S & S CISD



2026-2027 District Improvement Plan

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Mission Statement

All students will have a positive learning environment that is favorable to developing skills for today and tomorrow.

Vision

Empowering every student to achieve their fullest potential through innovative learning, community engagement, and a commitment to excellence, fostering a brighter future for all students.

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Comprehensive Needs Assessment

Demographics

Summary

S&S Consolidated Independent School District serves a total student population of approximately 923 students spanning from Pre-kindergarten through 12th grade. The student distribution across grade levels is relatively balanced, with the highest enrollment in 9th grade (10.6%) and the lowest in 5th grade (5.6%). Early education (Pre-kindergarten through 2nd grade) represents about 19.8% of the student body, while the secondary grades (9th through 12th) comprise approximately 31.9%.

The district's student population reflects a predominantly White demographic, accounting for 67.8% of enrollment. Hispanic students represent 26.1%, while students identifying as Two or More Races comprise 4.9%. African American students make up 2.0%, with smaller representations from Asian (0.3%), Pacific Islander (0.1%) and American Indian (0.4%) groups.

Student Achievement

Summary

Each year, the Texas Education Agency (TEA) releases ratings to evaluate student achievement, overall school progress, and how well schools close achievement gaps among various student groups. Scores for the 2026 STAAR administration show gains across the district and each campus.

	District	Elementary School (Grades PK-4)	Middle School (Grades 5-8)	High School (Grades 9-12)
Overall Rating	74	66	66	83
Student Achievement	79	69	75	86
School Progress	69	58	72	81
Closing the Gaps	61	60	44	75

- The Overall Rating reflects how much students are learning at each grade level and whether they are prepared to move to the next. It also indicates how well a school or district equips students for success after high school—whether in college, a career, or the military.
- Student Achievement reflects how well students meet expectations on the STAAR assessment. This score also includes graduation rates and evaluates how prepared students are for success beyond high school.
- School Progress measures how students' performance grows over time and compares the school's results to those of other schools with similar economically disadvantaged student populations.
- Closing the Gaps shows how effectively a school is helping all student groups achieve success.

Staff Quality, Recruitment, and Retention

Summary

The district employs a total of 151 staff members, with 68.7% classified as professional staff. Of these, teachers make up the majority (52%), followed by professional support (8.1%), campus administration (5.8%), and central administration (2.7%). Educational aides represent 10.7% of the staff, while auxiliary staff account for 20.7%. The district employs one full-time librarian and three full-time counselors, with no part-time positions in these categories.

Minority representation among staff is 3.7%, with White teachers comprising 97.3% of the teaching staff. Minority teachers include African American (2.4%). There are no Hispanic, Pacific Islander, or multiracial teachers reported. Regarding gender, females make up 74.7% of teachers, while males account for 25.3%.

In terms of education, 82.6% of teachers hold a bachelor's degree, 17.4% have a master's, and no doctorates reported. The teaching experience distribution shows a well-balanced range: 3.6% are beginning teachers, 18.8% have 1–5 years, 17.2% have 6–10 years, and 34.9% have 11–20 years of experience—the largest group. Another 19.3% have 21–30 years, and 6.2% have over 30 years of experience. The average number of students per teacher is 11.8, suggesting relatively small class sizes.

Campus leadership averages 2.7 years of experience for principals and 4.3 years for assistant principals, respectively. Teachers average 12.3 years of experience overall and 5.1 years within the district, slightly above the state average for total teaching experience but below the state tenure average.

Teacher salaries by experience level are generally competitive. Beginning teachers earn $50,000, below the state average of $55,689, while mid-level and veteran teachers' salaries range from $50,000 (0 years) to $74,096 (over 30 years). The average teacher salary is $62,529, just below the state average of $63,751. Other professional roles, campus administrators $83,852, and central administrators $95,570. The teacher turnover rate is 20.8%, while instructional staff represent 59.7% of total personnel.

In terms of specialized programs, the majority of teachers serve in regular education (69.6%), with additional roles in career and technical education (8.1%), compensatory education (11%), special education (5.4%), and other programs (5.9%). There are teachers assigned to bilingual/ESL or gifted and talented education programs through out the district.

We also have one teacher that has attained the TIA designation: Exemplary.

Curriculum, Instruction, and Assessment

Summary

There is a clear focus from district operations to support high-quality teaching and learning as evidenced by long-range planning, demographic studies, a healthy fund balance, multiyear projections of revenue and expenditures, and competitive salary/stipend schedules. In addition, the district has created clear processes and procedures for budget planning, purchasing, payroll, and maintenance of facilities. The need to fully support district campuses in their efforts to support high-quality teaching and learning is a primary goal of the Board and the Central Administration.

