

Sulphur Springs Independent School District

Sulphur Springs Elementary

2019-2020 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

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Academic Achievement	8
School Processes & Programs	11
Perceptions	13
Priority Problem Statements	14
Comprehensive Needs Assessment Data Documentation	17
Goals	19
Goal 1: Students will be encouraged and challenged to meet their full potential.	19
Goal 2: Students will be educated in learning environments that are safe, drug-free, and conducive to learning.	29
Goal 3: Students will be taught by highly qualified and exceptionally trained staff.	32
Goal 4: Sulphur Springs Elementary School will encourage parent/guardian and community involvement in school activities.	35
State Compensatory	38
Budget for Sulphur Springs Elementary:	38
Personnel for Sulphur Springs Elementary:	39
Title I Schoolwide Elements	40
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	40
1.1: Comprehensive Needs Assessment	40
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	40
2.1: Campus Improvement Plan developed with appropriate stakeholders	40
2.2: Regular monitoring and revision	41
2.3: Available to parents and community in an understandable format and language	41
2.4: Opportunities for all children to meet State standards	41
2.5: Increased learning time and well-rounded education	42
2.6: Address needs of all students, particularly at-risk	42
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	42
3.1: Develop and distribute Parent and Family Engagement Policy	42
3.2: Offer flexible number of parent involvement meetings	42
Title I Personnel	44
2019-2020 Campus Site-Based Committee	45
Campus Funding Summary	46

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 639 students. Sulphur Springs is a growing rural town eighty miles east of Dallas, Texas. Sulphur Springs is a diverse community with a low crime rate. In concert with the fast growth in the community, student enrollment at Sulphur Springs Elementary Elementary has increased in in grade 4. Sulphur Springs Elementary School serves an ethnically diverse student population with a growing number of economically disadvantaged and at-risk student populations similar to state averages. PEIMS enrollment data by ethnicity: 54%-Caucasian, 30% Hispanic, 9% African American, 5% Two or More Races, and >1% Asian. The Hispanic and Two or More Races ethnicity groups have had the largest increase in population.

Sulphur Springs Elementary School currently has an attendance rate of 96.5%. The campus attributes this achievement to a strong partnership with parents and a focus on high-quality education. Sulphur Springs Elementary student groups include 19% English Language Learners, 5% Gifted and Talented, and 13% Special Education. Additionally, 77% are economically disadvantaged, and 65% are identified as at risk. Seven buses transport approximately 420 students to/from the district bus hub daily where students are bussed to and from home.

Ethnic Distribution	Percent	Sub-Demographic	Percent
African American	9	Economically Disadvantaged	77
Hispanic	30	English Language Learners	20
White	54	At-Risk	65
American Indian	.1	Gifted and Talented	4
Asian	1	Special Education	13
Pacific Islander	0		
Two or More Races	5		

SSES has 17 fourth grade classrooms. Sixteen inclusion classrooms exist with general education and special education students and one special education class; 10 general education/inclusion teachers are assisted by 2 special education teachers. Two dual language classes have 40 students total. One self-contained special education class has 7 students. Paraprofessionals include: 1-Bilingual, 3-Special Ed, 3-Special Ed/Inclusion, 2-Instructional/Title 1. One Academic Interventionist provides interventions for reading. Students receive enrichment and/or interventions during Extended Learning Time (ELT) for 40-45 minutes per day. Dyslexic students are serviced through the Take Flight program by a full time position. A behavior interventionist works with students in need of behavior interventions and accommodations. One science teacher position is successful in providing hands-on science instruction. Campus data indicates a resource teacher was needed to provide resource students with interventions and resource minutes as indicated in IEPs. Currently, the reading and math resource teachers provide instruction in the classroom and as a 30 minutes 5 days per week pull out to provide resource minutes. The special education teacher is required to provide resource minutes to special education students who constitute 13% of the total population.

