

Sulphur Springs Independent School District

Sulphur Springs High School

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Generally

Sulphur Springs High School is a successful 5A 9-12 campus located in Sulphur Springs, TX. SSSH 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 "Educating All Students to Their Fullest Potential." SSSH has earned state championships in UIL Academics as well as in athletic competitions. An expectation of success has rooted itself into the fiber of SSSH. Students strive and excel in the classroom, on the field, and beyond. The goal of SSSH 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 2017-2018 TAPR (Texas Academic Performance Report):

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. We served over 1263 students last year. The high school's ethnic distributions have remained relatively consistent.

Ethnic Distribution	Percent	Sub-Demographic	Percent
African American	14.5%	Economically Disadvantaged	49.1%
Hispanic	23.5%	English Language Learners	6.6%
White	59.5%	At-Risk	48.4%
American Indian	0.3%	Gifted and Talented	6.2%
Asian	0.7%	Special Education	11%
Pacific Islander	0.0%	Bilingual/ESL	6.5%
Two or More Races	1.4%	Career and Technical	97.3%

Attendance (**Pending TAPR**)

Attendance rates remain consistently high with respect to state averages as Sulphur Springs continues to report around 96%. The last two school years SSHS has implemented some attendance incentives for the students that has positively impacted our students attendance. Currently our attendance percentage for 2018 is 96.77 which is over a full point higher then the last year reported on TAPR.

	Attendance Rates	
	State	SSHS
2016-2017	95.7%	95.5%
2015-2016	95.8%	95.6%

Special Programs

	Special Programs Populations	
	Number of Students	Percent of Students
Economically Disadvantaged	602	49.1%
ELL	81	6.6%
At-Risk	593	48.4%
Bilingual/ESL	80	6.5%
Career & Technology Ed.	1193	97.3%
Gifted and Talented	76	6.2%
Special Education	124	9.8%

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 SSISD 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. 57% of SpEd students approached grade level or above in

comparison to 81% for all students.

- African American (AA) scores were lower than those of all students. 61% of AA students approached grade level or above in comparison to 81% for all students.
- The discrepancy in the Economically Disadvantaged (ECD) scores were not as great as for SpEd and AA students. 77% of ECD students approached grade level or above in comparison to 81% for all students.
- English Learners (ELs) scores were lower than those of all students. 76% of ELs approached grade level or above in comparison to 81% for all students.
- At-Risk scores were lower than those of all students. On average, 80% of at-risk students approached grade level or above in comparison to 81% 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, EL, 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. 47% of SpEd students approached grade level or above in comparison to 86% for all students.
- African American (AA) scores were lower than those of all students. 75% of AA students approached grade level or above in comparison to 86% for all students.
- The discrepancy in the Economically Disadvantaged (ECD) scores were not as great as for SpEd and AA students. 81% of ECD students approached grade level or above in comparison to 86% for all students.
- English Learner (EL) scores were lower than those of all students, though the disparity was not as great as for SpEd and AA students. 46% of EL students approached grade level or above in comparison to 86% for all students.
- At-Risk scores were lower than those of all students. On average, 75% of at-risk students approached grade level or above in comparison to 86% for all students.

The most significant finding during the analysis of all Biology academic achievement data is that SpEd and ELL student subgroups are significantly underperforming while AA and At Risk fall more significantly under the all students score. Our ECD group scored similarly to our all student group.

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. 22% of SpEd students approached grade level or above in comparison to 67% for all students.
- African American (AA) scores were lower than those of all students. 49% of AA students approached grade level or above in comparison to 67% 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 67% for all students.
- At-Risk scores were lower than those of all students. On average, 51% of at-risk students approached grade level or above in comparison to 67% for all students.

all students.

The most significant finding during the analysis of the English 1 academic achievement data is that SpEd, AA, and ECD 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. 12% of SpEd students approached grade level or above in comparison to 64% for all students
- African American (AA) scores were lower than those of all students. 44% of AA students approached grade level or above in comparison to 64% 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. 55% of ECD students approached grade level or above in comparison to 64% for all students.
- English Learners (ELs) scores were lower than those of all students. 31% of ELs approached grade level or above in comparison to 64% for all students.
- At-Risk scores were lower than those of all students. On average, 44% of at-risk students approached grade level or above in comparison to 64% for all students.