Students are given benchmarks during the year to prepare for state assessments. Assessments and benchmarks are available through online administration through Eduphoria. After the administration of each assessment or benchmark exam, data is scrutinized during the next PLC, and a plan of action for remediation and/or acceleration is developed. The district uses Eduphoria Forethought to house curriculum documents. S&S participates in MAP testing in 3 windows, Fall, Winter and Spring. This progress monitoring tool provides academic data three times per year for students in kindergarten through 10^{th} grade.

Professional learning is a high priority in S&S CISD. Each year, the Curriculum Director surveys teacher teams to solicit input concerning learning needs. In addition to the teacher needs assessment, input from T-TESS Observations regarding the most documented Areas of Refinement drives the planning of district professional learning opportunities. Professional development workshops are plentiful, and all educators are expected to continue to obtain learning that serves to hone their craft. Continuous professional development is an expectation. Title II funds are used to meet professional learning and curriculum needs.

S&S High School offers on campus opportunities to take the SAT, ACT and TSIA 2 as well as Career and Technology Education classes for high school students so they can meet their CCMR requirement from the state.

Family and Community Engagement

Summary

S&S CISD's Family Engagement plan firmly believes that to achieve high educational standards, a partnership between parents, students, and school personnel is essential. In order to achieve this goal, S&S CISD has developed a Family Engagement Plan that establishes and maintains open lines of communication that will expand and enhance learning opportunities to create the best learning environment for every child. Our communication system that we utilize is Parent Square which allows the district to send out all variety of announcements such as school events, activities and or closures. A student's family is the first level of foundation used to build student success in intellectual, physical, and social-emotional areas of development. To accomplish this objective, the district will develop and maintain partnerships with parents/caregivers, patrons, and community members; the district will involve parents/caregivers in all aspects of the various local, state, and federal programs offered in S&S CISD. Some opportunities for involvement are:

- Organize social events for families to connect, book fairs, parent nights, and parent-teacher conferences, as well as opportunities for volunteering, class parties, and field trips
- Open House ▪ Orientation Nights ▪ Classroom and Family Celebrations for Holidays and Birthdays ▪ Invitation to EOY Celebrations ▪ Community Pep-Rallies ▪ Book Fair and Literacy Event ▪ Field Day ▪ School Supply Drive

S&S Consolidated Independent School District wants to promote collaborative success. Through this, S&S CISD hopes to foster positive relationships between staff and families while building a shared understanding of working together to ensure every child reaches their full potential.

District Organization

Summary

S&S CISD has one high school serving grades 9-12, middle school serving grades 5-8 and elementary school serving PK-4. Each campus employs their own site based decision-making committee to provide input and guidance regarding campus needs and improvement. Master schedules are developed at every campus to provide teachers ample planning time that meets the state requirement. Schedules implemented at each campus provide time for student intervention and support. Tutoring is provided at each campus before school, after school, and during the school day to support the needs of students who failed a STAAR test or scored low on a benchmark or progress monitoring tools. Each campus has a principal and assistant principal and also a full time counselor. S&S CISD has also created a District Police Department.

Strengths

District Organizational Strengths

1. Average Years Experience of Teachers--12.3 years
2. Each campus has an Assistant principal
3. Number of students per teacher--12.6
4. Police Department

Technology

Summary

Our district philosophy is that the curriculum (TEKS) and student needs should influence how we utilize technology. Rather than using technology merely for the sake of using technology, we want students to use technology in a problem-solving, authentic, relevant situation. In addition, technology is viewed as a vehicle to assist teachers and students in achieving the academic expectations of each grade level...as a resource to aid in implementation of the TEKS.

S&S CISD is committed to providing technology for creating a learning community where: every student has a device; all teachers have the knowledge and skills to integrate technology into a curriculum that addresses students' specific needs and learning styles; automation and efficiency of the District's business processes allows the focus to be on student education; the District's schools provide immediate access to technology tools and applications, knowledgeable support staff and external resources to enhance the curriculum; and parents, teachers, students and community members share information and resources.

The network infrastructure, hardware, software, and training needed to support this includes:

- Fiber backbone throughout the District that provides high bandwidth (10GB) connectivity between the campuses
- A Watchguard firewall and a Linewize Content Filter for online safety and security
- Wireless access to the SSCISD network and the Internet at every campus
- One-to-one device capability at every campus
- 10Gb connection to the Internet
- Computers, wireless access to the Internet, a Vivatek, Interactive Flat Panel display, a document camera, and a phone in every classroom in the District
- A standard workstation load--Windows 11, Office 2016, Microsoft Edge, Google Chrome, Windows Defender Anti-Virus, Windows Media Player, Adobe Creative Cloud, and other applications
- Administrative software—Ascender for student services and business services,
- Online instructional software such as Google Classroom, Rosetta Stone, NWEA, Edgenuity, I-Ready, SMART Notebook, Follett Destiny, Discovery Learning, HMH, McGraw Hill, Savvas, etc.
- Zoom, Google Meet and Microsoft Teams Video conferencing
- Fresh Service system to request technical help and track help tickets