SSES has 17 fifth grade classrooms. Sixteen inclusion classrooms exist with general education and special education students; teachers are assisted by 2 special education teachers. Two dual language classes have 43 students total. One self-contained special education class has 6 students. 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 40-45 minutes per day. Dyslexic students are serviced through the Take Flight program and are taught by the campus dyslexia teacher. 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 2017-2019 5th grade Science STAAR

data. Previous years campus data revealed a resource teacher was needed to provide resource students with interventions and resource minutes as indicated in IEPs. A resource teacher position was added and currently, two resource teachers provide instruction in the classroom and a pull out program for 30 minutes, 5 days per week to provide resource minutes and special education services to 13% of the population. Co-teach reading and math classes have been modified to In-Class Support which is provided by a special education instructional aide and/or a special education teacher.

Sulphur Springs Elementary School continues to place a high priority in employing a high-quality, talented staff. Six new teachers were hired for the 2019-20 school 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 embarked upon the 7th year of its existence; but with a recent districtwide restructure of campuses, 2019-20 is year two 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:

1. The campus Attendance Rates have consistently exceeded comparable campuses across the state.
2. Many families move into SSISD for the community values. SSISD has numerous supportive community partners, businesses and families.
3. Students are eager to learn successfully and are valued by the staff.
4. Students are very accepting of new students regardless of race or ethnicity.
5. New teachers report that the campus and district mentoring and support processes are very helpful and effective.

Problem Statements Identifying Demographics Needs

Problem Statement 1: An increase in 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 will effectively meet the needs of all SPED students to the degree needed for increased academic achievement.

Problem Statement 2: An increase in students receiving special services in 504, RtI and Special Education. **Root Cause:** An increase in SPED/special services student population shows that our staff needs more effective instructional strategies to reach all levels of students' needs.

Problem Statement 3: Increase in the number students in the sub populations of ethnicity. **Root Cause:** Minority students of 2 or more races, African

American, and Hispanic ethnicities are increasing yet the achievement on state testing is lower than other ethnicities.

Student Academic Achievement

Student Academic Achievement Summary

The 2019 STAAR scores include the new performance levels of Masters, Meets, Approaches and Did Not Meet Grade Level Performance. The Approaches, Meets, and Masters levels are all considered passing. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. The Masters category indicates that students 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.

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

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

2019 STAAR	DID NOT MEET	APPROACHES	MEETS	MASTERS
All Students	Grade Level Performance	Grade Level Performance	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE
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%

An analysis of scores for demographic groups reveals the following:

- African American students, compared to all other students, scored 21% lower on all tests than all other peers in reading and 21% lower in math.
- Hispanic students, compared to all other students, scored 10% lower than peers on reading and 3% less in math.
- 69% of Economically Disadvantaged students approached grade level standards.
- Overall testing shows a substantial growth from 4th to 5th grade - same students, different years.
- The percentages mentioned above are better than 2018 test results.

Student Academic Achievement Strengths

Student Academic Strengths:

The campus has moved from an "Improvement Required" campus with an F rating to a B rating. SSES will focus on the following strengths to maximize student achievement in 2019-20.

- All scores improved in all areas.
- Master Schedule revisions have been made to maximize learning time.
- Teachers have reviewed specific data from 2018-19 to ensure improvements in academic achievement in 2019-20.
- Writing strategies have been incorporated and will be reviewed this year to ensure growth in academic achievement in writing.
- Extended Learning Time - consistent 40-45 minute daily interventions to fill gaps in learning and to provide enrichment for students to increase the Meets and Masters Level percentages.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 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: Narrowing the gaps for all sub-populations. **Root Cause:** Need more resource time and teachers. A new teacher was added and 3 co-teachers were repurposed to resource to provide opportunities to fill gaps in learning.

Problem Statement 3: 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.

Problem Statement 4: Writing data reveals that SSES is performing substantially lower than other state average. **Root Cause:** Lack of a vertically aligned Writing curriculum among K-4th grades; Need for more professional development for teaching Writing.

