

# Sulphur Springs Independent School District

## District Improvement Plan

2019-2020



# Mission Statement

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

Provide students with the skills that will prepare them to adapt and excel in a fast-changing world, enabling them to lead productive lives.

The district shares with parents and the community the responsibility of promoting high standards and 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 ISD (SSISD), located in Sulphur Springs, TX serves approximately 4,400 students. The district has one early childhood center, four primary campuses that serve grades K -3, one campus for grades 4-5, one middle school for grades 6-8, one high school, and an alternative school. Sulphur Springs is located in Hopkins County Texas and has approximately 16,000 residents.

Sulphur Springs was originally settled during the 1840's and has since grown to be one of Northeast Texas' finest communities. The downtown area continues to be revitalized with restaurants and shopping opportunities. A few of the area's largest employers are Sulphur Springs ISD, Grocery Supply Company, Saputo, and Clayton Homes.

The vision of Sulphur Springs ISD is "Educating all students to their full potential." This means that the district believes that all children can learn and can be motivated to reach their full personal potential. This belief system allows students to explore new horizons, thereby gaining knowledge and understanding as staff model life-long learning strategies.

#### Population by Ethnicity

Sulphur Springs ISD serves an ethnically diverse student population. Last year, the district's student population grew to 4,399. The district's ethnic distributions have remained relatively consistent:

	Ethnic Distribution	
	Number of Students	Percent of Students
African American	482	11.0%
Hispanic	1238	28.1%
White	2435	55.5%
American Indian	10	0.2%
Asian	42	1.0%
Pacific Islander	3	0.1%
Two or More Races	189	4.3%

SSISD views the ethnic diversity of its student population as a strength that enriches learning opportunities for all students.

### Attendance

Attendance rates remain consistently high with respect to state averages as the district continues to report around 96%. The district attributes this to a strong partnership with parents and a focus on high quality education.

	Attendance Rates	
	State	SSISD
2016-2017	95.7%	96.1%
2017-2018	**.*%	95.7%

### Special Programs

	Special Programs Populations	
	Number of Students	Percent of Students
Economically Disadvantaged	2773	63.0%
ELL	627	14.3%
At-Risk	2635	59.9%
Bilingual/ESL	605	13.8%
Career & Technology Ed.	1219	27.7%
Gifted and Talented	205	4.7%
Special Education	502	11.4%

The district 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

While the federal mandate for the highly qualified teachers requirement has expired, SSISD continues to place a high priority on employing highly-qualified, talented staff. To meet this priority, the district has adopted a District of Innovation plan that allows teachers to be certified locally, when necessary, to meet students' needs.

### Core Academic Performance by Demographic

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

- Special Education (SpEd) scores showed the greatest variance of all student groups. 24% of SpEd students approached grade level or above in comparison to 70% 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 70% for all students.
- Economically Disadvantaged (ECD) scores were lower than those of all students, though the disparity was not as great as for SpEd and AA students. 61% of ECD students approached grade level or above in comparison to 70% for all students.
- English Learners (ELs) scores were lower than those of all students. 55% of ELs approached grade level or above in comparison to 70% for all students.
- At-Risk scores were lower than those of all students. On average, 55% of at-risk students approached grade level or above in comparison to 70% for all students.

The most significant finding during the analysis of all READING/ELAR academic achievement data is that SpEd, AA, EL, and at-risk student subgroups are significantly underperforming.

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

- Special Education (SpEd) scores showed the greatest variance of all student groups. 45% 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. 67% of AA students approached grade level or above in comparison to 81% 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. 77% of EL students approached grade level or above in comparison to 81% for all students.
- At-Risk scores were lower than those of all students. On average, 73% 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 MATHEMATICS academic achievement data is that SpEd, AA, and at-risk student subgroups are significantly underperforming.

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

- Special Education (SpEd) scores showed the greatest variance of all student groups. 23% of SpEd students approached grade level or above in comparison to 62% for all students.
- African American (AA) scores were lower than those of all students. 35% of AA students approached grade level or above in comparison to 62% for all students.
- Economically Disadvantaged (ECD) scores were lower than those of all students, though the disparity was not as great as for SpEd students. 51% of ECD students approached grade level or above in comparison to 62% for all students.
- English Learner (EL) scores were lower than those of all students. 46% of EL students approached grade level or above in comparison to 62% for all students.

- At-Risk scores were lower than those of all students. On average, 47% of at-risk students approached grade level or above in comparison to 62% for all students.

The most significant finding during the analysis of all WRITING academic achievement data is that SpEd, AA, ECD, EL, and at-risk student subgroups are significantly underperforming.

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

- Special Education (SpEd) scores showed the greatest variance of all student groups. 42% of SpEd students approached grade level or above in comparison to 82% for all students.
- African American (AA) scores were lower than those of all students. 68% of AA students approached grade level or above in comparison to 82% for all students.
- English Learners (ELs) scores were lower than those of all students. 65% of ELs approached grade level or above in comparison to 82% for all students.
- At-Risk scores were lower than those of all students. On average, 74% of at-risk students approached grade level or above in comparison to 82% for all students.

The most significant finding during the analysis of all SCIENCE academic achievement data is that SpEd, EL, and AA, subgroups are significantly underperforming.

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

- Special Education (SpEd) scores showed the greatest variance of all student groups. 41% of SpEd students approached grade level or above in comparison to 78% for all students.
- English Learners (ELs) scores were lower than those of all students. 54% of ELs approached grade level or above in comparison to 78% for all students.
- At-Risk scores were lower than those of all students. On average, 65% of at-risk students approached grade level or above in comparison to 78% for all students.

The most significant finding during the analysis of all SOCIAL STUDIES academic achievement data is that SpEd, EL, and at-risk student subgroups are significantly underperforming.

## **Demographics Strengths**

Sulphur Springs ISD has many strengths, and some of the most notable demographic strengths include:

1. Many families move to our area just for the schools. Because our families value education, we have many supportive parents and students who are



committed to success.

2. The district's attendance rate continues to be high and outperform state averages.
3. SSISD students are very accepting of new students regardless of race or ethnicity.
4. New teachers report that district the mentoring and support process is very helpful and supportive.

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

**Problem Statement 1:** SPECIAL EDUCATION STUDENT GROUP - The special education student group, when compared to all students, disproportionately underperforms for all subjects for STAAR and EOC approaching grade level or above. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

**Problem Statement 2:** AFRICAN AMERICAN ETHNIC GROUP - The African American ethnic group, when compared to all students, disproportionately underperforms for most subjects for STAAR and EOC approaching grade level or above. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

**Problem Statement 3:** AT-RISK STUDENT GROUP - The at-risk student group, when compared to all students, disproportionately underperforms for all subjects for STAAR and EOC approaching grade level or above. **Root Cause:** By definition, at risk-students are more likely to struggle, and the district's at-risk/SCE program is critical to narrowing their achievement gaps. Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

**Problem Statement 4:** ECODIS STUDENT GROUP - The EcoDis student group, when compared to all students, disproportionately underperforms for some subjects for STAAR and EOC approaching grade level or above. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs. The Title I program is critical to providing supplemental services to narrow these students' achievement gaps.

**Problem Statement 5:** EL STUDENT GROUP - The EL student group, when compared to all students, disproportionately underperforms for some subjects for STAAR and EOC approaching grade level or above. **Root Cause:** This student group struggles primarily due to English language acquisition challenges. The Title III program is critical to providing supplemental services to narrow these students' achievement gaps.

# Student Academic Achievement

## Student Academic Achievement Summary

### ACCOUNTABILITY SUMMARY

Sulphur Springs ISD earned a rating of "B" on all three domains that constitute the 2019 accountability system. Specifically:

	Scaled Score	SSISD Rating
<b>Domain 1 - Student Achievement</b>	87	B
<b>Domain 2 - School Progress</b>	89	B
<b>Domain 3 - Closing the Gaps</b>	84	B
<b>Overall</b>	88	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

2019 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 All Grade Level (Approaches Grade Level or Above)		
	2018	2019
Reading	70%	70%

STAAR All Grade Level (Approaches Grade Level or Above)		
Mathematics	80%	81%
Writing	56%	62%
Science	81%	82%
Social Studies	80%	78%

A comparison of STAAR scores at the ALL student level for the district shows that the 2018 and 2019 scores show little variance. However, the district is pleased to see that scores have improved in 3 out of 5 areas.