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Campus/District improvement plans (current and prior years)**

Accountability Data

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

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **SAT and/or ACT assessment data**
- [x] **Local diagnostic reading assessment data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Enrollment trends**

Employee Data

- [x] **Teacher/Student Ratio**

- [x] **State certified and high quality staff data**

Parent/Community Data

- [x] **Parent engagement rate**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Communications data**

Goals

Goal 1

Post-Secondary Readiness: S&S CISD will prepare students to be competitive in post-secondary performance by providing learning opportunities and programs that maximize options for graduates.

Performance Objective 1

90% of all S&S graduates will meet the CCMR standards.

Evaluation Data Source: End of year CCMR data.

Strategy 1

Continue to implement the partnership between Region 10 and the district with CCMR insights.

Strategy's Expected Result/Impact: Student CCMR percentage should reach our goal of 90%.

Staff Responsible for Monitoring: Principal; Asst. Principal; HS Counselor

Formative Reviews

December	March	July

Strategy 2

Continue to offer Dual Credit classes to students and increase enrollment of High School students

Strategy's Expected Result/Impact: A greater number of students will gain college credit and CCMR point.

Staff Responsible for Monitoring: Principal; Asst. Principal; Counselor

Dropout Prevention: High-Quality, College Readiness Instruction, Secondary to Postsecondary

Formative Reviews

December	March	July

Strategy 3

Continue to offer the TSIA2 test to Juniors and Seniors to help college admission and gain a CCMR point.

Strategy's Expected Result/Impact: Students passing the TSIA2 will be able to enroll in dual credit and gain their CCMR point

Staff Responsible for Monitoring: Principal; Campus Testing Coordinator

Dropout Prevention: Secondary to Postsecondary

Formative Reviews

December	March	July

Performance Objective 2

Increase the number of students who have completed and received credit for at least one CTE course aligned with an industry-based certification

Evaluation Data Source: End of Year CCMR Data

Strategy 1

Increase participation by parents and students in parent nights that showcase the CTE programs offered by the High School for IBC certifications.

Staff Responsible for Monitoring: Principal; Asst. Principal; HS Counselor

Dropout Prevention: High-Quality, College Readiness Instruction

Formative Reviews

December	March	July

Performance Objective 3

Offer SAT and ACT school day testing on high school campus

Evaluation Data Source: End of year SAT and ACT data.

Strategy 1

Testing personnel will schedule dates for students to participate in SAT and ACT testing during the school day on campus.

Strategy's Expected Result/Impact: Increased participation by students.

Staff Responsible for Monitoring: High School Principals; Testing Staff

Formative Reviews

December	March	July

Strategy 2

Continue to pay For student's first attempt of the SAT or ACT test.

Strategy's Expected Result/Impact: Increased participation by students

Staff Responsible for Monitoring: High School Principals; Testing Staff; Superintendent; Asst Superintendent

Formative Reviews

December	March	July

Performance Objective 4

Increase student attendance and exposure to career opportunities and higher education.

Evaluation Data Source: Agendas and sign in sheets

Strategy 1

Career Fair on High School Campus

Strategy's Expected Result/Impact: Increase student exposure to career and college opportunities.

Staff Responsible for Monitoring: HS principal; Asst Principal and Counselor

Dropout Prevention: High-Quality, College Readiness Instruction

Formative Reviews

December	March	July

Goal 2 Academic Performance: S&S CISD will expect Academic Excellence at every campus for all students.

Performance Objective 1

The annual average daily attendance rate for the district will increase to 96%.

Evaluation Data Source: End of Year attendance reports from Ascender.

Strategy 1

Implement targeted counseling meetings with parents of students with 4 or more absences in a nine week period.

Strategy's Expected Result/Impact: Parent meetings will decrease unnecessary absences by students

Staff Responsible for Monitoring: Campus Principals

Dropout Prevention: High-Quality, College Readiness Instruction

Formative Reviews

December	March	July

Strategy 2

Monitor Absences on weekly basis to identify chronic absentees.

Strategy's Expected Result/Impact: Decrease absences will decrease missed instructional time.

Staff Responsible for Monitoring: Campus Principals; Teachers

Dropout Prevention: Secondary to Postsecondary, Postsecondary Supports

Formative Reviews

December	March	July

Strategy 3

Follow Truancy guidelines set up by the courts to increase parental awareness of Truancy.

Strategy's Expected Result/Impact: decrease absences

Staff Responsible for Monitoring: Campus Principals

Formative Reviews

December	March	July

Performance Objective 2

Increase STAAR/EOC Meets and Masters Grade Level rates by 3% for all students on all tests and grade levels.