School Processes & Programs

School Processes & Programs Summary

Sulphur Springs Elementary School strives to provide a strong academically aligned curriculum with instructional practices and assessment that will meet the needs of all learners. SSES gives students the opportunity to reach their full potential, as well as, 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 always 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 implement the Kilgo Principles of data analysis 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 teachers 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. Math teachers work to build math fluency through guided math and Math Workshop. 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.

At Sulphur Springs Elementary School, 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 are serving on committees to write a district wide curriculum. 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. Teachers and campus leaders carefully monitor and intervene to ensure that all students reach their full potential as readers. Math fluency and number sense will also be monitored to ensure students reach grade level expectations in math literacy. In 2019-20, the district will utilize SuccessEd to effectively track student interventions and corresponding responses to the interventions.

Students have access to a variety of extra-curricular activities to promote character skills and work ethic. Sky Ranch School Learning Camp is new to SSES this year and will provide enrichment opportunities for students. 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 funded through 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.

School Processes & Programs Strengths

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

- 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.
- The campus Attendance Rates have consistently exceeded comparable campuses across the state.
- 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.
- Support of parent/community involvement: PTO, Alliance Bank Community Partner, First Baptist Church Book Buddies

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers 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: 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

The vision of Sulphur Springs ISD is *Educating All Students to their Potential*. This vision is one of the core beliefs at Sulphur Springs Elementary School because 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.

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.
- Parent and community continue to compliment the campus regarding the updates and changes as a result of the 2018-19 SSISD campus restructure.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 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 2019-20.

Problem Statement 2: 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.

Priority Problem Statements

Problem Statement 1: Reading and Math data in grades 4-5 show significant gaps with African American, Economically disadvantaged, Special Education students when compared to the caucasion ethnicity and to those across the state.

Root Cause 1: 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 1 Areas: Student Academic Achievement

Problem Statement 2: An increase in students receiving resource minutes in special education.

Root Cause 2: Increase in numbers has resulted in adding resource teachers. The resource teacher in each content area will effectively meet the needs of all SPED students to the degree needed for increased academic achievement.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Writing data reveals that SSES is performing substantially lower than other state average.

Root Cause 3: Lack of a vertically aligned Writing curriculum among K-4th grades; Need for more professional development for teaching Writing.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: Reading levels and lexile levels are not on grade level.

Root Cause 4: 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.

Problem Statement 4 Areas: Student Academic Achievement

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

Root Cause 5: Need more resource time and teachers. A new teacher was added and 3 co-teachers were repurposed to resource to provide opportunities to fill gaps in learning.

Problem Statement 5 Areas: Student Academic Achievement

Problem Statement 6: Teachers 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 2019-20.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Increase in the number students in the sub populations of ethnicity.

Root Cause 8: Minority students of 2 or more races, African American, and Hispanic ethnicities are increasing yet the achievement on state testing is lower than other ethnicities.

Problem Statement 8 Areas: Demographics

Problem Statement 9: Teachers need more opportunities for instructional strategies for differentiation.

Root Cause 9: Sub populations of students are growing, interventions will help to fill gaps in learning.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Behavioral/Discipline issues continue to be a challenge for some students.

Root Cause 10: 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.

Problem Statement 10 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- STEM/STEAM 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
- Enrollment trends

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
- TTESS data

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 10% in all groups on the 2020 STAAR.





