level for all our sub populations of students including Economically Disadvantaged, African American, Hispanic, and English Language Learners. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Perceptions

Perceptions Summary

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

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

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

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

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

Perceptions Strengths

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

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

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Some parents report a lack of communication in some aspects and activities at the high school campus. **Root Cause:** Advocacy efforts

Problem Statement 2: Continue to improve our PLC communication regarding the 4 key questions of PLC both with our colleagues in our PLC as well as with administration to the benefit of all stakeholders. **Root Cause:** Continued positive communication from admin to teachers and vice versa while continuing to provide training and resources for teachers to be successful.

Problem Statement 3: Continuing to make sure all students are prepared for success after graduation for whatever path they choose. **Root Cause:** Students not being prepared for various requirements for their post secondary choices.

Problem Statement 4: 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 are bearing stressful weight as a result of the COVID-19 closures. - the social and emotional needs of students is just as important as the academic needs.

Priority Problem Statements

Problem Statement 4: SPECIAL EDUCATION STUDENT GROUP - The special education student group, when compared to all students, disproportionately underperforms in all EOC tested subject areas and consistently falls significantly short of approaching grade level or above.

Root Cause 4: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 4 Areas: Demographics - Student Learning

Problem Statement 5: AFRICAN AMERICAN ETHNIC GROUP - The African American Ethnic group ,when compared to all students, disproportionately underperforms in a majority of EOC tested subject areas and consistently falls significantly short of approaching grade level or above.

Root Cause 5: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 5 Areas: Demographics - Student Learning

Problem Statement 6: ECONOMICALLY DISADVANTAGED STUDENT GROUP- The ECD student group, when compared to all students slightly underperforms in all EOC subject areas.

Root Cause 6: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 6 Areas: Demographics - Student Learning

Problem Statement 7: LEP STUDENT GROUP- The LEP student group, when compared to all students, disproportionately underperforms in some EOC tested subject areas.

Root Cause 7: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 7 Areas: Demographics

Problem Statement 13: AT RISK STUDENT GROUP - The At Risk student group, when compared to all students, disproportionately underperforms in a majority of EOC tested subject areas and consistently falls significantly short of approaching grade level or above.

Root Cause 13: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 13 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Study of best practices
- Other additional data

Goals

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

Performance Objective 1: With a focus on improved rigor in the classroom instruction and improved PLC practices all students, as well as sub-populations will continue to improve on all common, formative, and EOC assessments.

Evaluation Data Sources: Formative and Common Assessments
2021-2022 STAAR/EOC Results
Checkpoint Data

Strategy 1 Details	Reviews			
Strategy 1: Improve teacher collaboration with greater utilization of the 4 PLC questions as well as provide supplementary services; including but not limited to IXL to increase the academic achievement of special student populations in all core content areas by end of year.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will differentiate instruction based on data, improved PLC communication and collaboration, and student need.				
Staff Responsible for Monitoring: Principal				
Academic Specialist				
Team Leaders				
Teachers				
Interventionist				
TEA Priorities:				
Build a foundation of reading and math				
- ESF Levers:				
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				
Problem Statements: Demographics 1, 2, 3, 4, 5 - Student Learning 3, 4, 5				

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Continue to utilize Professional Learning Communities (PLCs) to develop curriculum (Eduphoria - Forethought); create common lesson plans, curriculum guides, and assessments (Eduphoria - Forethought); and make data driven instructional decisions based on student's individual needs (Eduphoria - Aware)	**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will exhibit progress and measurable growth on: 1. Read 180 progress 2. Formative Assessments 3. Common Assessments 3. EOC tests **Staff Responsible for Monitoring:** Classroom Teachers Interventionist Support Staff Instructional Aides Special Ed Teachers Academic Specialist Principal **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2, 3, 4, 5 - Student Learning 3, 4, 5				