Evaluation Data Source: 2026 STAAR data

Strategy 1

Map Growth Testing in grades K-10

Strategy's Expected Result/Impact: Student growth will be monitored and impact positively on Domain 3.

Staff Responsible for Monitoring: Asst Superintendent of Curriculum and Instruction

Dropout Prevention: High-Quality, College Readiness Instruction

Formative Reviews

December	March	July

Performance Objective 3 ☑ High Priority

The District will strive to meet the goals in Domain 3 of the Accountability System.

Evaluation Data Source: End of year State accountability report

Strategy 1

Use MAP Growth testing data to drive instruction on all campuses

Strategy's Expected Result/Impact: Monitor growth for teachers to adjust strategies for students.

Staff Responsible for Monitoring: Asst. Superintendent; Campus principals and assistant principals

Dropout Prevention: High-Quality, College Readiness Instruction

Formative Reviews

December	March	July

Strategy 2

Continue the use of PLCs to use assessment data to guide the instruction for all student subpopulations.

Strategy's Expected Result/Impact: Continue the use of PLCs to use assessment data to guide the instruction for all student subpopulations.

Staff Responsible for Monitoring: Asst. Superintendent; Campus principals and assistant principals

Formative Reviews

December	March	July

Strategy 3

Increase instructional time in both Reading and Math at the Middle and Elementary levels.

Strategy's Expected Result/Impact: Higher STAAR scores, and student growth.

Staff Responsible for Monitoring: Superintendent; Asst Superintendent; Principals

Dropout Prevention: High-Quality, College Readiness Instruction

Formative Reviews

December	March	July

Strategy 4

Continue to implement the SPED inclusion model of instruction for SPED students at all three campuses.

Strategy's Expected Result/Impact: Help increase scores and growth for our SPED students

Staff Responsible for Monitoring: Campus principals; Director of Student Services; Asst Superintendent

Dropout Prevention: High-Quality, College Readiness Instruction

Formative Reviews

December	March	July

Performance Objective 4 ☑ High Priority

Increase TELPAS scores to achieve 4 points the Closing the Gaps Domain 3.

Evaluation Data Source: TELAPS scores

Strategy 1

USe the SUmmit K12 Connect to Literacy, Rosetta Stone language programs for our EB students.

Strategy's Expected Result/Impact: Higher scores on the TELPAS assessment.

Staff Responsible for Monitoring: Principals, Asst Principals on every campus.

Dropout Prevention: High-Quality, College Readiness Instruction

Formative Reviews

December	March	July

Goal 3

Quality Education Team: The district will recruit, hire, retain, and develop exemplary employees for all positions within the district.

Performance Objective 1

100% of teachers in S&S CISD will be certified for their teaching assignments by August 2026.

Evaluation Data Source: TEA Educator Certification Online System for Entities

Strategy 1

Monthly meetings with uncertified teachers to gauge progress toward certification.

Strategy's Expected Result/Impact: Create more urgency toward gaining certification.

Staff Responsible for Monitoring: Principals; Director of Student Services

Dropout Prevention: High-Quality, College Readiness Instruction

Formative Reviews

December	March	July

Strategy 2

Participate in Career and Job fairs at surrounding Universities and Colleges to gain applicants for our open teaching positions

Strategy's Expected Result/Impact: Ability to hire fully certified teachers and put our school district in front of possible new hires.

Staff Responsible for Monitoring: Superintendent; Dir of Student Services

Formative Reviews

December	March	July

Performance Objective 2

Provide opportunities for staff to pursue high quality professional development

Evaluation Data Source: Teacher Surveys; Summer PD survey

Strategy 1

Partner with Region 10 to provide professional development

Strategy's Expected Result/Impact: Increase teacher knowledge of pedagogy and gain instructional strategies.

Staff Responsible for Monitoring: Asst. Superintendent; Campus Principals

Dropout Prevention: High-Quality, College Readiness Instruction

Formative Reviews

December	March	July

Strategy 2

Partner with Instructional material providers for curriculum training.

Strategy's Expected Result/Impact: Teachers will be more confident in their lesson presentations.

Staff Responsible for Monitoring: Asst. Superintendent; Campus Principals

Formative Reviews

December	March	July

Strategy 3

Use TTESS data to provide information about needed professional development opportunities.

Strategy's Expected Result/Impact: More relevant PD opportunities for teachers

Staff Responsible for Monitoring: Campus principals; Central Administrators

Formative Reviews

December	March	July

Strategy 4

Continue the Summer Showcase in district professional development oppportunity.

Strategy's Expected Result/Impact: Allows teachers to gain knowledge and insights from other teachers and staff.