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

2019 STAAR All Students	DID NOT Meet Progress	APPROACHES grade level performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
Reading	30%	70%	45%	18%
Mathematics	19%	81%	54%	30%
Writing	38%	62%	30%	8%
Science	18%	82%	58%	28%
Social Studies	22%	78%	54%	33%

2018 STAAR All Students	DID NOT Meet Progress	APPROACHES grade level performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
Reading	30%	70%	43%	17%
Mathematics	20%	80%	52%	26%
Writing	44%	56%	33%	9%
Science	19%	81%	52%	21%
Social Studies	20%	80%	53%	31%

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

### READING/ELAR

	Approaches Grade Level or Above – Reading/ELAR							
	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	ENG I	ENG II
SSISD	70%	74%	72%	60%	75%	76%	67%	64%

Approaches Grade Level or Above – Reading/ELAR								
State	76%	74%	77%	66%	74%	77%	63%	67%

As indicated in the table above, student achievement in Reading/ELAR across the district indicates reading achievement was at or above the state for 4th grade, 7th grade and English I; student achievement was near the state for 8th grade and English III; and, student achievement was well below the state in grades 3, 5, and 6.

18% of SSISD students achieved mastery level performance on STAAR reading which is slightly below state level performance of 21%.

### MATHEMATICS

Approaches Grade Level or Above - Mathematics							
	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	ALG I
SSISD	66%	70%	83%	80%	82%	89%	86%
State	78%	74%	83%	79%	73%	81%	84%

As indicated in the table above, student achievement in Mathematics across the district indicates achievement was at or above the state for grades 5, 6, 7, 8 and Algebra I; and, student achievement was below the state in grades 3 and 4.

26% of SSISD students achieved mastery level performance on STAAR mathematics which is slightly below state level performance of 30%.

### WRITING

Approaches Grade Level or Above – Writing		
	4 <sup>th</sup>	7 <sup>th</sup>
SSISD	58%	67%
State	65%	69%

As indicated in the table above, student achievement in writing across the district indicates achievement was near the state for 7th grade, and student achievement was below the state in grade 4.

8% of SSISD students achieved mastery level performance on STAAR writing which is below state level performance of 14%.

### SCIENCE

Approaches Grade Level or Above – Science		
	5 <sup>th</sup>	8 <sup>th</sup>
		BIO

	Approaches Grade Level or Above – Science		
SSISD	82%	77%	86%
State	74%	79%	88%

As indicated in the table above, student achievement in Science across the district indicates achievement was at or above the state in 5th grade, and student achievement was near the state for 8th grade and Biology.

28% of SSISD students achieved mastery level performance on STAAR science which is slightly above the state level performance of 25%.

### SOCIAL STUDIES

	Approaches Grade Level or Above – Social Studies	
	8 <sup>th</sup>	US History
SSISD	69%	91%
State	67%	93%

As indicated in the table above, student achievement in Social Studies across the district indicates achievement was near the state for US History, and student achievement was above the state in grade 8.

33% of SSISD students achieved mastery level performance on STAAR social studies which is equal to the state level performance of 33%.

### ACT/SAT (Pending 18-19 TAPR)

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

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

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

## STATE AND FEDERAL ACCOUNTABILITY

Campus	Monitoring Status
Bowie Primary	Additional Targeted Support Identified - Overall C
Lamar Primary	Comprehensive Support Identified - 2nd Year Overall F
Travis Primary	Additional Targeted Support Identified - Overall D
Sulphur Springs Elementary	Targeted Support Identified - Subpopulation Performance
Sulphur Springs Middle	Targeted Support Identified - Subpopulation Performance

Lamar Primary is undergoing the Effective Schools Framework (ESF) process to address the the the monitoring status - comprehensive support identified. The other campuses are engaging in targeted strategies to address identified needs. These strategies are identified in the campus improvement plans.

### Student Academic Achievement Strengths

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

- The district earned an accountability rating of "B".
- SSISD campuses earned 9 Distinction Designations in core areas, comparative academic growth, postsecondary readiness, and comparative closing the gaps. Collectively, campuses earned every Distinction Designation at least once.
- The district continues to see improvement in student reading levels, K-12.

ELAR/Reading:

- 7th grade performance for approaching grade level or above exceeded the state average by 1%.
- ENG I performance for approaching grade level or above exceeded the state average by 4%.

Mathematics:

- 6th grade performance for approaching grade level or above exceeded the state average by 1%.
- 7th grade performance for approaching grade level or above exceeded the state average by 9%.
- 8th grade performance for approaching grade level or above exceeded the state average by 8%.

Science:

- 5th grade performance for approaching grade level or above exceeded the state average by 8%.

**Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** READING/ELAR - Students are underperforming at several grade levels compared to state performance. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs, especially to address gaps in learning.

**Problem Statement 2:** MATHEMATICS - Students are underperforming particularly in 3rd and 4th grade. **Root Cause:** Teachers need appropriate training, instructional strategies, and resources, especially to address gaps in learning.

**Problem Statement 3:** STATE AND FEDERAL MONITORING - Five SSISD campuses have been given a monitoring status this year. **Root Cause:** District/campus structure was not conducive to state assessment success. The district is in its early phases of implementing effective curriculum and instruction processes.

# District Processes & Programs

## District Processes & Programs Summary

In March 2019, climate surveys were conducted by each campus and offered to both staff and community members. In September, each campus also conducted parent/community member interest surveys. The surveys were given to assess campus processes and programs. Survey results identified three school-wide processes needing improvement: (1) PLC process understanding and execution, (2) communication with parents/parent involvement, and (3) the RtI program and reading instruction.

For 2018-2019, the district focused on the PLC process at each campus, reading instruction, and curriculum/instruction/assessment alignment. Professional development included Capturing Kids' Hearts, Brain Breaks, ESTEEM, The Daily 5, and Guided Reading. PLCs focus on aligning curriculum, instruction, and assessments to meet student's individual needs. Common planning time is used to improve the implementation of each of the programs listed. Assessments are given, feedback is taken, and reflective practice is used to improve performance and create subsequent daily lessons.

### **PLC Process (Curriculum/Instruction/Assessment)**

During the 2019-2020 school year, the district will continue to look for ways to strengthen curriculum/instruction/assessment alignment through the PLC process. To meet this challenge, the school year began with a PLC training for campus team leaders. Summative local assessment and climate surveys indicate that the process of implementation for each of the programs listed is ongoing. PLC teams continue to improve while making more efficient use of their time. Student reading levels continue to rise as the RtI program is employed through the PLC process. Campus administrator involvement in the process continues to be a key component for successful improvement.

### **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. Campus and district Parent and Family Engagement Plans have been developed and are posted on the school website.

### **RtI and Reading Instruction**

Intervention for struggling learners continues to be a top priority for the district. In particular, the district continues to carefully monitor and intervene to ensure that all SSISD 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 TPRI, IXL, CogAT, Reading A-Z, SuccessEd, and Capturing Kids' Hearts.



## **Hiring and Retaining Exceptionally Trained Staff**

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

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

Professional development is a key component to providing excellent instruction and to developing and retaining exceptionally trained teachers. Key ongoing training opportunities include PLC training, Capturing Kids' Hearts, 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).

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

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

## **Elementary Campus Restructure**

The District has restructured its elementary campuses to better serve students' needs. The district now offers one early childhood center, four primary campuses that serve grades K -3, one campus for grades 4-5, one middle school for grades 6-8, and one high school.

## **District Processes & Programs Strengths**

Sulphur Springs ISD has identified the following strengths:

- Many PLCs report improvements in efficiency and efficacy.
- Teachers have participated in a multitude of trainings to improve student performance; implementation continues.
- Teachers continue to employ research based instruction and assessment practices to meet students' needs.

- Technology integration training/facilitation.
- 1:1 Technology Initiative.

Additional strengths include:

- The latest TAPR confirms that the percentage of teachers with 20+ years of experience exceeds state averages.
- The TAPR indicates that SSISD's average number of students per teacher is well below the state average.

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

**Problem Statement 1:** On the 2019 climate survey, many teachers indicate the need for continued training to improve the PLC process. **Root Cause:** As teachers implement new curriculum and instruction programs, they see the need to hone the PLC process which ties them together.

**Problem Statement 2:** On the 2019 climate survey, many parents indicate the need to improve communication and parent involvement activities. **Root Cause:** The district misses opportunities to communicate/advocate for school programs with some stakeholders.

**Problem Statement 3:** 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:** The district has employed many tools that are a challenge to implement in tandem.

**Problem Statement 4:** The district continues to face a challenge of attracting and retaining exceptionally trained staff. **Root Cause:** There are too few teachers pursuing too many open positions. SSISD must rise to the challenge of competing for the best teachers.

**Problem Statement 5:** Teachers continue to work to integrate technology and 21st Century learning skills in daily instruction. **Root Cause:** Teachers need tools and training to understand how to integrate technology into their lessons.

**Problem Statement 6:** The district's elementary campuses were restructured to improve teaching and learning. **Root Cause:** The nature of the prior elementary campus structure.