Strategy 3 Details	Reviews			
Strategy 3: Provide resources, programs and staffing to remediate students' needs and fill in achievement gaps for all students with a focus on struggling subpopulations (in particular, our At-Risk students). Strategies include academic paraprofessionals, Read 180 program and staff, double block classes, ESL support staff, Edgenuity, after school tutorials, and summer school remediation.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Narrowing achievement gap among struggling subpopulations. Increasing reading proficiency Increasing EOC performance **Staff Responsible for Monitoring:** Principal Academic Specialist Team Leaders **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2, 3, 4, 5 - Student Learning 3, 4, 5 **Funding Sources:** Double Block Teachers (ELAR and Math) - 199 PIC 24 State Comp Ed, Accelerated Ed - $59,000, Edgenuity - 199 PIC 24 State Comp Ed, Accelerated Ed - $20,000, After School Tutorials - 199 PIC 24 State Comp Ed, Accelerated Ed - $5,000, Summer School Remediation - 199 PIC 24 State Comp Ed, Accelerated Ed - $22,800				
0% **No Progress** 100% **Accomplished** → **Continue/Modify** ✗ **Discontinue**				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: SPECIAL EDUCATION STUDENT GROUP - The special education student group, when compared to all students, disproportionately underperforms in all EOC tested subject areas and consistently falls significantly short of approaching grade level or above. **Root Cause**: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.
Problem Statement 2: AFRICAN AMERICAN ETHNIC GROUP - The African American Ethnic group ,when compared to all students, disproportionately underperforms in a majority of EOC tested subject areas and consistently falls significantly short of approaching grade level or above. **Root Cause**: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.
Problem Statement 3: ECONOMICALLY DISADVANTAGED STUDENT GROUP- The ECD student group, when compared to all students slightly underperforms in all EOC subject areas. **Root Cause**: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.
Problem Statement 4: LEP STUDENT GROUP- The LEP student group, when compared to all students, disproportionately underperforms in some EOC tested subject areas. **Root Cause**: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.
Problem Statement 5: AT RISK STUDENT GROUP - The At Risk student group, when compared to all students, disproportionately underperforms in a majority of EOC tested subject areas and consistently falls significantly short of approaching grade level or above. **Root Cause**: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Student Learning

Problem Statement 3: SPECIAL EDUCATION STUDENT GROUP - The special education student group, when compared to all students, disproportionately underperforms in all EOC tested subject areas and consistently falls significantly short of approaching grade level or above. **Root Cause**: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 4: AFRICAN AMERICAN ETHNIC GROUP - The African American Ethnic group ,when compared to all students, disproportionately underperforms in a majority of EOC tested subject areas and consistently falls significantly short of approaching grade level or above. **Root Cause**: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 5: ECONOMICALLY DISADVANTAGED STUDENT GROUP- The ECD student group, when compared to all students slightly underperforms in all EOC subject areas. **Root Cause**: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

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

Performance Objective 2: Close the reading gaps of all students at SSHS that do not read on the appropriate grade level as well as closing the achievement gap for all students and all student sub populations on End of Course examinations. Renaissance Learning will be used to help teachers identify reading levels of students.

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

Strategy 1 Details	Reviews			
Strategy 1: Expansion of our Reading 180 and System 44 programs from just 9th grade students to also target 10th graders who are not currently reading on the proper grade level. Continue our sustained silent reading initiative for all our students.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Narrow the Performance Gaps of targeted students between current reading level and grade level.
     Staff Responsible for Monitoring: English Teachers
 HS Reading 180 teachers
 Administration
 Academic Specialist
 	
     TEA Priorities:
 Build a foundation of reading and math
  - **ESF Levers:**
 Lever 5: Effective Instruction
  - **Additional Targeted Support Strategy**
 Problem Statements: Demographics 1, 2, 3, 4, 5 - Student Learning 3, 4, 5
 Funding Sources: Read 180 Program - 199 PIC 24 State Comp Ed, Accelerated Ed - $60,317				

Strategy 2 Details	Reviews			
Strategy 2: Improved collaboration of our PLC teams and the addition of Sped personnel to all the PLC teams of EOC tested subjects' where we have identified a significant performance gap between all students and sub-populations.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Close the performance gaps of all sub-populations of students in all EOC tested areas. **Staff Responsible for Monitoring:** Principal Academic Specialist Teachers Curriculum Director **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2, 3, 4, 5 - Student Learning 3, 4, 5				