The most significant finding during the analysis of all English 2 academic achievement data is that SpEd, EL and AA 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. 54% of SpEd students approached grade level or above in comparison to 91% for all students.
- African American (AA) scores were lower than those of all students. 81% of AA students approached grade level or above in comparison to 91% for all students.
- English Learners (ELs) scores were lower than those of all students. 61% of ELs approached grade level or above in comparison to 91% 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. 91% of ECD students approached grade level or above in comparison to 64% for all students.
- At-Risk scores were lower than those of all students. On average, 84% of at-risk students approached grade level or above in comparison to 91% for all students.

The most significant finding during the analysis of all **US History** academic achievement data is that SpEd and EL subgroups are significantly underperforming while ECD students scored higher than any other subject when compared to all students.

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.
- The attendance rate at SSHS remains steady over the past few years at around 95% with a continued goal of 97%.
- 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: SPECIAL EDUCATION STUDENT GROUP - The special education student group, when compared to all students, disproportionately under performs 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 under performs 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 under performs in all EOC subject areas. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 4: EL STUDENT GROUP- The EL student group, when compared to all students, disproportionately under performs in three 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: AT RISK STUDENT GROUP - The At Risk student group, when compared to all students, disproportionately under performs 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 Academic Achievement

Student Academic Achievement Summary

ACCOUNTABILITY SUMMARY

Sulphur Springs HS earned an accountability rating of "Met Standard" on all three domains that constitute the 2019 accountability system. Specifically:

	Scaled Score	SSHS Equivalent Letter Grade
Domain 1 - Student Achievement	85	B
Domain 2 - School Progress	84	B
Domain 3 - Closing the Gaps	75	C
Overall	82	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

2018 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)		
	2018	2019
Algebra	82%	86%

STAAR End of Course (Approaches Grade Level or Above)

Biology	86%	86%
English 1	60%	67%
English 2	67%	64%
US History	89%	91%

A comparison of STAAR scores at the ALL student level for the high school shows that the 2018 and 2019 scores show little variance.

A comparison of our students' performance by passing standard as compared to 2018 results reveals:

2018 STAAR All Students	DID NOT Meet Progress	APPROACHES grade level performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
Algebra	19%	81%	50%	21%
Biology	14%	86%	62%	22%
English 1	40%	60%	46%	6%
English 2	33%	67%	53%	9%
US History	11%	89%	67%	41%

2019 STAAR All Students	DID NOT Meet Progress	APPROACHES grade level performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
Algebra	14%	86%	63%	41%
Biology	14%	86%	65%	22%
English 1	33%	67%	49%	10%
English 2	27%	64%	49%	7%
US History	9%	91%	74%	48%

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	61%	67%

	ENG I	ENG II
State	65%	65%

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

MATHEMATICS

Approaches Grade Level or Above - Mathematics	
	ALG I
SSHS	82%
STATE	83%

Algebra 1 scores were near the state level.

Approaches Grade Level or Above - Science	
	BIOLOGY
SSHS	87%
STATE	87%

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

SOCIAL STUDIES

Approaches Grade Level or Above - US History	
	US History
SSHS	89%
STATE	92%

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

ACT/SAT (Pending Data Update)

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 Mean ACT and SAT Scores		
	Class of 2016	Class of 2017
Average ACT Score	20.7	20.4
Average SAT Score	1518	1100

2017 Average SAT Score		
	State	SSHS
All Subjects	1019	1100
ELAR & Writing	512	567
Mathematics	507	531

Average ACT Score		
	State	SSHS
All Subjects	20.3	20.4
ELAR	19.9	20.5
Mathematics	20.4	19.4
Science	20.6	20.5

Student Academic Achievement 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:

- Met Standard on the TEA 2019 Accountability Rating
- Achieving 1 out of 7 Distinction Designations in the 2019 TEA Accountability Summary
- Met standard in Student Achievement, School Progress, and Closing the Gaps on the 2019 TEA Accountability Rating for an overall percentage of 82
- Continuation of the ACT Boot Camp for any interested high school students
- Continued academic UIL success at the state level
- Implementation of Flex Time for student remediation and extension

School Processes & Programs

School Processes & Programs Summary

During the 2019-2020 school year, the campus will continue looking for ways to strengthen the assessment/data analysis/instructional planning process. The curriculum maps from 2018-2019 will provide added information to help teachers increase the effectiveness of this school-wide process. Additionally, the campus will also seek training and information on the new interim assessments for math and reading and the formative assessment bank of questions being created by TEA. These are scheduled to be available in Spring 2020.