Staff Responsible for Monitoring: Asst Superintendent of Curriculum and Instruction

Formative Reviews

December	March	July

Goal 4 S&S CISD will work to ensure the safety of its students and staff members at all times.

Performance Objective 1

Continue maintaining a dedicated police department to serve and support the district.

Evaluation Data Source: Discipline data and police reports

Performance Objective 2

Continue to utilize Defenders on every campus.

Evaluation Data Source: Number of defenders at each campus.

Strategy 1

Hold periodic safety trainings with all defenders.

Strategy's Expected Result/Impact: Defenders will be able to respond to emergency situations with consistency.

Staff Responsible for Monitoring: Superintendent; Police chief

Formative Reviews

December	March	July

Strategy 2

Defenders are expected to train monthly at the shooting range

Strategy's Expected Result/Impact: Maintain expertise with firearm in order to protect students and staff in case of emergencies.

Staff Responsible for Monitoring: Superintendent; Police Chief

Formative Reviews

December	March	July

Goal 5 S&S CISD will work to ensure that current and future facilities and transportation needs support the district's education goals

Performance Objective 1

Develop a long range facility plan to address district growth and maintenance needs.

Evaluation Data Source: Strategic District Plan

Performance Objective 2

Continue to monitor and maintain facilities that are conducive to the educational process of its staff and students.

Evaluation Data Source: Strategic District Plan

Strategy 1

Continue Facility Committee for future facility needs.

Strategy's Expected Result/Impact: Plan for growth in the future

Staff Responsible for Monitoring: Superintendent;

Formative Reviews

December	March	July

Strategy 2

Establish a preventative maintenance schedule

Strategy's Expected Result/Impact: Repair costs will decrease with preventive maintenance schedule implementation.

Staff Responsible for Monitoring: Maintenance and Operations Director

Formative Reviews

December	March	July

Strategy 3

Track maintenance requests and completion percentage/time to complete

Strategy's Expected Result/Impact: Increased productivity and reduction in the number of pending work orders.

Staff Responsible for Monitoring: Superintendent; Director of Maintenace and operations.

Formative Reviews

December	March	July

Performance Objective 3 ☑ High Priority

Continue to follow the Strategic Plan for the District

Evaluation Data Source: Strategic District Plan

State Compensatory Education

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $553,014.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

The purpose of State Compensatory Education (SCE) services in Texas is to reduce the dropout rate and close the academic achievement gap between students who are educationally disadvantaged and their peers. Established under Texas Education Code (TEC) §29.081, the program provides supplemental resources to help students identified as being at risk of academic failure or dropping out of school. SCE funds are used to support instructional programs and interventions such as tutoring, accelerated instruction, and other academic and counseling services designed to improve student performance and ensure educational success. S&S CISD uses all SCE funds to supplement services beyond those offered through the regular education program. SCE funds do not supplant funds for the Regular Education Program, defined as those basic instructional services to which all eligible students are entitled and which consists of the required curriculum for each school district that serves grades K-12 (e.g., English language arts, mathematics, science, social studies) and enrichment curriculum (e.g., languages other than English, health, physical education, fine arts, economics, career and technology education and technology applications).

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

26-27 S&S CISD 13 Federally Required Descriptors Addendum

Descriptor 1: Student Progress Monitoring and Supports S&S Consolidated Independent School District monitors student academic growth and addresses academic needs by utilizing MAP Growth assessments three times per year across kindergarten through 10th grade to track progress and identify students at risk of academic failure. We utilize Eduphoria Forethought to house curriculum documents and analyze assessment and benchmark data during Professional Learning Community (PLC) sessions to design targeted plans for remediation and acceleration. To strengthen academic programs and close achievement gaps, we provide structured intervention and tutoring opportunities before school, after school, and during the school day, alongside an expanded instructional time model in reading and math at the middle and elementary levels. Additionally, we implement the Special Education inclusion model across all campuses and utilize State Compensatory Education (SCE) funds to supplement instructional programs and interventions aimed at accelerating learning and reducing the dropout rate.

Descriptor 2: Teacher Quality S&S Consolidated Independent School District works to recruit, hire, and retain certified and high-quality staff while actively tracking educator certifications across all positions. We conduct monthly meetings with uncertified teachers to gauge progress toward obtaining full credentials and participate in job fairs at surrounding colleges and universities to recruit qualified educators. While our plan documents overall staff demographics, teacher experience levels, and program assignments, this descriptor is not explicitly addressed in the current plan regarding specific strategies or analyses used to identify and address disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Descriptor 3: School Improvement and Support Activities S&S Consolidated Independent School District does not have any campuses in school improvement.

Descriptor 4: Measure of Poverty S&S Consolidated Independent School District utilizes free and reduced lunch lunch to determine low socioeconomic status of students. We have one elementary school, one middle school, and one high school. Are elementary is served as Title I, Part A schoolwide.