0% **No Progress**	100% **Accomplished**	→ **Continue/Modify**	✗ **Discontinue**

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: SPECIAL EDUCATION STUDENT GROUP - The special education student group, when compared to all students, disproportionately underperforms in all EOC tested subject areas and consistently falls significantly short of approaching grade level or above. **Root Cause**: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.
Problem Statement 2: AFRICAN AMERICAN ETHNIC GROUP - The African American Ethnic group ,when compared to all students, disproportionately underperforms in a majority of EOC tested subject areas and consistently falls significantly short of approaching grade level or above. **Root Cause**: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.
Problem Statement 3: ECONOMICALLY DISADVANTAGED STUDENT GROUP- The ECD student group, when compared to all students slightly underperforms in all EOC subject areas. **Root Cause**: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.
Problem Statement 4: LEP STUDENT GROUP- The LEP student group, when compared to all students, disproportionately underperforms in some EOC tested subject areas. **Root Cause**: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.
Problem Statement 5: AT RISK STUDENT GROUP - The At Risk student group, when compared to all students, disproportionately underperforms in a majority of EOC tested subject areas and consistently falls significantly short of approaching grade level or above. **Root Cause**: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.
Student Learning
Problem Statement 3: SPECIAL EDUCATION STUDENT GROUP - The special education student group, when compared to all students, disproportionately underperforms in all EOC tested subject areas and consistently falls significantly short of approaching grade level or above. **Root Cause**: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Student Learning

Problem Statement 4: AFRICAN AMERICAN ETHNIC GROUP - The African American Ethnic group ,when compared to all students, disproportionately underperforms in a majority of EOC tested subject areas and consistently falls significantly short of approaching grade level or above. **Root Cause**: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 5: ECONOMICALLY DISADVANTAGED STUDENT GROUP- The ECD student group, when compared to all students slightly underperforms in all EOC subject areas. **Root Cause**: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

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

Performance Objective 3: Ensure 100% of students are prepared for college and/or career readiness.

Evaluation Data Sources: District Assessment

Strategy 1 Details	Reviews			
Strategy 1: Continue career and college ready opportunities and counseling. Counseling includes graduation planning, student interest inventory through Career Cruising, and a senior survey to assess program effectiveness.	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Ongoing evaluation of students graduation plan and endorsement tracking audits will be required. **Staff Responsible for Monitoring:** Academic Specialist Campus Administrator(s), Counselor(s) **TEA Priorities:** Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Increase ACT and SAT scores through the continuation of the ACT/SAT boot camps that incorporates the Method ACT/SAT Test Prep program. We have also actively promoted benefits of PSAT score success to increase our scores on PSAT potentially preparing those students for future success on the ACT/SAT exams.	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Students results will be monitored and evaluated to ensure success on the ACT and SAT scores that are reported through the state accountability system. **Staff Responsible for Monitoring:** Classroom Teachers Interventionist Support Staff Instructional Aides Special Ed Teachers Academic Specialist Principal **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details		Reviews			
Strategy 3: Increase the number of students taking the TSI (Texas Success Initiantive) test for entrance into junior colleges. Being a TSI testing site so our students have access to test during spring in their math classes at a very minimal cost to the students.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase the number of students eligible for dual credit courses prior to graduation. **Staff Responsible for Monitoring:** Principal Academic Specialist Admin at the High School Support Staff **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning					
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

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

Performance Objective 4: Maintain technology to equip students with 21st century skills by continuing our 1:1 initiative to increase all students access to online content and blended learning opportunities.

Evaluation Data Sources: Implementation of new technology by teachers

Strategy 1 Details	Reviews			
Strategy 1: Continue to implement instructional technology resources and training for our staff as well as providing all students with resources and instruction to be successful digital citizens.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: More students prepared with 21st century digital citizenship skills that benefit from more instructional technology implementation from high school staff.
    Staff Responsible for Monitoring: Admin
Teachers
Instructional Technologist
Instructional Tech Team
Students
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning
    Problem Statements: Demographics 1, 2, 3, 4, 5 - Student Learning 3, 4, 5				

0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: SPECIAL EDUCATION STUDENT GROUP - The special education student group, when compared to all students, disproportionately underperforms in all EOC tested subject areas and consistently falls significantly short of approaching grade level or above. **Root Cause**: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.
Problem Statement 2: AFRICAN AMERICAN ETHNIC GROUP - The African American Ethnic group ,when compared to all students, disproportionately underperforms in a majority of EOC tested subject areas and consistently falls significantly short of approaching grade level or above. **Root Cause**: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.
Problem Statement 3: ECONOMICALLY DISADVANTAGED STUDENT GROUP- The ECD student group, when compared to all students slightly underperforms in all EOC subject areas. **Root Cause**: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.
Problem Statement 4: LEP STUDENT GROUP- The LEP student group, when compared to all students, disproportionately underperforms in some EOC tested subject areas. **Root Cause**: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Demographics
Problem Statement 5: AT RISK STUDENT GROUP - The At Risk student group, when compared to all students, disproportionately underperforms in a majority of EOC tested subject areas and consistently falls significantly short of approaching grade level or above. **Root Cause**: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Student Learning
Problem Statement 3: SPECIAL EDUCATION STUDENT GROUP - The special education student group, when compared to all students, disproportionately underperforms in all EOC tested subject areas and consistently falls significantly short of approaching grade level or above. **Root Cause**: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.
Problem Statement 4: AFRICAN AMERICAN ETHNIC GROUP - The African American Ethnic group ,when compared to all students, disproportionately underperforms in a majority of EOC tested subject areas and consistently falls significantly short of approaching grade level or above. **Root Cause**: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.
Problem Statement 5: ECONOMICALLY DISADVANTAGED STUDENT GROUP- The ECD student group, when compared to all students slightly underperforms in all EOC subject areas. **Root Cause**: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