To address teachers' requests for help with instructional rigor, the campus leadership team selected instructional rigor as the campus focus for 2019-2020. A significant part of the available professional development days will center on how to infuse rigor throughout assessment and instruction. A committee of teachers worked last summer to improve our procedures and communication in our PLC teams to help add such elements to our standards based programs and processes for rigor so that professional development can be specifically designed to better meet our needs.

Additional information from the May 2019 Campus Self-Assessment Survey include:

Teachers are unsure how various instruction techniques align with RTI.

Some teachers are unclear how to best communicate the content and language objectives with EL students.

When analyzing the intersections between these three findings and the Demographics and Student Achievement data, it is clear that the process for implementing RtI is continuing to improve to the desired level for At-Risk, EL, Hispanic, African American and ECD students

Our academic specialist has had additional trainings in AWARE and on new forms to help improve our discussion about students on various tiers of RTI.

PLC Process (Curriculum/Instruction/Assessment)

During the 2019-2020 school year, SSSH 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 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.

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 activities will continue and grow based on student need and community input.

RtI and Reading Instruction

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

Critical instructional and assessment programs will continue. Many of these are supplemental programs funded through federal funding or special state allotments. Critical programs include Istation, IXL, and Reading 180/System 144. SSHS will continue using to utilize SuccessEd to better track student interventions and corresponding responses.

Hiring and Retaining Exceptionally Trained Staff

SSHS continues to work to meet the challenges of hiring and retaining exceptional staff. To attract new staff, the SSHS works with the district 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 training, Vision 21, and the The Daily Five. Additionally, teachers enjoy district-level support for these programs from subject level directors and coordinators.

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).

SSHS 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.

SSHS will continue in 2019-2020, the use of 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.

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.

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 first day of school "Back to School Bash" which helps emphasize our commitment to relationships. 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 groups 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.

In addition to the Texas Essential Knowledge and Skills, SSSH students are taught the soft skills they need to ensure that they reach their full potential and become productive citizens. Through weekly video presentations and teacher lead discussion, students learn about key components for success through our 21st Century Word curriculum.

The PLC process is a critical component of how SSSH engages in the process of educating our students. SSSH 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 SSSH 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. SSSH 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, financial aid nights, and Friday morning Coffee With the Coaches, 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.

Priority Problem Statements

Problem Statement 1: SSHA continues to attempt to improve all security measures to better protect all stakeholders.

Root Cause 1: Growing threats in our changing society.

Problem Statement 1 Areas: School Culture and Climate

Problem Statement 2: Improved ACT/SAT scores

Root Cause 2: Lack of preparation and attempts on practice materials and practice tests.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Some parents report a lack of communication in some aspects and activities at the high school campus.

Root Cause 3: Advocacy efforts

Problem Statement 3 Areas: Parent and Community Engagement

Problem Statement 4: SPECIAL EDUCATION STUDENT GROUP - The special education student group, when compared to all students, disproportionately under performs 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

Problem Statement 5: AFRICAN AMERICAN ETHNIC GROUP - The African American Ethnic group, when compared to all students, disproportionately under performs 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

Problem Statement 6: ECONOMICALLY DISADVANTAGED STUDENT GROUP- The ECD student group, when compared to all students slightly under performs 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

Problem Statement 7: EL STUDENT GROUP- The EL student group, when compared to all students, disproportionately under performs in three EOC tested subject areas and consistently falls significantly short of approaching grade level or above.

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

Problem Statement 7 Areas: Demographics

Problem Statement 8: 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 8: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 8 Areas: School Culture and Climate

Problem Statement 9: Teachers continue to work to integrate technology and 21st Century learning skills in daily instruction.

Root Cause 9: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 9 Areas: Curriculum, Instruction, and Assessment

Problem Statement 10: 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 10: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Problem Statement 10 Areas: Student Achievement

Problem Statement 11: 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 11: Continued positive communication from admin to teachers and vice versa while continuing to provide training and resources for teachers to be successful.