Descriptor 5: Nature of Programs S&S Consolidated Independent School District delivers instructional services across our elementary, middle, and high school campuses through general education, career and technical education, special education, and compensatory education programs.

Descriptor 6: Services to Homeless Children and Youth S&S Consolidated Independent School District provides support systems to homeless students through providing basic necessities including hygiene, clothing, and school supplies. We also monitor their academic progress.

Descriptor 7: Parent and Family Engagement Strategy S&S Consolidated Independent School District implements a comprehensive Family Engagement Plan through our ParentSquare communication platform to establish open dialogue and keep families informed of district events and student progress. We involve parents and caregivers in school activities by hosting social events, open house orientations, parent-teacher conferences, book fairs, literacy nights, field days, and school supply drives. Additionally, we engage families through targeted parent meetings to address attendance concerns and hold specific parent nights showcasing high school CTE pathways and industry-based certifications.

Descriptor 8: Early Childhood Education Programs and Transition Plans S&S Consolidated Independent School District serves our early childhood students on our elementary campus. We have Kindergarten Round Up and Meet the Teacher to ensure a smooth transition from prekindergarten to kindergarten. Our kindergarten teachers have an informal day in the summer for prekindergarten to come visit classrooms.

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program This descriptor does not apply to S&S Consolidated Independent School District.

Descriptor 10: Middle to High School/High School to Postsecondary Transitions S&S Consolidated Independent School District facilitates postsecondary readiness by expanding enrollment in Dual Credit courses, offering the TSIA2 exam on campus, and administering school-day SAT and ACT testing while covering the cost of students' first exam attempt. We partner with Region 10 to utilize CCMR Insights and host CTE parent nights to promote pathways leading to industry-based certifications. Our middle school students transition to high school through a Highschool preview day in the spring. During that time we highlight curriculum, the CTE classes we offer, and extracurricular offerings.

Descriptor 11: Discipline Disproportionality S&S Consolidated Independent School District maintains a dedicated District Police Department and employs trained campus defenders to ensure a safe learning environment.

Descriptor 12: Coordination and Integration S&S Consolidated Independent School District offers Career and Technical Education (CTE) coursework designed to prepare high school students to achieve state CCMR standards and complete industry-based

certifications. We engage families and students through informational CTE nights to showcase available technical pathways.

Descriptor 13: Other Proposed Uses of Funds S&S Consolidated Independent School District allocates State Compensatory Education funds and Title II funds to support supplemental academic interventions, professional development, and instructional materials. We maintain one full-time librarian and support classroom technology integration across all campuses.

Each student who has been identified as being at risk of dropping out of school, who is not performing at grade level, or who did not perform satisfactorily on a state-mandated assessment shall be provided accelerated and/or compensatory educational services.

Accelerated Instruction

The District shall provide accelerated instruction in accordance with law if a student fails to perform satisfactorily on a state-mandated assessment.

Parent Request

If a student fails to perform satisfactorily on a state-mandated assessment, a parent's request that the student be assigned to a particular teacher the following school year shall be addressed in accordance with the District's administrative procedures.

Accelerated Education Plan

Appropriate District staff shall develop an accelerated education plan for a student who fails to perform satisfactorily on the same state-mandated assessment for two or more consecutive years.

A parent complaint about the content or implementation of the accelerated education plan shall be filed in accordance with FNG.

S & S CISD

S&S Consolidated Elementary School

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
November 03, 2026 at 02:17 PM

Mission Statement

All students will have a positive learning environment that is favorable to developing skills for today and tomorrow.

Vision

Empowering every student to achieve their fullest potential through innovative learning, community engagement, and a commitment to excellence, fostering a brighter future for all students.

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Comprehensive Needs Assessment

Demographics

Summary

S&S Consolidated Independent School District serves a total student population of approximately 944 students spanning from kindergarten through 12th grade. The student distribution across grade levels is relatively balanced, with the highest enrollment in 8th grade (10.6%) and the lowest in 4th grade (5.6%). Early education (Kindergarten through 2nd grade) represents about 19.8% of the student body, while the secondary grades (9th through 12th) comprise approximately 31.9%.

The district's student population reflects a predominantly White demographic, accounting for 67.8% of enrollment. Hispanic students represent 24.3%, while students identifying as Two or More Races comprise 5.5%. African American students make up 1.5%, with smaller representations from Asian (0.5%) and American Indian (0.4%) groups. There are no Pacific Islander students reported in the current data.

Student Achievement

Summary

Each year, the Texas Education Agency (TEA) releases ratings to evaluate student achievement, overall school progress, and how well schools close achievement gaps among various student groups. Scores for the 2026 STAAR administration show gains across the district and each campus.