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

Performance Objective 1: During the 2022-2023 school year, SSHS will sustain a focus on maintaining safety as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

  Evaluation Data Sources: Emergency Preparedness Manual Log

Strategy 1 Details		Reviews			
Strategy 1: Ongoing safety support systems including but not limited to; school resource officers, laptop computers in all SRO's vehicles, emergency preparedness plan, students and staff viewing of safety video, safety drills, raptor management system, security cameras, and two-way radios, security kiosk, and new door camera buzzers on outside doors for access to the high school.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 100% safe and secure campus. **Staff Responsible for Monitoring:** Campus Administrators School Chief Resource Office (SRO) Assistant Superintendent Teachers All Staff **Funding Sources:** Raptor Tecn - 199 General Fund - $450					
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

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

Performance Objective 2: Promote safe, healthy and respectful lifestyles while teaching the importance of respect, honor, and citizenship.

Evaluation Data Sources: Counseling logs
Office referral data

Strategy 1 Details	Reviews			
Strategy 1: Partnership with Community in Schools to meet with students encourage and mentor them as well as possibly provide services outside of school that help in their day to day lives.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Interaction with leaders in the community to hopefully build relationships that will guide these students to more positive decision in the future. Mentoring of these students and better outcomes in the future. **Staff Responsible for Monitoring:** Admin Team Assistant Superintendent Counselors Community in School Personnel **Funding Sources:** CIS Funding - 199 PIC 24 State Comp Ed, Accelerated Ed - $65,000	**Nov**	**Feb**	**Apr**	**June**
0% No Progress 100% 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: STRATEGIC PLAN- Excellent facilities that equip students to pursue their passions and fulfill their needs will be provided.

    Evaluation Data Sources: Staff Surveys, Student Surveys

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

Performance Objective 1: Increase use of high-yield instructional practices per Fundamental Five processes.

    Evaluation Data Sources: Strive appraisal system
T-TESS - Teacher Appraisal System

Strategy 1 Details	Reviews			
Strategy 1: Provide staff with appropriate professional development opportunities to ensure effective delivery of instructional strategies for academic achievement in all content areas.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Staff members will be trained effectively and efficiently use the campus designed instructional delivery to students of all levels.				
Staff Responsible for Monitoring: Principal Academic Specialist				
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 2: Attract and retain highly qualified teachers and staff.

Evaluation Data Sources: Teacher Retention

Strategy 1 Details	Reviews			
Strategy 1: Attract and retain exceptionally trained staff by providing a teacher mentor program that supports new teachers in the areas of PLCs, curriculum, instruction, classroom management, and assessment (data collection and disaggregation).	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Yearly analysis of staff exit surveys and new (1-3 year) teacher retention. **Staff Responsible for Monitoring:** Academic Specialist Campus Administrator(s), Counselor(s) Curriculum Director Assistant Superintendent **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning				
0% No Progress 100% 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.

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

Performance Objective 1: Communicate effectively and meaningfully with parents and other stakeholders.

    Evaluation Data Sources: Student and Staff Climate
Student and Staff Surveys

Strategy 1 Details	Reviews			
Strategy 1: Collaborate with the campus site based decision making committee to serve in an advisory role to campus leadership and decision making.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Campus SBDM minutes
    Staff Responsible for Monitoring: Principal
 	
    ESF Levers:
    Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Use of online resources including but not limited to Skyward, weekly email updates, and various social media platforms, to provide stakeholders with timely and useful information to improve their partnership with us.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Improve Stakeholder Communication
    Staff Responsible for Monitoring: Administration
Principal Administrative Assistant
Teachers
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
    Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
	Nov	Feb	Apr	June

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

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

Performance Objective 2: Improved advocacy for SSHS and all the great things that are happening on daily basis.