Problem Statement 11 Areas: School Culture and Climate

Problem Statement 12: Continuing to make sure all students are prepared for success after graduation for whatever path they choose.

Root Cause 12: Students not being prepared for various requirements for their post secondary choices.

Problem Statement 12 Areas: School Culture and Climate

Problem Statement 13: AT RISK STUDENT GROUP - The At Risk student group, when compared to all students, disproportionately under performs 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 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 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 End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal 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 full 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 Source(s) 1: Formative and Common Assessments
2019-2020 STAAR Results
Checkpoint Data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Improve teacher collaboration with more discussion 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.	Principal Academic Specialist Team Leaders Teachers Interventionist	Teachers will differentiate instruction based on data, improved PLC communication and collaboration, and student need.				
Problem Statements: Student Achievement 8 Funding Sources: 270 RLIS - 11000.00						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
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)	Classroom Teachers Interventionist Support Staff Instructional Aides Special Ed Teachers Academic Specialist Principal	Students will exhibit progress and measurable growth on: 1. Read 180 progress 2. Formative Assessments 3. Common Assessments 3. EOC tests				
Problem Statements: School Culture and Climate 3						
						

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 8: 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 8: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.
School Culture and Climate
Problem Statement 3: 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 3: Continued positive communication from admin to teachers and vice versa while continuing to provide training and resources for teachers to be successful.

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

Performance Objective 2: Close the reading gaps of all students at SSSH 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.

Evaluation Data Source(s) 2: Common Assessments

Formative Assessments

STAAR Results

Initial Assessment

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
Comprehensive Support Strategy Additional Targeted Support 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.	English Teachers HS Reading 180 teachers Administration Academic Specialist	Narrow the Performance Gaps of targeted students between current reading level and grade level.				
	Problem Statements: Student Achievement 8 - Curriculum, Instruction, and Assessment 3					
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.	Principal Academic Specialist Teachers Curriculum Director	Close the performance gaps of all sub-populations of students in all EOC tested areas.				
	Problem Statements: Demographics 1					

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 8: 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 8:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

Curriculum, Instruction, and Assessment

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

Demographics


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

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

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

Evaluation Data Source(s) 3: District Assessment

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Continue career and college ready opportunities and counseling. Counseling includes graduation planning, student interest inventory through Career Cruising, and a senior survey to help track graduates.	Academic Specialist Campus Administrator(s), Counselor(s)	Ongoing evaluation of students graduation plan and endorsement tracking audits will be required.				
Problem Statements: School Culture and Climate 1						
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.	Classroom Teachers Interventionist Support Staff Instructional Aides Special Ed Teachers Academic Specialist Principal	Students results will be monitored and evaluated to ensure success on the ACT and SAT scores that are reported through the state accountability system.				
3) Increase the number of students taking the TSI (Texas Success Initiative) 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.	Principal Academic Specialist Admin at the High School Support Staff	Increase the number of students eligible for dual credit courses prior to graduation.				
Problem Statements: School Culture and Climate 1 Funding Sources: 270 RLIS - 4000.00						
						

Performance Objective 3 Problem Statements:

School Culture and Climate

Problem Statement 1: Continuing to make sure all students are prepared for success after graduation for whatever path they choose. **Root Cause 1:** Students not being prepared for various requirements for their post secondary choices.

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

Performance Objective 4: Austin Academic Center will continue to work with students in programs they serve on their campus including DAEP, Alternative Learning Academy, Reach, and Search. They will work with these students to maintain grades in current classes, work on additional credits, as well make up credits if needed.


Evaluation Data Source(s) 4: Schedules

Transcripts

Student Endorsement Plans

Graduation Requirements

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Staff at AAC will work with enrolled students in all needed academic areas.	Admin Staff AAC Teaching Staff AAC Counselors at SSHS Principal at SSHS	Allowing enrolled students to maintain their academic standing, attaining any credits student are behind in, and also closing any gaps in reading levels.				
Problem Statements: School Culture and Climate 1						
						

Performance Objective 4 Problem Statements:


School Culture and Climate
Problem Statement 1: Continuing to make sure all students are prepared for success after graduation for whatever path they choose. Root Cause 1: Students not being prepared for various requirements for their post secondary choices.