# Perceptions

## Perceptions Summary

The mission of Sulphur Springs ISD 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 become lifelong learners.

New teachers and families come into our school with various previous school experiences. Because of this constant growth, we have to work very hard to maintain a culture of high expectations for student learning and behavior. Embedded within the district's 4 primary goals are three primary initiatives - reading instruction, narrowing performance gaps among all student groups (particularly for SpEd and AA students), and advocating for our students and our school. With these in mind, the message that the entire staff is asked to convey to students, parents, and community members is our VISION, "Educating All Students to Their Fullest Potential."

In addition to the Texas Essential Knowledge and Skills, SSISD students are taught the soft skills they need to ensure that they reach their full potential and become productive citizens. Through monthly lessons, students learn about key components for success through our acrostic, WILDCATS:

1. **W**ork Ethic
2. **I**ntegrity
3. **L**istening
4. **D**emeanor
5. **C**ommunication
6. **A**daptability
7. **T**eamwork
8. **S**ound Judgment

Beyond these soft skills, SSISD teachers have had training in ESTEEM, Brain Breaks, and Capturing Kids' Hearts in an effort to better educate students and to better respond to students with behavioral needs.

Students are taught the value of practice. Practice creates habits; therefore, we all practice excellence. Expectations for student behavior is high and we are

blessed to have respectful, confident students. The staff understand that a culture of respect with parents has to be earned. We ask our parents to hold us accountable for maintaining a culture of respect, high expectations for learning, and habits of excellence. We consistently check our progress by conducting parent surveys and through anecdotal feedback/evaluations. Our most recent survey data indicates that most parents feel that we are excelling in our mission to meet students' needs.

The PLC process is a critical component of how SSISD engages in the process of educating our students. SSISD 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 district employs 9 police officers to protect and serve the students of SSISD daily. They work continuously with other district staff members to engage in safety audits and to employ each campus' emergency management plan. The district seeks to improve the safety and security of its learning environment through enhanced security measures for campuses including cameras, buzzers, and enhanced safety systems/protocols.

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

Sulphur Springs ISD places a high priority on creating a family and community friendly school environment. Because we know that communication is a key way to engage parents, advocacy for our students and our programs has become a major priority as we seek new and better ways to "share it out" with our community members. Currently the district and campuses engage in a variety of processes to share with stake holders, including: weekly/monthly activity updates to parents, school website/social media, Wildcat TV, and a billboard coming for 2018-2019. Other initiatives include PTO programs, math/science nights, Donuts With Dad, Muffins With Mom, game nights, Friday morning Coffee With the Coaches, etc.

## **Perceptions Strengths**

Sulphur Springs ISD celebrates these strengths:

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

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Many parents still report a lack of communication/opportunities for involvement in school activities. **Root Cause:** Advocacy efforts are in their initial stages.

**Problem Statement 2:** Behavioral/Discipline issues continue to be a challenge. **Root Cause:** New behavioral intervention strategies and staff are in their initial stages of implementation.

**Problem Statement 3:** The district seeks to enhance its security measures to better protect all stakeholders. **Root Cause:** Growing dangers in our society.

# Priority Problem Statements

**Problem Statement 1:** SPECIAL EDUCATION STUDENT GROUP - The special education student group, when compared to all students, disproportionately underperforms for all subjects for STAAR and EOC approaching grade level or above.

**Root Cause 1:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** AFRICAN AMERICAN ETHNIC GROUP - The African American ethnic group, when compared to all students, disproportionately underperforms for most subjects for STAAR and EOC approaching grade level or above.

**Root Cause 2:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** MATHEMATICS - Students are underperforming particularly in 3rd and 4th grade.

**Root Cause 3:** Teachers need appropriate training, instructional strategies, and resources, especially to address gaps in learning.

**Problem Statement 3 Areas:** Student Academic Achievement

**Problem Statement 4:** On the 2019 climate survey, many teachers indicate the need for continued training to improve the PLC process.

**Root Cause 4:** As teachers implement new curriculum and instruction programs, they see the need to hone the PLC process which ties them together.

**Problem Statement 4 Areas:** District Processes & Programs

**Problem Statement 5:** On the 2019 climate survey, many parents indicate the need to improve communication and parent involvement activities.

**Root Cause 5:** The district misses opportunities to communicate/advocate for school programs with some stakeholders.

**Problem Statement 5 Areas:** District Processes & Programs

**Problem Statement 6:** Through the PLC process, teachers indicate the need for continued training to improve the RtI program and its implementation of various intervention tools.

**Root Cause 6:** The district has employed many tools that are a challenge to implement in tandem.

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

**Problem Statement 7:** Many parents still report a lack of communication/opportunities for involvement in school activities.

**Root Cause 7:** Advocacy efforts are in their initial stages.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** Behavioral/Discipline issues continue to be a challenge.

**Root Cause 8:** New behavioral intervention strategies and staff are in their initial stages of implementation.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** The district continues to face a challenge of attracting and retaining exceptionally trained staff.

**Root Cause 9:** There are too few teachers pursuing too many open positions. SSISD must rise to the challenge of competing for the best teachers.

**Problem Statement 9 Areas:** District Processes & Programs

**Problem Statement 10:** AT-RISK STUDENT GROUP - The at-risk student group, when compared to all students, disproportionately underperforms for all subjects for STAAR and EOC approaching grade level or above.

**Root Cause 10:** By definition, at risk-students are more likely to struggle, and the district's at-risk/SCE program is critical to narrowing their achievement gaps. Teachers need appropriate training, instructional strategies, and resources to meet students' needs.

**Problem Statement 10 Areas:** Demographics

**Problem Statement 11:** ECODIS STUDENT GROUP - The EcoDis student group, when compared to all students, disproportionately underperforms for some subjects for STAAR and EOC approaching grade level or above.

**Root Cause 11:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs. The Title I program is critical to providing supplemental services to narrow these students' achievement gaps.

**Problem Statement 11 Areas:** Demographics

**Problem Statement 12:** EL STUDENT GROUP - The EL student group, when compared to all students, disproportionately underperforms for some subjects for STAAR and EOC approaching grade level or above.

**Root Cause 12:** This student group struggles primarily due to English language acquisition challenges. The Title III program is critical to providing supplemental services to narrow these students' achievement gaps.

**Problem Statement 12 Areas:** Demographics

**Problem Statement 13:** Teachers continue to work to integrate technology and 21st Century learning skills in daily instruction.

**Root Cause 13:** Teachers need tools and training to understand how to integrate technology into their lessons.

**Problem Statement 13 Areas:** District Processes & Programs

**Problem Statement 14:** The district seeks to enhance its security measures to better protect all stakeholders.

**Root Cause 14:** Growing dangers in our society.

**Problem Statement 14 Areas:** Perceptions

**Problem Statement 15:** STATE AND FEDERAL MONITORING - Five SSISD campuses have been given a monitoring status this year.

**Root Cause 15:** District/campus structure was not conducive to state assessment success. The district is in its early phases of implementing effective curriculum and instruction processes.

**Problem Statement 15 Areas:** Student Academic Achievement

**Problem Statement 16:** The district's elementary campuses were restructured to improve teaching and learning.



**Root Cause 16:** The nature of the prior elementary campus structure.

**Problem Statement 16 Areas:** District Processes & Programs

**Problem Statement 17:** READING/ELAR - Students are underperforming at several grade levels compared to state performance.

**Root Cause 17:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs, especially to address gaps in learning.

**Problem Statement 17 Areas:** Student Academic Achievement

# 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- PBMAS data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- 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
- SAT and/or ACT assessment data

## 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

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance 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
- Evaluation(s) of professional development implementation and impact
- TTESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback

### **Support Systems and Other Data**

- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

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

**Performance Objective 1:** Reading - At least 90% of all students will read on grade level by the end of their 3rd grade year.