Evaluation Data Source(s) 1: STAAR Results

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Teachers will continue to make data-driven decisions to provide rigorous and relevant instructional practices based on student need.	2.4, 2.5, 2.6	Principal Academic Specialist Teachers Team Leads	Teachers will differentiate instruction based on data and student need. Student achievement will increase by 10% on STAAR.				
Problem Statements: Student Academic Achievement 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools ESF Levers 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>2) Provide academic interventions during Extended Learning Time to increase academic achievement in the core content areas based on the needs/levels of students.</p>	2.4, 2.5, 2.6	Principal Academic Specialist Teachers Interventionists	Students will exhibit progress and measurable growth on: 1. Lexile levels with Fountas and Pinnell 2. Read 180 progress 3. System 44 progress 4. STAAR 5. Checkpoints 6. Robotics 7. Math Interventions				
				<p>Problem Statements: Student Academic Achievement 1, 2, 3 - Perceptions 1 Funding Sources: 199 PIC 30 State Comp Ed, Title IA, Schoolwide - 5000.00</p>			
<p>Targeted Support Strategy 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 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>3) Teachers use resources to further classroom instruction in mathematics, such as: 1. Hand2Mind manipulatives 2. Reflex Math 3. IXL 4. Number Talks 5. Education Galaxy</p>	2.4, 2.5, 2.6	Principal Academic Specialist Teachers Math Interventionist	Student achievement will increase on formative assessments, district unit tests and STAAR.				
				<p>Problem Statements: Student Academic Achievement 1, 2 Funding Sources: 211 Title I, Part A - 6000.00</p>			
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers</p> <p>4) SSES will effectively and systematically implement RtI to intentionally provide intervention to students that are not performing at grade level.</p>	2.4, 2.5, 2.6	Principal Academic Specialist RtI/Testing Coordinator Teachers Interventionists	Close/ narrow performance gaps as indicated in state accountability Index 3: 1. Economically Disadvantaged students 2. African American students 3. Special Education students 4. EL students 5 Grade 4 Writing				
				<p>Problem Statements: Student Academic Achievement 1, 3 Funding Sources: 211 Title I, Part A - 300.00</p>			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
5) Teachers will meet weekly in PLCs to: 1. design curriculum aligned to the state standards 2. develop planning guides that list resources and activities 3. analyze TEKS and discuss instructional methods 4. discuss data gathered from assessments 5. build formative and summative assessments 6. Teachers discuss these questions: 1. How will we respond when students don't know something? 2. How will we respond when students already know something? 3. What do students need to be able to do? 4. How will we know when they haven't learned it?	2.4, 2.5, 2.6	Principal Academic Specialist RtI/ Testing Coordinator	Implementing a systematic way to provide rigorous direct instruction, small group instruction, interventions, enrichment, and differentiation that will result in a 10% increase of proficiency on grade-level assessments.				
Problem Statements: School Processes & Programs 2							
Targeted Support Strategy ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 6) Teachers will develop an effective plan of instruction for writing including editing and revising strategies, narrative and expository writing. Empowering Writers Training will provide instructional strategies for increased passing rate.	2.5, 2.6	Principal Academic Specialist Teachers	Increase of 10% on STAAR writing test in Grade 4.				
Problem Statements: Student Academic Achievement 4							
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math ESF Levers Lever 3: Positive School Culture 7) 7) 5th grade students will be provided an opportunity to attend the Sky Ranch School Camp (2 days/1 night) for enrichment in science and character skills.	2.4, 2.6	Principal Classroom Teachers 5th Grade Science Teacher	Students will gain knowledge in science skills and will increase performance on science assessments and Science STAAR.				
Problem Statements: Student Academic Achievement 2							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 1: 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 1:** 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: Narrowing the gaps for all sub-populations. **Root Cause 2:** Need more resource time and teachers. A new teacher was added and 3 co-teachers were repurposed to resource to provide opportunities to fill gaps in learning.

Problem Statement 3: Reading levels and lexile levels are not on grade level. **Root Cause 3:** 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.

Problem Statement 4: Writing data reveals that SSES is performing substantially lower than other state average. **Root Cause 4:** Lack of a vertically aligned Writing curriculum among K-4th grades; Need for more professional development for teaching Writing.

School Processes & Programs

Problem Statement 2: Teachers need more opportunities for instructional strategies for differentiation. **Root Cause 2:** Sub populations of students are growing, interventions will help to fill gaps in learning.

Perceptions

Problem Statement 1: 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 1:** Significant increases with positive results began occurring as a result of mentorship programs with community partners. More parent involvement opportunities will be scheduled for 2019-20.

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.