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

Performance Objective 5: Continue to equip students with 21st century skills by continuing our 1:1 initiative as well as adding \$100000 worth of Kajeet devices to increase all our students access to Wifi when it is needed for projects and assignments.

Evaluation Data Source(s) 5: Implementation of new technology by teachers

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
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.	Admin Teachers Instructional Technologist Instructional Tech Team Students	More students prepared with 21st century digital citizenship skills that benefit from more instructional technology implementation from high school staff.				
Problem Statements: Curriculum, Instruction, and Assessment 3						
						

Performance Objective 5 Problem Statements:

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

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

Performance Objective 6: Continue to meet the needs of At-Risk students.

Evaluation Data Source(s) 6: State Assessment Results
Graduation Rates

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Continue to facilitate double block core classes, credit recovery programs, and state assessment accelerated instruction opportunities.	Principal Academic Specialist	Improved State Assessment Results Increased Graduation Rate				
		Problem Statements: Demographics 5				
		Funding Sources: 199 PIC 24 State Comp Ed, Accelerated Ed - 28000.00				

Performance Objective 6 Problem Statements:





Demographics
Problem Statement 5: AT RISK STUDENT GROUP - The At Risk student group, when compared to all students, disproportionately under performs 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.

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

Performance Objective 1: During the 2019-2020 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 Source(s) 1: Emergency Preparedness Manual Log

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Ongoing safety support systems including but not limited to; school resource officers, 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 buzzerson outside doors for access to the high school.	Campus Administrators School Chief Resource Office (SRO) Assistant Superintendent Teachers All Staff	100% safe and secure campus.				
Problem Statements: School Culture and Climate 4						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 4: SSHS continues to attempt to improve all security measures to better protect all stakeholders. Root Cause 4: Growing threats in our changing society.

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





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

Evaluation Data Source(s) 2: Counseling logs

Office referral data

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Implementation of our 2 Word Character Development Curriculum through our Flex Time classes.	Classroom Teachers Interventionist Support Staff Instructional Aides Special Ed Teachers Academic Specialist Principal Athletic Director	Increase student leadership skills and positive character traits while decreasing the number of discipline referrals and consequences.a.				
2) 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.	Admin Team Assistant Superintendent Counselors Community in School Personnel	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.				
3) Challenge Day - SSHS will host/facilitate the challenge day program.	Principal	Increased student performance, decreased discipline referrals, improved campus culture and climate.				

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

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 8: 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 8: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.
School Culture and Climate
Problem Statement 1: Continuing to make sure all students are prepared for success after graduation for whatever path they choose. Root Cause 1: Students not being prepared for various requirements for their post secondary choices.
Problem Statement 4: SSHS continues to attempt to improve all security measures to better protect all stakeholders. Root Cause 4: Growing threats in our changing society.
Demographics
Problem Statement 5: AT RISK STUDENT GROUP - The At Risk student group,when compared to all students, disproportionately under performs 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.

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 by 20%.

Evaluation Data Source(s) 1: Strive appraisal system
T-TESS - Teacher Appraisal System

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Provide staff with appropriate professional development opportunities to ensure effective delivery of instructional strategies for academic achievement in all content areas.	Principal Academic Specialist	Staff members will be trained effectively and efficiently use the campus designed instructional delivery to students of all levels.				
		Problem Statements: School Culture and Climate 2 Funding Sources: 255 Title II, Part A, TPTR - 75000.00				

Performance Objective 1 Problem Statements:

School Culture and Climate
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 2: Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

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 Source(s) 2: Teacher Retention

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
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).	Academic Specialist Campus Administrator(s), Counselor(s) Curriculum Director Assistant Superintendent	Yearly analysis of staff exit surveys and new (1-3 year) teacher retention.				
Problem Statements: School Culture and Climate 3						

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 3: 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 3: Continued positive communication from admin to teachers and vice versa while continuing to provide training and resources for teachers to be successful.

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 Source(s) 1: Student and Staff Climate
Student and Staff Surveys

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Collaborate with the campus site based decision making committee to serve in an advisory role to campus leadership and decision making.	Principal	Campus SBDM minutes				
Problem Statements: School Culture and Climate 3						
Comprehensive Support 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.	Administration Principal Administrative Assistant Teachers	Improve Stakeholder Communication and Interaction by 10% each semester.				