**Evaluation Data Source(s) 1:** Reading A-Z Reading Levels

**Summative Evaluation 1:**

**Targeted or ESF High Priority**

**TEA Priorities:** 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 1) Reading Instruction - Teachers will employ sound reading curriculum and instruction techniques using researched based programs including Spalding and Reading A-Z, Read 180, System 44, Daily 5, and Guided Reading.	2.4, 2.6	Campus Academic Specialists	Students' reading proficiency will increase.				
				<b>Problem Statements:</b> Student Academic Achievement 1, 3 - School Processes & Programs 6 <b>Funding Sources:</b> 199 General Fund - 500.00			
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 2) Classroom Structure - Teachers will employ the Daily 5 to structure their classrooms to best facilitate reading instruction.	2.4, 2.5, 2.6	Campus Academic Specialists	Students' reading proficiency will increase.				
				<b>Problem Statements:</b> Student Academic Achievement 1, 2, 3			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 3) Guided Reading - Teachers will employ guided reading strategies in the classrooms.	2.4, 2.5, 2.6	Campus Academic Specialists	Students' reading proficiency will increase.				
	<b>Problem Statements:</b> Student Academic Achievement 1, 3						

**Performance Objective 1 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> READING/ELAR - Students are underperforming at several grade levels compared to state performance. <b>Root Cause 1:</b> Teachers need appropriate training, instructional strategies, and resources to meet students' needs, especially to address gaps in learning.
<b>Problem Statement 2:</b> MATHEMATICS - Students are underperforming particularly in 3rd and 4th grade. <b>Root Cause 2:</b> Teachers need appropriate training, instructional strategies, and resources, especially to address gaps in learning.
<b>Problem Statement 3:</b> STATE AND FEDERAL MONITORING - Five SSISD campuses have been given a monitoring status this year. <b>Root Cause 3:</b> District/campus structure was not conducive to state assessment success. The district is in its early phases of implementing effective curriculum and instruction processes.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 6:</b> The district's elementary campuses were restructured to improve teaching and learning. <b>Root Cause 6:</b> The nature of the prior elementary campus structure.

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

**Performance Objective 2:** Narrowing Performance Gaps - 2020 STAAR results will indicate that gaps are being narrowed (with respect to the state standards) for each demographic per the district's five year plan.

**Evaluation Data Source(s) 2:** 2020 STAAR Scores

**Summative Evaluation 2:**

**Targeted or ESF High Priority**

**TEA Priorities:** 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 1) Reading Instruction - Teachers will employ sound reading curriculum and instruction techniques using researched based programs including Spalding, Reading A-Z, Read 180, System 44, Daily 5, and Guided Reading.</p>	2.4, 2.6	Campus Academic Specialists	Students' reading proficiency will increase.				
				<p><b>Problem Statements:</b> Demographics 1, 2, 3, 4, 5 <b>Funding Sources:</b> 211 Title I, Part A - 27200.00, 199 General Fund - 26500.00, 270 RLIS - 6300.00, 288 Title IV, Part A - 5000.00, 263 Title III, LEP - 6000.00</p>			
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 2) Reading Intervention - Teachers will employ TPRI and IXL for reading intervention (RtI).</p>	2.4, 2.5, 2.6	Campus Academic Specialists	Students' reading proficiency will increase.				
				<p><b>Problem Statements:</b> Demographics 1, 2, 3 - Student Academic Achievement 1, 3 - School Processes &amp; Programs 3, 6 <b>Funding Sources:</b> 211 Title I, Part A - 25200.00, 288 Title IV, Part A - 2660.00</p>			
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 3) Math Instruction - Teachers will employ sound mathematics curriculum and instruction techniques using research based programs such as Math Workshop and Relfext Math.</p>	2.4, 2.6	Campus Academic Specialists	Students' mathematics proficiency will increase.				
				<p><b>Problem Statements:</b> Demographics 1, 2, 3, 4, 5 - Student Academic Achievement 2 <b>Funding Sources:</b> 211 Title I, Part A - 15000.00</p>			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 4) Math Intervention - Teachers will employ IXL and Reflex Math for math intervention.	2.4, 2.5, 2.6	Campus Academic Specialists	Students' mathematics proficiency will increase.				
	<b>Funding Sources:</b> 211 Title I, Part A - 12000.00, 270 RLIS - 16000.00, 199 General Fund - 6400.00						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools 5) Capturing Kids' Hearts - Staff will be trained and employ Capturing Kids' Hearts techniques to meet the needs of struggling learners.	2.4, 2.6	Campus Principals	Increase time on task and core learning proficiency. Improve classroom management effectiveness. Decrease behavior issues.				
	<b>Problem Statements:</b> Demographics 1, 2, 3, 4, 5 - School Processes & Programs 3 - Perceptions 2 <b>Funding Sources:</b> 211 Title I, Part A - 6000.00, 199 General Fund - 50000.00						
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 6) ELT (Creative Scheduling) - Students' schedules will be set to increase time on task (Extended Learning Time). Examples include ELT, WIN, CAT time and double blocking.	2.4, 2.5	Campus Principals	ELT will fill gaps in student's learning.				
	<b>Problem Statements:</b> Demographics 1, 2, 3, 4, 5 - Student Academic Achievement 1, 2						
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 7) Inclusion / Co-Teaching / ELT - The district will invest in time and staff for SpEd student's individual needs to be met.	2.4, 2.5	Campus Principals	SpEd students will spend more time addressing specific gaps in their learning. SpEd students will have 1 on 1 and/or small group instruction.				
	<b>Problem Statements:</b> Demographics 1 - Student Academic Achievement 1						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 8) Behavioral Intervention Specialists - The district will invest in personnel to provide appropriate behavioral interventions in an effort to increase time on task.	2.4, 2.5	Director of Special Programs	Decrease in behavior incidents / restraints. Increase in time on task.				
	<b>Problem Statements:</b> Demographics 1 - Perceptions 2						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 9) District Wide Professional Development (Region 8 Cooperatives) - The district will continue to utilize Region 8 ESC cooperatives to provide effective professional development opportunities.	2.4	Director of Curriculum and Instruction	Increase instructional effectiveness.				
	<b>Problem Statements:</b> Demographics 1, 2, 3, 4, 5 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1, 3, 5 <b>Funding Sources:</b> 211 Title I, Part A - 13000.00						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 10) Elementary Campus Restructure - The district will continue to facilitate the implementation of the elementary campus restructure process.	2.4, 2.5, 2.6	Assistant Superintendent of Elementary Education	Increase performance on state assessment.				
	<b>Problem Statements:</b> School Processes & Programs 6						

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> SPECIAL EDUCATION STUDENT GROUP - The special education student group, when compared to all students, disproportionately underperforms for all subjects for STAAR and EOC approaching grade level or above. <b>Root Cause 1:</b> Teachers need appropriate training, instructional strategies, and resources to meet students' needs.
<b>Problem Statement 2:</b> AFRICAN AMERICAN ETHNIC GROUP - The African American ethnic group, when compared to all students, disproportionately underperforms for most subjects for STAAR and EOC approaching grade level or above. <b>Root Cause 2:</b> Teachers need appropriate training, instructional strategies, and resources to meet students' needs.
<b>Problem Statement 3:</b> AT-RISK STUDENT GROUP - The at-risk student group, when compared to all students, disproportionately underperforms for all subjects for STAAR and EOC approaching grade level or above. <b>Root Cause 3:</b> By definition, at risk-students are more likely to struggle, and the district's at-risk/SCE program is critical to narrowing their achievement gaps. Teachers need appropriate training, instructional strategies, and resources to meet students' needs.
<b>Problem Statement 4:</b> ECODIS STUDENT GROUP - The EcoDis student group, when compared to all students, disproportionately underperforms for some subjects for STAAR and EOC approaching grade level or above. <b>Root Cause 4:</b> Teachers need appropriate training, instructional strategies, and resources to meet students' needs. The Title I program is critical to providing supplemental services to narrow these students' achievement gaps.
<b>Problem Statement 5:</b> EL STUDENT GROUP - The EL student group, when compared to all students, disproportionately underperforms for some subjects for STAAR and EOC approaching grade level or above. <b>Root Cause 5:</b> This student group struggles primarily due to English language acquisition challenges. The Title III program is critical to providing supplemental services to narrow these students' achievement gaps.



### Student Academic Achievement

**Problem Statement 1:** READING/ELAR - Students are underperforming at several grade levels compared to state performance. **Root Cause 1:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs, especially to address gaps in learning.

**Problem Statement 2:** MATHEMATICS - Students are underperforming particularly in 3rd and 4th grade. **Root Cause 2:** Teachers need appropriate training, instructional strategies, and resources, especially to address gaps in learning.

**Problem Statement 3:** STATE AND FEDERAL MONITORING - Five SSISD campuses have been given a monitoring status this year. **Root Cause 3:** District/campus structure was not conducive to state assessment success. The district is in its early phases of implementing effective curriculum and instruction processes.

### School Processes & Programs

**Problem Statement 1:** On the 2019 climate survey, many teachers indicate the need for continued training to improve the PLC process. **Root Cause 1:** As teachers implement new curriculum and instruction programs, they see the need to hone the PLC process which ties them together.

**Problem Statement 3:** Through the PLC process, teachers indicate the need for continued training to improve the RtI program and its implementation of various intervention tools. **Root Cause 3:** The district has employed many tools that are a challenge to implement in tandem.

**Problem Statement 5:** Teachers continue to work to integrate technology and 21st Century learning skills in daily instruction. **Root Cause 5:** Teachers need tools and training to understand how to integrate technology into their lessons.