Evaluation Data Source(s) 2: STAAR, Read 180, System 44, Read 180 Benchmarks for BOY, MOY, EOY, Reading A-Z, Education Galaxy, IXL

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 5: Effective Instruction</p> <p>1) 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.</p>	2.4, 2.5, 2.6	Principal Academic Specialist RTI/Testing Coordinator Teachers	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				
Problem Statements: Student Academic Achievement 3							
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 5: Effective Instruction</p> <p>2) 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>	2.4, 2.5, 2.6	Principal Academic Specialist RTI/Testing Coordinator Reading Interventionist Reading teachers	Increase achievement as demonstrated by: 1. Implementation of Daily5 2. Fountas and Pinnell Reading Kits and Intervention Kits 3. Effective use of Reading A-Z 4. Implementation of IXL, Ed Galaxy, Brain Pop 5. Data Analysis of Read 180 Benchmark Data; BOY, MOY, EOY				
Problem Statements: Student Academic Achievement 1, 3							
Funding Sources: 211 Title I, Part A - 9000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) 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.	2.4, 2.5, 2.6	Principal Academic Specialist RtI/Testing Coordinator	Students will exhibit progress and measurable growth in: 1. Lexile levels 2. Reading Benchmarks 3. STAAR 4. Checkpoints				
Problem Statements: Student Academic Achievement 3 Funding Sources: 211 Title I, Part A - 2000.00							
							

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: 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 1: 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 3: Reading levels and lexile levels are not on grade level. Root Cause 3: 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.


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

Performance Objective 3: Narrowing Performance Gaps - The 2020 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 5%.

Evaluation Data Source(s) 3: STAAR Data

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Targeted Support Strategy TEA Priorities Build a foundation of reading and math 1) Progress in closing performance gaps will be the focus for: 1. Inclusion teachers 2. Co-teachers 3. Extended Learning Time Support Staff 4. Teachers 5. Paraprofessionals Differentiated instruction will be the focus to meet students at their current level and work to improve the levels.	2.4, 2.5, 2.6	Principal Academic Specialist Teachers Support Staff	Progress in reading and math levels to achieve grade level status on STAAR and on district checkpoints.				
				Problem Statements: Demographics 1, 3 - Student Academic Achievement 2 - School Processes & Programs 2 Funding Sources: 263 Title III, LEP - 23500.00			
2) 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.	2.4, 2.5, 2.6	Principal Teacher Academic Specialist (RtI Coordinator) 504 Coordinator	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.				
Problem Statements: Student Academic Achievement 2 - School Processes & Programs 1, 2							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Targeted Support Strategy ESF Levers Lever 3: Positive School Culture 3) 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.	2.5, 2.6	Principal Counselor Academic Specialist Teachers Staff	1. Discipline referrals will be reduced. 2. Classroom behavior will improve.				
Problem Statements: Demographics 3 - Perceptions 2 Funding Sources: 211 Title I, Part A - 3000.00							
							

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: An increase in students receiving resource minutes in special education. Root Cause 1: Increase in numbers has resulted in adding resource teachers. The resource teacher in each content area will effectively meet the needs of all SPED students to the degree needed for increased academic achievement.
Problem Statement 3: Increase in the number students in the sub populations of ethnicity. Root Cause 3: Minority students of 2 or more races, African American, and Hispanic ethnicities are increasing yet the achievement on state testing is lower than other ethnicities.
Student Academic Achievement
Problem Statement 2: Narrowing the gaps for all sub-populations. Root Cause 2: Need more resource time and teachers. A new teacher was added and 3 co-teachers were repurposed to resource to provide opportunities to fill gaps in learning.
School Processes & Programs
Problem Statement 1: Teachers request training for instructional best practices and classroom structures that are aligned to campus and district processes. Root Cause 1: 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: Teachers need more opportunities for instructional strategies for differentiation. Root Cause 2: Sub populations of students are growing, interventions will help to fill gaps in learning.

Perceptions


Problem Statement 2: Behavioral/Discipline issues continue to be a challenge for some students. **Root Cause 2:** 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.