	District	Elementary School (Grades PK-4)	Middle School (Grades 5-8)	High School (Grades 9-12)
Overall Rating	74	66	66	83
Student Achievement	79	69	75	86
School Progress	69	58	72	81
Closing the Gaps	61	60	44	75

- The Overall Rating reflects how much students are learning at each grade level and whether they are prepared to move to the next. It also indicates how well a school or district equips students for success after high school—whether in college, a career, or the military.
- Student Achievement reflects how well students meet expectations on the STAAR assessment. This score also includes graduation rates and evaluates how prepared students are for success beyond high school.
- School Progress measures how students' performance grows over time and compares the school's results to those of other schools with similar economically disadvantaged student populations.
- Closing the Gaps shows how effectively a school is helping all student groups achieve success.

Characters : 1226

Strengths

- Intervention programs for grades K-4 based on student needs

- Maintain Saxon and Heggerty curriculum to support phonemic awareness PK-1

- Continue monthly PLCs

- Continue monthly intervention meetings to review student data and student intervention groups

- Continue opportunities for vertical alignment

- Morning school tutoring opportunities

- Continued use universal screeners for PK-4 students three times a year

School Culture and Climate

Strengths

- Welcoming and nurturing campus
- Safety plan/Raptor system
- Counselor morning announcements
- Counselor student groups based on data collected on behavior, social skills, teacher input
- Continued use of campus wide student expectations and behavior rubric
- Continue Sunshine Committee for staff appreciation
- Continue Team Leads monthly meetings
- Continue school-wide theme to unite the campus
- Staff luncheons/breakfasts/socials
- Staff wellness opportunities

Staff Quality, Recruitment, and Retention

Summary

The district employs a total of 146.9 staff members, with 68.5% classified as professional staff. Of these, teachers make up the majority (51%), followed by professional support (9.2%), campus administration (6.4%), and central administration (2%). Educational aides represent 11.2% of the staff, while auxiliary staff account for 20.3%. The district employs one full-time librarian and three full-time counselors, with no part-time positions in these categories.

Minority representation among staff is 4.5%, with White teachers comprising 96.3% of the teaching staff. Minority teachers include African American (1.2%), American Indian (1.2%), and Asian (1.2%) educators. There are no Hispanic, Pacific Islander, or multiracial teachers reported. Regarding gender, females make up 75.1% of teachers, while males account for 24.9%.

In terms of education, 81.4% of teachers hold a bachelor's degree, 17.4% have a master's, and 1.2% have no degree, with no doctorates reported. The teaching experience distribution shows a well-balanced range: 13.7% are beginning teachers, 14.7% have 1–5 years, 17.3% have 6–10 years, and 32.6% have 11–20 years of experience—the largest group. Another 14.9% have 21–30 years, and 6.7% have over 30 years of experience. The average number of students per teacher is 12.6, suggesting relatively small class sizes.

Campus leadership averages 2.7 years of experience for principals and 4.3 years for assistant principals, respectively. Teachers average 12.3 years of experience overall and 5.1 years within the district, slightly above the state average for total teaching experience but below the state tenure average.

Teacher salaries by experience level are generally competitive. Beginning teachers earn $50,000, below the state average of $55,689, while mid-level and veteran teachers' salaries range from $50,000 (0 years) to $74,096 (over 30 years). The average teacher salary is $62,529, just below the state average of $63,751. Other professional roles, campus administrators $83,852, and central administrators $95,570. The teacher turnover rate is 20.8%, while instructional staff represent 59.7% of total personnel.

In terms of specialized programs, the majority of teachers serve in regular education (69.6%), with additional roles in career and technical education (8.1%), compensatory education (11%), special education (5.4%), and other programs (5.9%). There are teachers assigned to bilingual/ESL or gifted and talented education programs through out the district.

Strengths

- Maintain Highly Qualified staff

- Teachers attendance at professional workshops

- Increased number of ESL certified staff

- Providing staff development with intentional focus

- Allowing campus staff to provide training in areas of expertise

Curriculum, Instruction, and Assessment

Summary

There is a clear focus from district operations to support high-quality teaching and learning as evidenced by long-range planning, demographic studies, a healthy fund balance, multiyear projections of revenue and expenditures, and competitive salary/stipend schedules. In addition, the district has created clear processes and procedures for budget planning, purchasing, payroll, and maintenance of facilities. The need to fully support district campuses in their efforts to support high-quality teaching and learning is a primary goal of the Board and the Central Administration.

Students are given benchmarks during the year to prepare for state assessments. Assessments and benchmarks are available through online administration through Eduphoria. After the administration of each assessment or benchmark exam, data is scrutinized during the next PLC, and a plan of action for remediation and/or acceleration is developed. The district uses Eduphoria Forethought to house curriculum documents. S&S participates in MAP testing in 3 windows, Fall, Winter and Spring. This progress monitoring tool provides academic data three times per year for students in kindergarten through 10th grade.