**Problem Statement 6:** The district's elementary campuses were restructured to improve teaching and learning. **Root Cause 6:** The nature of the prior elementary campus structure.

### Perceptions

**Problem Statement 2:** Behavioral/Discipline issues continue to be a challenge. **Root Cause 2:** New behavioral intervention strategies and staff are in their initial stages of implementation.

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

**Performance Objective 3:** College/Career/Military Readiness (CCMR) - State accountability results will indicate that at least 80% of all students will be college, career, and/or military ready upon graduation.

**Evaluation Data Source(s) 3:** EOC Mastery Level Performance, ACT/SAT Performance, TSI Performance, Industry Certifications Earned, etc.

**Summative Evaluation 3:**

**TEA Priorities:** 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Connect high school to career and college 1) Endorsements and Industry Certifications - The district will continue to facilitate programs and courses of study that offer a wide variety of graduation endorsements and the potential to earn industry certifications.	2.4, 2.5	Director of College and Career Readiness	Increase in students graduating with an industry certifications.				
	<b>Problem Statements:</b> School Processes & Programs 5						
<b>TEA Priorities</b> Connect high school to career and college 2) ACT/SAT Preparation - The district will continue to provide opportunities for preparation for college entrance exams.	2.5	Assistant Superintendent for Secondary Education	Increase SAT/ACT Scores.				
	<b>Problem Statements:</b> School Processes & Programs 5						
<b>TEA Priorities</b> Connect high school to career and college 3) Interest Inventories - Students will explore their career interests to determine their course of study.	2.5	Director of College and Career Readiness	Students more often choose endorsement paths that meet their personal interests and career aspirations.				
	<b>Problem Statements:</b> School Processes & Programs 5 <b>Funding Sources:</b> 199 PIC 22 State Career & Technical Ed - 2000.00						
<b>TEA Priorities</b> Connect high school to career and college 4) TSI - SSISD will directly facilitate the preparation for and taking of the TSI.	2.5	High School Principal	Increased TSI participation and success level.				
	<b>Problem Statements:</b> School Processes & Programs 5 <b>Funding Sources:</b> 270 RLIS - 2000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Connect high school to career and college 5) CP Courses - The high school will offer math and English CP courses to help student achieve CCM readiness.		Director of College and Career Readiness	Increase in CCM ready students.				
	<b>Problem Statements:</b> School Processes & Programs 5						
<b>TEA Priorities</b> Connect high school to career and college 6) CCMR Tracking - The district will carefully track student CCM readiness and intervene as appropriate.		Director of College and Career Readiness	Increased number of CCMR graduates.				
	<b>Problem Statements:</b> School Processes & Programs 5						

**Performance Objective 3 Problem Statements:**

<b>School Processes &amp; Programs</b>
<b>Problem Statement 5:</b> Teachers continue to work to integrate technology and 21st Century learning skills in daily instruction. <b>Root Cause 5:</b> Teachers need tools and training to understand how to integrate technology into their lessons.





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

**Performance Objective 4:** Technology Integration - At least 90% of core courses work in a digital environment.

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

**Summative Evaluation 4:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals. 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>1) 1:1 Initiative - The district will continue its commitment to providing individual technology for every student.</p>	2.4, 2.5	Director of Technology	Increased technology integration in students' learning opportunities.				
<p><b>Problem Statements:</b> School Processes &amp; Programs 5 <b>Funding Sources:</b> 199 General Fund - 200000.00</p>							
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>2) Technology Integration Specialists - Continue to provide campus-level technology integration specialists for teacher training and support.</p>	2.4, 2.5	Director of Curriculum and Instruction	Increased technology integration in students' learning opportunities.				
<p><b>Problem Statements:</b> School Processes &amp; Programs 5</p>							
<p style="text-align: center;">  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							

**Performance Objective 4 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 5:</b> Teachers continue to work to integrate technology and 21st Century learning skills in daily instruction. <b>Root Cause 5:</b> Teachers need tools and training to understand how to integrate technology into their lessons.</p>

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

**Performance Objective 5:** 21st Century Skills - Students will attain 6 C proficiency (Becoming Brilliant)

**Evaluation Data Source(s) 5:** Clarity Reports, Classroom Observations

**Summative Evaluation 5:**

**TEA Priorities:** 3. Connect high school to career and college. 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>1) Future Ready Studies - The district will hold monthly Future Ready meetings to discuss and "share out" opportunities to integrate technology and 21st century skills in classrooms.</p>	2.4, 2.5	Superintendent	Increased integration of 21st century skills and technology integration in students' learning opportunities.				
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>2) Strategy Toolkit - Instructional technology specialists along with content coordinators and teachers will continue to build a toolkit of resources for teachers.</p>	2.4, 2.5	Director of Curriculum and Instruction	Increase integration of student centered, brain-based instructional strategies and learning activities.				
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>3) Productivity Tools - Continued use and training for productivity tools for teachers and students centered around the 4 C's (Clarity Report).</p>	2.4, 2.5	Director of Curriculum and Instruction	Increased development of students toward College and Career Readiness goals, increased communication and collaboration with parents and community.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 4) Accessibility Training and Support - Continue efforts to assist and suggest tools for students and teachers centered around the 4 C's (Clarity Report).	2.4, 2.5	Director of Curriculum and Instruction	Increase technology skills and increase access for students to tools used in the classroom.				
<b>Problem Statements:</b> School Processes & Programs 5							

**Performance Objective 5 Problem Statements:**

School Processes & Programs
<b>Problem Statement 5:</b> Teachers continue to work to integrate technology and 21st Century learning skills in daily instruction. <b>Root Cause 5:</b> Teachers need tools and training to understand how to integrate technology into their lessons.

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

**Performance Objective 6:** Strategic Planning - The district will engage in a strategic planning process.

**Evaluation Data Source(s) 6:** State Accountability Data

**Summative Evaluation 6:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>TEA Priorities</b>                      Recruit, support, retain teachers and principals                      Build a foundation of reading and math                      Connect high school to career and college                      Improve low-performing schools</p> <p>1) Consultant - The district will secure the assistance of a consultant to facilitate the strategic planning process.</p>		Superintendent	Improved state accountability results. Positive impact on district culture and climate.				
<p><b>Problem Statements:</b> Demographics 1, 2, 3, 4, 5 - Student Academic Achievement 1, 2, 3 - School Processes &amp; Programs 1, 2, 3, 4, 5, 6 - Perceptions 1, 2, 3</p>							

**Performance Objective 6 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> SPECIAL EDUCATION STUDENT GROUP - The special education student group, when compared to all students, disproportionately underperforms for all subjects for STAAR and EOC approaching grade level or above. <b>Root Cause 1:</b> Teachers need appropriate training, instructional strategies, and resources to meet students' needs.</p>
<p><b>Problem Statement 2:</b> AFRICAN AMERICAN ETHNIC GROUP - The African American ethnic group, when compared to all students, disproportionately underperforms for most subjects for STAAR and EOC approaching grade level or above. <b>Root Cause 2:</b> Teachers need appropriate training, instructional strategies, and resources to meet students' needs.</p>
<p><b>Problem Statement 3:</b> AT-RISK STUDENT GROUP - The at-risk student group, when compared to all students, disproportionately underperforms for all subjects for STAAR and EOC approaching grade level or above. <b>Root Cause 3:</b> By definition, at risk-students are more likely to struggle, and the district's at-risk/SCE program is critical to narrowing their achievement gaps. Teachers need appropriate training, instructional strategies, and resources to meet students' needs.</p>

## Demographics

**Problem Statement 4:** ECODIS STUDENT GROUP - The EcoDis student group, when compared to all students, disproportionately underperforms for some subjects for STAAR and EOC approaching grade level or above. **Root Cause 4:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs. The Title I program is critical to providing supplemental services to narrow these students' achievement gaps.

**Problem Statement 5:** EL STUDENT GROUP - The EL student group, when compared to all students, disproportionately underperforms for some subjects for STAAR and EOC approaching grade level or above. **Root Cause 5:** This student group struggles primarily due to English language acquisition challenges. The Title III program is critical to providing supplemental services to narrow these students' achievement gaps.

## Student Academic Achievement

**Problem Statement 1:** READING/ELAR - Students are underperforming at several grade levels compared to state performance. **Root Cause 1:** Teachers need appropriate training, instructional strategies, and resources to meet students' needs, especially to address gaps in learning.

**Problem Statement 2:** MATHEMATICS - Students are underperforming particularly in 3rd and 4th grade. **Root Cause 2:** Teachers need appropriate training, instructional strategies, and resources, especially to address gaps in learning.