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.

Evaluation Data Source(s) 4: Classroom Observations, Clarity Reports, Device/Internet Usage Reports

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Instructional Technology Specialist will continue to focus on Technology TEKS in lab setting for students Technology projects will be integrated into science content to address the tech TEKS.	2.4	Principal Instructional Technology Specialist					
Problem Statements: Student Academic Achievement 2							
2) 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 SSSS Robotics/STEM programs.	2.4, 2.5	Principal Instructional Technology Specialists Campus Robotics Coordinators	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.				
Problem Statements: Demographics 3 - Student Academic Achievement 2							
Funding Sources: 288 Title IV, Part A - 4000.00							
							

Performance Objective 4 Problem Statements:


Demographics
Problem Statement 3: Increase in the number students in the sub populations of ethnicity. Root Cause 3: Minority students of 2 or more races, African American, and Hispanic ethnicities are increasing yet the achievement on state testing is lower than other ethnicities.
Student Academic Achievement
Problem Statement 2: Narrowing the gaps for all sub-populations. Root Cause 2: Need more resource time and teachers. A new teacher was added and 3 co-teachers were repurposed to resource to provide opportunities to fill gaps in learning.

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

Performance Objective 1: During the 2019-20 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 Source(s) 1: Emergency Preparedness Personnel Logs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Continue the use of school safety support systems including: 1. CPI/Handle with Care training 2. Raptor check in system 3. Security Cameras 4. Emergency Preparedness Plan 5. Radios 6. Campus wide Bully Reporter System 7. Safety Audit		Principal Campus Police Officer Academic Specialists Behavior Specialists	1. Safety and Security of all students and staff members 100% of the time. 2. Safety Audit Data 3. Bully Reporter Incidents				
Problem Statements: Perceptions 2							
2) 1) Fifth graders will have the opportunity to attend Sky Ranch School Program Camp for science enrichment, team building and character skills.	2.4, 2.6	Principal Teachers	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.				
Problem Statements: Perceptions 2							
							

Performance Objective 1 Problem Statements:


Perceptions
Problem Statement 2: Behavioral/Discipline issues continue to be a challenge for some students. Root Cause 2: 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.

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

Performance Objective 2: By May 2020, establish processes to increase opportunities to promote safe and healthy lifestyles while teaching the importance of respect, honor, and citizenship.

Evaluation Data Source(s) 2: Discipline logs, office referrals, counseling logs, bullying reports

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>ESF Levers Lever 3: Positive School Culture</p> <p>1) Continue to incorporate the following campus-wide initiatives:</p> <p>1. Monthly discussions of WILDCAT words for character building 2. Character Education guidance lessons 3. Bully prevention guidance lessons 3. Red Ribbon Week 4. Community Mentors/Book Buddies</p>		Principal Academic Specialist Counselor	To increase awareness of the importance of maintaining healthy lifestyles, promote positive character traits, and decrease bullying through guidance lessons and utilizing community mentors.				
Problem Statements: Perceptions 1, 2							
							

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: 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 1: Significant increases with positive results began occurring as a result of mentorship programs with community partners. More parent involvement opportunities will be scheduled for 2019-20.</p>
<p>Problem Statement 2: Behavioral/Discipline issues continue to be a challenge for some students. Root Cause 2: 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.</p>

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%.

Evaluation Data Source(s) 3: Counseling logs, Office Discipline Referrals, Behavior Specialist logs and notes

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) 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: 1. Robotics 2. GROW for Girls 3. UIL 4. Sky Ranch	2.5	Principal Counselor Behavior Specialist Academic Specialist	Students will be equipped to handle social, behavior and academic issues. Behavior/Discipline will improve.				
	Problem Statements: Perceptions 2						

Performance Objective 3 Problem Statements:


Perceptions
Problem Statement 2: Behavioral/Discipline issues continue to be a challenge for some students. Root Cause 2: 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.

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 to as close to 0% as possible.