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 3: 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 3: Continued positive communication from admin to teachers and vice versa while continuing to provide training and resources for teachers to be successful.


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 Source(s) 2: Parent surveys

Communication with the community at various events.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Continue to tweet about all our activities and accomplishments, volunteer for radio interviews to brag on accomplishments, participation in city wide celebrations such as Veteran's Day Parade.	Admin Team Teachers and Staff	Community to continue to see what great things are happening at SSHS on a daily basis.				
Problem Statements: Parent and Community Engagement 6						
2) Wildcat TV - Continue to create and facilitate a program to share District activities and accomplishments with our community.	Director of College and Career Readiness	The community will be better informed about districts activities and accomplishments.				
						

Performance Objective 2 Problem Statements:

Parent and Community Engagement
Problem Statement 6: Some parents report a lack of communication in some aspects and activities at the high school campus. Root Cause 6: Advocacy efforts

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	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.
4	1	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.

State Compensatory

Budget for Sulphur Springs High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
61xx	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$710,351.00
6100 Subtotal:		\$710,351.00
6200 Professional and Contracted Services		
6200 - Odysseyware	6296 Miscellaneous Contracted Services - Locally Defined	\$50,000.00
6200 Subtotal:		\$50,000.00

Personnel for Sulphur Springs High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Ferrell	Academic Paraprofessional	SCE	1
Cameron Warren	Academic Paraprofessional	SCE	.21
Carla Baxley	Teacher	SCE	.125
David Reynolds	Police Officer - AAC	SCE	1.0
David Sinclair	Administrator	SCE	1.0
Elizabeth Moss	Teaher	SCE	.38
Erin Echols	Academic Paraprofessional	SCE	1.0
Heather Fretwell	Teacher	SCE	.125
Jamie VanWinkle	Teacher	SCE	.125
Jeremy Delorge	Teacher	SCE	.22
Jordan Miesse	Teacher - AAC	SCE	1.0
Julie Ashmore	Administrator	SCE	1.0
Kathryn Wright	Teacher	SCE	1.0
Lesa Knotts	Teacher - AAC	SCE	1.0
Lindsay Ramirez	Academic Paraprofessional	SCE	1
Marsha Nolan	Teacher	SCE	1.0
Melissa Peugh	Teacher	SCE	.24
Michael Meador	Teacher	SCE	.11
Richard Cipoletta	Teacher	SCE	.10
Shelly Hodges	Teacher	SCE	.25
Susan Reynolds	Teacher - AAC	SCE	1
Talisa Harris	Teacher	SCE	1
Tiffany Spigner	Academic Paraprofessional - AAC	SCE	1

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Todd McCoy	Teacher	SCE	.125

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Derek Driver	Administrator
Administrator	Amy Jumper	Administrator
Administrator	Jarret Wilson	Administrator
Administrator	Steve Carter	Administrator
Business Representative	Chris Voorheese	Owner
Parent	Carrie Nuckolls	Realtor
CTE Director	Jenny Arledge	Administrator
Classroom Teacher	Carrie Bohman	Teacher
Classroom Teacher	Renee Maker	Teacher
District-level Professional	Josh Williams	Assistant Superintendent
Parent	Israel Lewis	Counselor
District-level Professional	Cindy Welch	Fine Arts Director
Classroom Teacher	KayLee Wood	Teacher
Classroom Teacher	Kaytlin Meadows	Teacher
Classroom Teacher	Ashley Painter	Teacher
Classroom Teacher	Maddie Millsap	Teacher

Campus Funding Summary

199 PIC 24 State Comp Ed, Accelerated Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Summer State Assessment Acceleration		\$4,000.00
1	6	1	Summer Credit Recovery Acceleration		\$24,000.00
2	2	2	CIS Funding		\$30,000.00
2	2	3	Challenge Day Program		\$7,500.00
Sub-Total					\$65,500.00
255 Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Training / Facilitator		\$75,000.00
Sub-Total					\$75,000.00
288 Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	CIS Funding		\$30,000.00
Sub-Total					\$30,000.00
270 RLIS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Brain Pop		\$3,000.00
1	1	1	IXL		\$8,000.00
1	3	3	TSI Assessments		\$4,000.00
Sub-Total					\$15,000.00
Grand Total					\$185,500.00

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