**Problem Statement 3:** STATE AND FEDERAL MONITORING - Five SSISD campuses have been given a monitoring status this year. **Root Cause 3:** District/campus structure was not conducive to state assessment success. The district is in its early phases of implementing effective curriculum and instruction processes.

## School Processes & Programs

**Problem Statement 1:** On the 2019 climate survey, many teachers indicate the need for continued training to improve the PLC process. **Root Cause 1:** As teachers implement new curriculum and instruction programs, they see the need to hone the PLC process which ties them together.

**Problem Statement 2:** On the 2019 climate survey, many parents indicate the need to improve communication and parent involvement activities. **Root Cause 2:** The district misses opportunities to communicate/advocate for school programs with some stakeholders.

**Problem Statement 3:** Through the PLC process, teachers indicate the need for continued training to improve the RtI program and its implementation of various intervention tools. **Root Cause 3:** The district has employed many tools that are a challenge to implement in tandem.

**Problem Statement 4:** The district continues to face a challenge of attracting and retaining exceptionally trained staff. **Root Cause 4:** There are too few teachers pursuing too many open positions. SSISD must rise to the challenge of competing for the best teachers.

**Problem Statement 5:** Teachers continue to work to integrate technology and 21st Century learning skills in daily instruction. **Root Cause 5:** Teachers need tools and training to understand how to integrate technology into their lessons.

**Problem Statement 6:** The district's elementary campuses were restructured to improve teaching and learning. **Root Cause 6:** The nature of the prior elementary campus structure.

## Perceptions

**Problem Statement 1:** Many parents still report a lack of communication/opportunities for involvement in school activities. **Root Cause 1:** Advocacy efforts are in their initial stages.

**Problem Statement 2:** Behavioral/Discipline issues continue to be a challenge. **Root Cause 2:** New behavioral intervention strategies and staff are in their initial stages of implementation.

**Problem Statement 3:** The district seeks to enhance its security measures to better protect all stakeholders. **Root Cause 3:** Growing dangers in our society.



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

**Performance Objective 1:** Safe and Secure Schools - During the 2019-2020 school year, each campus will continuously sustain a safe and secure learning environment for all students.

**Evaluation Data Source(s) 1:** SSISD Police Incident Reports, 806 Technologies Bully Reporter, SSISD Safety Audit Results, Campus Drill Reports

**Summative Evaluation 1:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) SSISD Police Department - SSISD will maintain a police department to protect and serve all campuses.		Assistant Superintendent of Human Resources	The police department will protect campuses and serve as a deterrent to criminal activity.				
	<b>Problem Statements:</b> Perceptions 3						
2) Anonymous Bully Reporter - SSISD will maintain the "Anonymous Alerts" Bully Reporter.	2.4	Campus Principals	Allow students to more easily report incidents of bullying. Decrease bullying.				
	<b>Problem Statements:</b> Perceptions 2 <b>Funding Sources:</b> 288 Title IV, Part A - 3800.00						
3) Enhanced Security Measures - The district will provide enhanced security measures for student safety.		Assistant Superintendent of Human Resources	Maintain a high state of readiness to respond to emergencies of any foreseeable nature.				
	<b>Problem Statements:</b> Perceptions 3 <b>Funding Sources:</b> 288 Title IV, Part A - 16000.00						

### Performance Objective 1 Problem Statements:

## Perceptions

**Problem Statement 2:** Behavioral/Discipline issues continue to be a challenge. **Root Cause 2:** New behavioral intervention strategies and staff are in their initial stages of implementation.

**Problem Statement 3:** The district seeks to enhance its security measures to better protect all stakeholders. **Root Cause 3:** Growing dangers in our society.

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

**Performance Objective 2:** Healthy / Respectful Lifestyles - During the 2019-2020 school year, all students will learn about how to live healthily and conduct themselves respectfully.

**Evaluation Data Source(s) 2:** Campus Training Logs, Program Evaluations

**Summative Evaluation 2:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Connect high school to career and college Improve low-performing schools</p> <p>1) Character Education - The district will continue to provide character education / soft skill programs including the 6 C's</p>	2.4, 2.6	Campus Principals	Improve student behavior. Decrease discipline incidents.				
<b>Problem Statements:</b> Perceptions 2							
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>2) Capturing Kids' Hearts - The district will continue to train staff in Capturing Kids' Hearts methodology.</p>	2.4	Campus Principals	Improved academic performance. Decrease discipline incidents.				
<b>Problem Statements:</b> Perceptions 2							
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>3) ESTEEM - The district will provide ESTEEM curriculum and instruction to students.</p>	2.4	Campus Counselors	Decreased disciplinary incidents. Improved academic performance.				
<b>Problem Statements:</b> Perceptions 2							
<b>Funding Sources:</b> 288 Title IV, Part A - 6700.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Connect high school to career and college 4) Communities in Schools - SSISD will contract with CIS to provide social worker services to secondary campuses.	2.4, 2.5, 2.6, 3.1	Assistant Superintendent - Secondary Education	Decreased disciplinary incidents. Improved academic performance. Improve the lives of students.				
	<b>Problem Statements:</b> Demographics 1, 2, 3, 4, 5 - Student Academic Achievement 1, 2, 3 - Perceptions 2, 3 <b>Funding Sources:</b> 288 Title IV, Part A - 50000.00, 199 PIC 26 State Comp Ed, Non-Disciplinary AEP - 47000.00						
<b>TEA Priorities</b> Connect high school to career and college 5) Challenge Day - The district will host Challenge day activities at SSMS and SSHS	2.5	Assistant Superintendent for Secondary Education	Improved classroom performance, decreased discipline issues, improved campus culture and climate.				
	<b>Problem Statements:</b> School Processes & Programs 3 - Perceptions 2 <b>Funding Sources:</b> 199 PIC 24 State Comp Ed, Accelerated Ed - 15000.00						

### Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 1:</b> SPECIAL EDUCATION STUDENT GROUP - The special education student group, when compared to all students, disproportionately underperforms for all subjects for STAAR and EOC approaching grade level or above. <b>Root Cause 1:</b> Teachers need appropriate training, instructional strategies, and resources to meet students' needs.
<b>Problem Statement 2:</b> AFRICAN AMERICAN ETHNIC GROUP - The African American ethnic group, when compared to all students, disproportionately underperforms for most subjects for STAAR and EOC approaching grade level or above. <b>Root Cause 2:</b> Teachers need appropriate training, instructional strategies, and resources to meet students' needs.
<b>Problem Statement 3:</b> AT-RISK STUDENT GROUP - The at-risk student group, when compared to all students, disproportionately underperforms for all subjects for STAAR and EOC approaching grade level or above. <b>Root Cause 3:</b> By definition, at risk-students are more likely to struggle, and the district's at-risk/SCE program is critical to narrowing their achievement gaps. Teachers need appropriate training, instructional strategies, and resources to meet students' needs.
<b>Problem Statement 4:</b> ECODIS STUDENT GROUP - The EcoDis student group, when compared to all students, disproportionately underperforms for some subjects for STAAR and EOC approaching grade level or above. <b>Root Cause 4:</b> Teachers need appropriate training, instructional strategies, and resources to meet students' needs. The Title I program is critical to providing supplemental services to narrow these students' achievement gaps.
<b>Problem Statement 5:</b> EL STUDENT GROUP - The EL student group, when compared to all students, disproportionately underperforms for some subjects for STAAR and EOC approaching grade level or above. <b>Root Cause 5:</b> This student group struggles primarily due to English language acquisition challenges. The Title III program is critical to providing supplemental services to narrow these students' achievement gaps.
Student Academic Achievement
<b>Problem Statement 1:</b> READING/ELAR - Students are underperforming at several grade levels compared to state performance. <b>Root Cause 1:</b> Teachers need appropriate training, instructional strategies, and resources to meet students' needs, especially to address gaps in learning.

### Student Academic Achievement

**Problem Statement 2:** MATHEMATICS - Students are underperforming particularly in 3rd and 4th grade. **Root Cause 2:** Teachers need appropriate training, instructional strategies, and resources, especially to address gaps in learning.

**Problem Statement 3:** STATE AND FEDERAL MONITORING - Five SSISD campuses have been given a monitoring status this year. **Root Cause 3:** District/campus structure was not conducive to state assessment success. The district is in its early phases of implementing effective curriculum and instruction processes.

### School Processes & Programs

**Problem Statement 3:** Through the PLC process, teachers indicate the need for continued training to improve the RtI program and its implementation of various intervention tools. **Root Cause 3:** The district has employed many tools that are a challenge to implement in tandem.

### Perceptions

**Problem Statement 2:** Behavioral/Discipline issues continue to be a challenge. **Root Cause 2:** New behavioral intervention strategies and staff are in their initial stages of implementation.