Evaluation Data Source(s) 1: Teacher Certification Data; Retention Rate of Staff at EOY

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) 1) New Teachers with 0-2 years experience will participate in the New Teacher Mentor Program. 2) Teachers with 2+ years experience will have the opportunity to participate in Leadership Academy to develop leadership skills as a teacher leader.		Principal Academic Specialist	1. Teacher retention will improve 2. Teachers will be provided with tools for success in providing instruction 3. Improved student learning				
Problem Statements: School Processes & Programs 1							
2) 1) Active partnership with Texas A&M University-Commerce Student Teacher Partnership. Will commit to accepting student teachers on the campus.	3.1	Principal Mentor Teachers	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.				
Problem Statements: School Processes & Programs 1 - Perceptions 1							
							

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Teachers request training for instructional best practices and classroom structures that are aligned to campus and district processes. Root Cause 1: 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.

Perceptions


Problem Statement 1: 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 1:** Significant increases with positive results began occurring as a result of mentorship programs with community partners. More parent involvement opportunities will be scheduled for 2019-20.

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 Source(s) 2: Curriculum and Instruction Department Training Logs

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Meaningful professional development opportunities will be made available to new and veteran teachers to ensure success in classroom management, data keeping/analysis and instructional strategies. Veteran mentors will provide support during the school year. ALL SSES staff will be trained in Capturing Kids' Hearts.		Principal Academic Specialist Mentor Teachers	Teachers will be trained in professional development to meet the needs of students in the classroom according to district initiatives.				
Problem Statements: School Processes & Programs 1, 2							
							

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Teachers request training for instructional best practices and classroom structures that are aligned to campus and district processes. Root Cause 1: 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: Teachers need more opportunities for instructional strategies for differentiation. Root Cause 2: Sub populations of students are growing, interventions will help to fill gaps in learning.

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 Source(s) 1: Parent Surveys, Community Surveys, Social Media Involvement, Skyward Parent Emails

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide opportunities for parents and community members to volunteer and participate in campus events and activities.	3.1, 3.2	Principal Academic Specialist Secretary	To increase involvement and positive interactions between Sulphur Springs Elementary, parents, and community stakeholders. Sign-In sheets will be monitored.				
Problem Statements: Perceptions 1							

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: 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 1: Significant increases with positive results began occurring as a result of mentorship programs with community partners. More parent involvement opportunities will be scheduled for 2019-20.</p>

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 Source(s) 2: Surveys, Advisory Council Minutes

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) 1) Social Media / School Communication Systems - SSES will continue to employ social media, local media, and school communication systems to advocate for students and programs. SSES Facebook SSISD Social Media Skyward emails Local radio facebook pages websites School Board Presentations	3.1	Principal Secretary	Make the parents and community aware of campus activities and accomplishments.				
Problem Statements: Perceptions 1, 2							

Performance Objective 2 Problem Statements:


Perceptions
Problem Statement 1: 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 1: Significant increases with positive results began occurring as a result of mentorship programs with community partners. More parent involvement opportunities will be scheduled for 2019-20.
Problem Statement 2: Behavioral/Discipline issues continue to be a challenge for some students. Root Cause 2: 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.

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 Source(s) 3: Parent sign in sheets

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) 1) Parent Involvement Opportunities will be provided as: Family Science Night Student Performances PTO Title 1 Meeting Activities EPIC - truancy advocacy	3.1	Principal Academic Specialist Team Leaders	The number of parents who are actively involved in their student's education will improve. Sign In Sheets will be used to determine involvement.				
Problem Statements: Perceptions 1 Funding Sources: 211 Title I, Part A - 3000.00							
							

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: 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 1: Significant increases with positive results began occurring as a result of mentorship programs with community partners. More parent involvement opportunities will be scheduled for 2019-20.

State Compensatory

Budget for Sulphur Springs Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
61XX	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$264,331.00
	6100 Subtotal:	\$264,331.00

Personnel for Sulphur Springs Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angela Grimes	Teacher	SCE	1.0
Brittany Preas	Behavior Interventionist	SCE	1.0
Julie Varosi	Teacher	SCE	1
Susan Cook	Teacher	SCE	1.0
Taggart Williams	Behavior Interventionist	SCE	1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the Local Educational Agency (LEA).