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

Strategy 1 Details	Reviews			
Strategy 1: Continue to increase SSHS's social media presence to highlight "good things" at SSHS. Push to "tell our story."	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Community to continue to see what great things are happening at SSHS on a daily basis. **Staff Responsible for Monitoring:** Admin Team Teachers and Staff **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Wildcat TV - Continue to create and facilitate a program to share District activities and accomplishments with our community.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The community will be better informed about districts activities and accomplishments. **Staff Responsible for Monitoring:** Director of College and Career Readiness **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

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

State Compensatory

Budget for Sulphur Springs High School

Total SCE Funds: $185,000.00
Total FTEs Funded by SCE: 2.375
Brief Description of SCE Services and/or Programs

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

Personnel for Sulphur Springs High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ashley Hall	Teacher	0.125
Elizabeth Moss	Teacher	0.5
Jeremy Delorge	Teacher	0.125
Keenan Clayton	Teacher	0.375
Talisa Harris	Supplemental ESL	1
Todd McCoy	Teacher	0.125
Ty Rollison	Teacher	0.125

Campus Funding Summary

199 General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Raptor Tecn		$450.00
				Sub-Total	$450.00
199 PIC 24 State Comp Ed, Accelerated Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Edgenuity		$20,000.00
1	1	3	Summer School Remediation		$22,800.00
1	1	3	Double Block Teachers (ELAR and Math)		$59,000.00
1	1	3	After School Tutorials		$5,000.00
1	2	1	Read 180 Program		$60,317.00
2	2	1	CIS Funding		$65,000.00
				Sub-Total	$232,117.00

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** • 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** • 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** • 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 • 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 • 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) • 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 • 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
- Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: - 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			
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals - 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
11. Sexual Abuse and Maltreatment of Children	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	

12. Student Welfare: Crisis Intervention Programs & Training
• District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics:
  o Early mental health intervention
  o Mental health promotion and positive youth development
  o Substance abuse prevention
  o Substance abuse intervention
  o Suicide prevention and suicide prevention parent/ guardian notification procedures
• Training for teachers, school counselors, principals and all other appropriate personnel.
	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)
	
	TEC 11.252(3)(B)(i)
	
	Board Policy FFB(Legal)
	Board Policy DMA(Legal)
		Assistant Superintendent for Elementary Education	Student Handbooks

13. Student Welfare: Discipline/Conflict/Violence Management (DIP)
• Methods for addressing
  o Suicide prevention including parent/guardian notification procedure
  o Conflict resolution programs
  o Violence prevention and intervention programs
  o Unwanted physical or verbal aggression
  o Sexual harassment
  o Harassment and dating violence
	TEC 11.252(a)(3)(E)
	TEC 11.252(3)(B)
	TEC 11.252(3)(B)
	Board Policy FFH(Legal), FFH(Local)
	TEC 11.253(d)(8)
	
	TEC 37.001
	Family Code 71.0021
	TEC 37.0831
		Assistant Superintendent for Secondary Education	Student Handbooks, Code of Conduct

14. Texas Behavior Support Initiative (TBSI)	TEC 21.451(d)(2) Board Policy DMA(Legal)	Director of Special Services	Office of Special Services

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
• 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

SULPHUR SPRINGS ISD STAFF DEVELOPMENT SIGN-IN SHEET

WORKSHOP/MEETING TITLE	EVENT DATE	TIME	TRAINING HOURS	LOCATION	PRESENTOR(S)
SSHS CIP	9-26-22	3:00	3:00	SSHS	Williams

#	PRINT NAME	SIGNATURE	CAMPUS	GRADE LEVEL	SUBJECT(S) TAUGHT
	Jo. Williams	Jo Wm			
	Kaytlin Meadows	Kmeadows	SSHS	10th	Chem
	Kaley Williams	K Williams	SSHS	9-12	BIO, AP BIO
	Kaylee Wood	Kaylee Wood	SSHS	9	IPC
	Renée Meeker	Renée Meeker	SSHS	10-12	Spanish
	Megan Tingle		SSHS	10-12	CTE
	Jenny Aledge		SSHS	9-12	CTE Admin
	Carrie Bohman	CarrieMBohman	SSHS	10	Geometry
	Jarret Wilson		SSHS		

* **This form is to be used for any training / meeting where a prepopulated Eduphoria Workshop Sign-In Sheet is not available. Credit for workshops will be issued when signatures and information are provided on the sign-in sheet.**