**Problem Statement 3:** The district seeks to enhance its security measures to better protect all stakeholders. **Root Cause 3:** Growing dangers in our society.

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

**Performance Objective 1:** Attracting Exceptionally Trained Staff - SSISD will develop and successfully hire from an expansive pool of exceptional candidates for employment for all open positions.

**Evaluation Data Source(s) 1:** TalentEd Reporting / HR Department Reporting

**Summative Evaluation 1:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) Competitive Salaries and Benefits - The district will continue to analyze salaries and benefits in consideration of hiring competitiveness with other districts.		Assistant Superintendent of Human Resources	Determine competitive salary structures and benefits packages that increases the likelihood of attracting exceptional staff.				
<b>Problem Statements:</b> School Processes & Programs 4							
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 2) Proactive Recruiting - The district will actively engage in job fairs, online job fairs, and other recruiting activities.		Assistant Superintendent for Human Resources	Increase the likelihood of attracting exceptional staff.				
<b>Problem Statements:</b> School Processes & Programs 4							

#### Performance Objective 1 Problem Statements:

School Processes & Programs
<b>Problem Statement 4:</b> The district continues to face a challenge of attracting and retaining exceptionally trained staff. <b>Root Cause 4:</b> There are too few teachers pursuing too many open positions. SSISD must rise to the challenge of competing for the best teachers.

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

**Performance Objective 2:** Retaining Exceptionally Trained Staff - SSISD will mentor, coach, and retain highly qualified and exceptionally trained staff. SSISD will strive to decrease the turnover rate for non-retirees to as close to 0% as possible.

**Evaluation Data Source(s) 2:** HR Department Reporting - Turnover Rate, Exit Surveys

**Summative Evaluation 2:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) Leadership Academy		Director of Curriculum and Instruction	Train first year teachers in SSISD processes and expectation. Support first year teachers to ensure a smooth transition.				
	<b>Problem Statements:</b> Student Academic Achievement 2 - School Processes & Programs 4 <b>Funding Sources:</b> 288 Title IV, Part A - 6000.00						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 2) Team Leader Academy	2.4, 2.5	Director of Curriculum and Instruction	Development of teacher leaders who directly impact: new teacher mentoring, curriculum development, or instructional coaching.				
	<b>Problem Statements:</b> School Processes & Programs 4						

**Performance Objective 2 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 2:</b> MATHEMATICS - Students are underperforming particularly in 3rd and 4th grade. <b>Root Cause 2:</b> Teachers need appropriate training, instructional strategies, and resources, especially to address gaps in learning.
School Processes & Programs
<b>Problem Statement 4:</b> The district continues to face a challenge of attracting and retaining exceptionally trained staff. <b>Root Cause 4:</b> There are too few teachers pursuing too many open positions. SSISD must rise to the challenge of competing for the best teachers.

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

**Performance Objective 3:** Professional Development - SSISD will provide high quality / research based professional development opportunities to 100% of teachers and administrators.



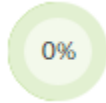

**Evaluation Data Source(s) 3:** Curriculum and Instruction Department Training Logs

**Summative Evaluation 3:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) PLC Process Development - The district will continue to train and support the PLC process on every campus.</p>	2.4, 2.5	Director of Curriculum and Instruction	Improve the efficiency and efficacy of the PLC process at the campus level.				
<b>Problem Statements:</b> School Processes & Programs 1, 3							
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) Capturing Kids' Hearts - The district will continue to provide training and support for implementing the Capturing Kids' Hearts process.</p>	2.4, 2.5, 2.6	Campus Principals	Increased academic performance. Decreased disciplinary incidents.				
<b>Problem Statements:</b> School Processes & Programs 3 - Perceptions 2							
3) Reading Bootcamp	2.4, 2.5, 2.6	Director of Curriculum and Instruction	Improve reading performance and teachers' classroom management skill.				
<b>Problem Statements:</b> Student Academic Achievement 1 - School Processes & Programs 3							



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 4) Core Curriculum Support - The District will continue to provide support in each curriculum area for the curriculum, instruction, and assessment process.	2.4, 2.5	Director of Curriculum and Instruction	Improve the PLC (curriculum, instruction, and assessment) process at the campus level.				
				<b>Problem Statements:</b> Student Academic Achievement 1, 2, 3 - School Processes & Programs 1, 3 <b>Funding Sources:</b> 270 RLIS - 40000.00, 263 Title III, LEP - 7000.00			
<b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 5) Future Ready - The district will hold monthly Future Ready meetings to discuss and "share out" opportunities to integrate technology and 21st century skills in classrooms.	2.4, 2.5	Director of Curriculum and Instruction	Increased integration of 21st century skills and technology integration in students' learning opportunities.				
				<b>Problem Statements:</b> Student Academic Achievement 1, 2, 3 - School Processes & Programs 5			
<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 3 Problem Statements:

Student Academic Achievement
<b>Problem Statement 1:</b> READING/ELAR - Students are underperforming at several grade levels compared to state performance. <b>Root Cause 1:</b> Teachers need appropriate training, instructional strategies, and resources to meet students' needs, especially to address gaps in learning.
<b>Problem Statement 2:</b> MATHEMATICS - Students are underperforming particularly in 3rd and 4th grade. <b>Root Cause 2:</b> Teachers need appropriate training, instructional strategies, and resources, especially to address gaps in learning.
<b>Problem Statement 3:</b> STATE AND FEDERAL MONITORING - Five SSISD campuses have been given a monitoring status this year. <b>Root Cause 3:</b> District/campus structure was not conducive to state assessment success. The district is in its early phases of implementing effective curriculum and instruction processes.
School Processes & Programs
<b>Problem Statement 1:</b> On the 2019 climate survey, many teachers indicate the need for continued training to improve the PLC process. <b>Root Cause 1:</b> As teachers implement new curriculum and instruction programs, they see the need to hone the PLC process which ties them together.
<b>Problem Statement 3:</b> Through the PLC process, teachers indicate the need for continued training to improve the RtI program and it's implementation of various intervention tools. <b>Root Cause 3:</b> The district has employed many tools that are a challenge to implement in tandem.

### School Processes & Programs

**Problem Statement 5:** Teachers continue to work to integrate technology and 21st Century learning skills in daily instruction. **Root Cause 5:** Teachers need tools and training to understand how to integrate technology into their lessons.

### Perceptions

**Problem Statement 2:** Behavioral/Discipline issues continue to be a challenge. **Root Cause 2:** New behavioral intervention strategies and staff are in their initial stages of implementation.


## Goal 4: Sulphur Springs ISD will encourage parent, family and community engagement in school activities.

**Performance Objective 1:** Communication - SSISD will communicate meaningfully and effectively with stakeholders to ensure a well informed community.

**Evaluation Data Source(s) 1:** Community Surveys, Community Social Media Involvement

**Summative Evaluation 1:**

**TEA Priorities:** 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Improve low-performing schools 1) Social Media / School Communication Systems - The district will continue to employ social media, local media, and school communication systems to communicate with stakeholders.	3.1, 3.2	Assistant Superintendent for Human Resources	Increase community awareness of school activities and student performance.				
	<b>Problem Statements:</b> School Processes & Programs 2 - Perceptions 1 <b>Funding Sources:</b> 211 Title I, Part A - 3645.00						
2) Surveys - the district will continue to solicit parent / community member input through a survey process.	3.1, 3.2	Assistant Superintendent of Secondary Education	Increase community awareness of school activities and student performance.				
	<b>Problem Statements:</b> School Processes & Programs 2 - Perceptions 1 <b>Funding Sources:</b> 211 Title I, Part A - 20500.00						
							

### Performance Objective 1 Problem Statements:

School Processes & Programs
<b>Problem Statement 2:</b> On the 2019 climate survey, many parents indicate the need to improve communication and parent involvement activities. <b>Root Cause 2:</b> The district misses opportunities to communicate/advocate for school programs with some stakeholders.

## Perceptions


**Problem Statement 1:** Many parents still report a lack of communication/opportunities for involvement in school activities. **Root Cause 1:** Advocacy efforts are in their initial stages.

**Goal 4:** Sulphur Springs ISD will encourage parent, family and community engagement in school activities.

**Performance Objective 2:** Parent Involvement - SSISD will provide significant opportunities for parent/guardian involvement in school activities.