Sulphur Springs Elementary School CNA was reviewed and revised on October 2019.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school..

Sulphur Springs Elementary School – Advisory Council/Stakeholders	
Name	Position
Holly Folmar	Principal
Sasha Posey	Academic Specialist
Sandy Stidham	Academic Specialist
Kristin McKinney	Parent
Stephanie Hughes	Parent

Sulphur Springs Elementary School – Advisory Council/Stakeholders	
Evelyn Kattes	Community Representative
Stephen Morgan	Community Representative
Shelley Burton	Teacher – Grade 5
Kristin Potts	Teacher – Grade 5
Frances Charlton	Teacher – Grade 5
Kodeann Crawford	Teacher – Grade 4
Jessica Gilbert	Teacher – Grade 4
Mandy Barrett	Teacher – Grade 4
Ronnie Kerns	Business Representative – JB Weld
Don Sapaugh	Business Representative – City National Bank
Shelby Gibson	SSISD District Representative

2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school’s participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.

The SSES CNA was reviewed and revised on October 2019.

2.3: Available to parents and community in an understandable format and language

The CIP is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

The campus must indicate locations where the LEA made the CIP available.

The campus must indicate languages in which the CIP was distributed.

2.4: Opportunities for all children to meet State standards

Schoolwide Reform Strategies that the school will be implementing to address school needs, including a description of how such strategies:

i. will provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards.

2.5: Increased learning time and well-rounded education

ii. will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

2.6: Address needs of all students, particularly at-risk

iii. will address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Campuses shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. The campus must provide a list of the individuals and their roles who assisted with the development of Parent and Family Engagement Policy.

The Sulphur Springs Elementary School Parent and Family Engagement Policy was posted on the SSES Website in English and in Spanish.

3.2: Offer flexible number of parent involvement meetings

Campus shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement.

Meetings:

Title 1 Parent Meeting, August 2019

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carla Harper	Academic Paraprofessional	Title I Schoolwide	1.0
Eileen Lira	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
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

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Holly Folmar	SSES Principal
Administrator	Sasha Posey	Academic Specialist
Administrator	Sandy Stidham	Academic Specialist
Parent	Angela Grimes	Parent
Parent	Stephanie Hughes	Parent
Community Representative	Evelyn Kattes	Community Representative
Community Representative	Kathy Reeves	Community Representative
Classroom Teacher	Shelley Burton	Teacher - Grade 5
Classroom Teacher	Kristin Potts	Teacher - Grade 5
Classroom Teacher	Frances Charlton	Teacher - Grade 5
Classroom Teacher	Kodeann Crawford	Teacher - Grade 4
Classroom Teacher	Jessica Gilbert	Teacher - Grade 4
Classroom Teacher	Mandy Barrett	Teacher - Grade 4
Business Representative	Ronnie Kerns	Business Rep - JB Weld
Business Representative	Rusty Posey	Business Representative
District-level Professional	Shelby Gibson	Librarian - SSISD

Campus Funding Summary

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
Sub-Total					\$5,000.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	IXL		\$3,000.00
1	1	3	Reflex Math		\$3,000.00
1	1	4	SuccessED RtI		\$300.00
1	2	2	Reading A-Z		\$5,000.00
1	2	2	Education Galaxy		\$4,000.00
1	2	3	Brain Pop		\$2,000.00
1	3	3	CKH's Update		\$3,000.00
4	3	1	Parent and Family Engagement Funding		\$3,000.00
Sub-Total					\$23,300.00
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	BE/ESL Staff and Resources		\$23,500.00
Sub-Total					\$23,500.00
288 Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	Robotics Materials and Resources		\$4,000.00
Sub-Total					\$4,000.00

288 Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Grand Total	\$55,800.00

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

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

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

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

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

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

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