**Evaluation Data Source(s) 2:** Community Surveys, Involvement Activity Attendance

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) PTOs and Booster Clubs - The district will continue to facilitate various parent/teacher organizations.		Assistant Superintendent of Elementary Education, Assistant Superintendent of Secondary Education	Increased parent involvement in school activities.				
<b>Problem Statements:</b> School Processes & Programs 2 - Perceptions 1							
<b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) EPIC (Empowering Parents Improving Children) / Attendance Program - Training and collaboration opportunities for parents.	2.4, 2.5, 2.6	Assistant Superintendent for Elementary Education; Assistant Superintendent for Secondary Education	Increase collaboration with parents and parent involvement. Increase student attendance.				
<b>Problem Statements:</b> School Processes & Programs 2 - Perceptions 1							
<b>Funding Sources:</b> 211 Title I, Part A - 6000.00							
							

**Performance Objective 2 Problem Statements:**

<b>School Processes &amp; Programs</b>
<b>Problem Statement 2:</b> On the 2019 climate survey, many parents indicate the need to improve communication and parent involvement activities. <b>Root Cause 2:</b> The district misses opportunities to communicate/advocate for school programs with some stakeholders.

## Perceptions





**Problem Statement 1:** Many parents still report a lack of communication/opportunities for involvement in school activities. **Root Cause 1:** Advocacy efforts are in their initial stages.

**Goal 4:** Sulphur Springs ISD will encourage parent, family and community engagement in school activities.

**Performance Objective 3:** Advocacy - SSISD staff will proactively advocate for their students and programs.

**Evaluation Data Source(s) 3:** Community Surveys, Board Minutes, SBDM Minutes

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Social Media / School Communication Systems - The district will continue to employ social media, local media, and school communication systems to advocate for students and programs.		Assistant Superintendent of Human Resources	Make a greater portion of the community aware of district activities and accomplishments.				
<b>Problem Statements:</b> School Processes & Programs 2 - Perceptions 1							
2) Wildcat TV - The district will produce regular documentaries / segments that highlight school activities. The segments will be shared with the local media for airing.		Assistant Superintendent of Secondary Education	Make a greater portion of the community aware of district activities and accomplishments.				
<b>Problem Statements:</b> School Processes & Programs 2 - Perceptions 1							
3) Billboard - The district will pursue the use of a local billboard to advocate for school activities and accomplishments.		Assistant Superintendent for Human Resources	Make a greater portion of the community and travelers aware of district activities and accomplishments.				
<b>Problem Statements:</b> School Processes & Programs 2 - Perceptions 1							
<b>Funding Sources:</b> 199 General Fund - 5000.00							
4) Monthly Board Reporting - District staff will provide a monthly highlight report for primary and secondary activities and accomplishments.		Assistant Superintendent for Elementary Education, Assistant Superintendent for Secondary Education	Make a greater portion of the community aware of district activities and accomplishments.				
<b>Problem Statements:</b> School Processes & Programs 2 - Perceptions 1							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 3 Problem Statements:**

<b>School Processes &amp; Programs</b>
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<b>Problem Statement 2:</b> On the 2019 climate survey, many parents indicate the need to improve communication and parent involvement activities. <b>Root Cause 2:</b> The district misses opportunities to communicate/advocate for school programs with some stakeholders.
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<b>Perceptions</b>
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<b>Problem Statement 1:</b> Many parents still report a lack of communication/opportunities for involvement in school activities. <b>Root Cause 1:</b> Advocacy efforts are in their initial stages.
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# State Compensatory

## Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
61XX	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$1,807,944.00
<b>6100 Subtotal:</b>		<b>\$1,807,944.00</b>
<b>6200 Professional and Contracted Services</b>		
62XX	6219 Professional Services	\$250.00
<b>6200 Subtotal:</b>		<b>\$250.00</b>
<b>6300 Supplies and Services</b>		
63XX	6399 General Supplies	\$79,665.00
<b>6300 Subtotal:</b>		<b>\$79,665.00</b>
<b>6400 Other Operating Costs</b>		
64XX	6499 Miscellaneous Operating Costs	\$2,250.00
<b>6400 Subtotal:</b>		<b>\$2,250.00</b>

## Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Campus SCE Staff	All Campuses	SCE	41.625

# **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).

Campuses shall provide the date(s) that the CNA was developed and/or the date(s) that the CNA was reviewed and/or revised.

## **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.

Campuses shall provide a list of the individuals (Campus Advisory Committee) and their roles who assisted with the development or the review of the CIP .

### **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.

Campuses shall provide the date(s) that the CIP was revised and/or evaluated.

## **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.

Campuses shall indicate locations where the LEA made the CIP available.

Campus shall 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.

Campuses shall indicate how the Parent and Family Engagement Policy was distributed.

Campuses shall indicate languages in which the Parent and Family Engagement Policy was distributed.

### **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.

Campuses shall indicate days and times that the Parent and Family Engagement meetings were held and locations.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Campus Title 1 Part A Staff	All Campuses	Title I Part A	25

# District Advisory Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Josh Williams	Administration
Classroom Teacher	Tosha Utt	Douglass ECLC
Classroom Teacher	Laura Badgett	Barbara Bush Primary
Classroom Teacher	Lindsay McCoy	Bowie Primary
Classroom Teacher	Toni Maddox	Lamar Primary
Classroom Teacher	Maricela Resendiz	Travis Primary
Classroom Teacher	Frances Charlton	Sulphur Springs Elementary
Classroom Teacher	Dustin Morgan	SS Middle School
Classroom Teacher	Carrie Bohman	SS High School
Classroom Teacher	Marsha Nolan	Austin Academic Center
Classroom Teacher	Kevin Jenkins	Special Services
Administrator	Jena Williams	SS Middle School
Administrator	Michelle Wallace	Travis Primary
Parent	Mikki Eddins	
Parent	Kourtney McDonald	
Business Representative	Heather Salverino	
Community Representative	Mario Villarino	

# District Funding Summary

<b>199 General Fund</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Spalding		\$500.00
1	2	1	System 44		\$14,000.00
1	2	1	Read 180		\$12,000.00
1	2	1	Spalding		\$500.00
1	2	4	IXL		\$6,400.00
1	2	5	CKH - Secondary		\$50,000.00
1	4	1	SSHS Student Devices Year 1 of 3		\$200,000.00
4	3	3	Billboard Lease/Purchase		\$5,000.00
<b>Sub-Total</b>					<b>\$288,400.00</b>
<b>199 PIC 22 State Career &amp; Technical Ed</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	3	3	Interest Inventory		\$2,000.00
<b>Sub-Total</b>					<b>\$2,000.00</b>
<b>199 PIC 24 State Comp Ed, Accelerated Ed</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	2	5	Challenge Day Program		\$15,000.00
<b>Sub-Total</b>					<b>\$15,000.00</b>
<b>199 PIC 26 State Comp Ed, Non-Disciplinary AEP</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	2	4	CIS Contract		\$47,000.00
<b>Sub-Total</b>					<b>\$47,000.00</b>



<b>211 Title I, Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	1	Reading A-Z		\$20,000.00
1	2	1	Brain Pop		\$7,200.00
1	2	2	TPRI		\$7,200.00
1	2	2	CoGat		\$18,000.00
1	2	3	Reflex Math		\$15,000.00
1	2	4	IXL		\$12,000.00
1	2	5	CKH - Elementary		\$6,000.00
1	2	9	Region 8 Contract - District Wide Professional Development		\$13,000.00
4	1	1	Blackboard Connect		\$3,045.00
4	1	1	Parent Involvement Newsletter		\$600.00
4	1	2	Plan4Learning and Title I Crate		\$8,500.00
4	1	2	Campus Parent and Family Engagement Funding		\$12,000.00
4	2	2	Love and Logic Curriculum and Instruction		\$6,000.00
<b>Sub-Total</b>					\$128,545.00
<b>263 Title III, LEP</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	1	BE/ESL Materials		\$6,000.00
3	3	4	Region 8 Contract - BE/ESL Program		\$7,000.00
<b>Sub-Total</b>					\$13,000.00
<b>288 Title IV, Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	1	Brain Pop		\$5,000.00
1	2	2	Istation		\$2,660.00
2	1	2	Anonymous Alerts		\$3,800.00
2	1	3	Enhanced Safety Measures		\$16,000.00

<b>288 Title IV, Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	2	3	ESTEEM Curriculum		\$6,700.00
2	2	4	CIS Contract		\$50,000.00
3	2	1	Eduhero		\$6,000.00
<b>Sub-Total</b>					\$90,160.00
<b>270 RLIS</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	1	MyOn		\$6,300.00
1	2	4	IXL		\$16,000.00
1	3	4	TSI Assessment Cost		\$2,000.00
3	3	4	Region 8 Contract - Curriculum Support		\$40,000.00
<b>Sub-Total</b>					\$64,300.00
<b>Grand Total</b>					\$648,405.00

# Addendums

## APPENDIX

### STATE MANDATES IMPLEMENTATION REFERENCE

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

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

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

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

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

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