Professional learning is a high priority in S&S CISD. Each year, the Curriculum Director surveys teacher teams to solicit input concerning learning needs. In addition to the teacher needs assessment, input from T-TESS Observations regarding the most documented Areas of Refinement drives the planning of district professional learning opportunities. Professional development workshops are plentiful, and all educators are expected to continue to obtain learning that serves to hone their craft. Continuous professional development is an expectation. Title II funds are used to meet professional learning and curriculum needs.

S&S High School offers on campus opportunities to take the SAT, ACT and TSIA 2 as well as Career and Technology Education classes for high school students so they can meet their CCMR requirement from the state.

Strengths

- Use and assess data to drive instruction

- Maintain Math/Reading intervention specialists

- Continue WIN intervention program

- Use of standards-based grading in grades K-1

- Traditional Pre-K, Head Start Class, and paid tuition for Pre-K

Family and Community Engagement

Summary

S&S CISD's Family Engagement plan firmly believes that to achieve high educational standards, a partnership between parents, students, and school personnel is essential. In order to achieve this goal, S&S CISD has developed a Family Engagement Plan that establishes and maintains open lines of communication that will expand and enhance learning opportunities to create the best learning environment for every child. Our communication system that we utilize is Parent Square which allows the district to send out all variety of announcements such as school events, activities and or closures. A student's family is the first level of foundation used to build student success in intellectual, physical, and social-emotional areas of development. To accomplish this objective, the district will develop and maintain partnerships with parents/caregivers, patrons, and community members; the district will involve parents/caregivers in all aspects of the various local, state, and federal programs offered in S&S CISD. Some opportunities for involvement are:

- Organize social events for families to connect, book fairs, parent nights, and parent-teacher conferences, as well as opportunities for volunteering, class parties, and field trips
- Open House ▪ Orientation Nights ▪ Classroom and Family Celebrations for Holidays and Birthdays ▪ Invitation to EOY Celebrations ▪ Community Pep-Rallies ▪ Book Fair and Literacy Event ▪ Field Day ▪ School Supply Drive

S&S Consolidated Independent School District wants to promote collaborative success. Through this, S&S CISD hopes to foster positive relationships between staff and families while building a shared understanding of working together to ensure every child reaches their full potential.

Strengths

- Parent volunteers and PTO

- Social media posts - Facebook, website

- Family and community engagement opportunities

- Local church supporting the backpack program and Christmas angels

- Local businesses and organizations providing school supplies

- Increased involvement of parents in all school activities (Family Nights, Meet the Teacher, Open House, etc.)

School Organization

Summary

S&S CISD has one high school serving grades 9-12, middle school serving grades 5-8 and elementary school serving PK-4. Each campus employs their own site based decision-making committee to provide input and guidance regarding campus needs and improvement. Master schedules are developed at every campus to provide teachers ample planning time that meets the state requirement. Schedules implemented at each campus provide time for student intervention and support. Tutoring is provided at each campus before school, after school, and during the school day to support the needs of students who failed a STAAR test or scored low on a benchmark or progress monitoring tools. Each campus has a principal and assistant principal and also a full time counselor. S&S CISD has also created a District Police Department.

Strengths

- Grade-level Team Leads

- Campus structures in place for master scheduling, counseling schedule, and duty schedules

- Weekly communication from campus and office administration through campus notes

- Procedures in place for student support services

- Staff surveys

Technology

Summary

Our district philosophy is that the curriculum (TEKS) and student needs should influence how we utilize technology. Rather than using technology merely for the sake of using technology, we want students to use technology in a problem-solving, authentic, relevant situation. In addition, technology is viewed as a vehicle to assist teachers and students in achieving the academic expectations of each grade level...as a resource to aid in implementation of the TEKS.

S&S CISD is committed to providing technology for creating a learning community where: every student has a device; all teachers have the knowledge and skills to integrate technology into a curriculum that addresses students' specific needs and learning styles; automation and efficiency of the District's business processes allows the focus to be on student education; the District's schools provide immediate access to technology tools and applications, knowledgeable support staff and external resources to enhance the curriculum; and parents, teachers, students and community members share information and resources.

The network infrastructure, hardware, software, and training needed to support this includes:

- Fiber backbone throughout the District that provides high bandwidth (10GB) connectivity between the campuses
- A Watchguard firewall and a Linewize Content Filter for online safety and security
- Wireless access to the SSCISD network and the Internet at every campus
- One-to-one device capability at every campus
- 10Gb connection to the Internet
- Computers, wireless access to the Internet, a Vivatek, Interactive Flat Panel display, a document camera, and a phone in every classroom in the District
- A standard workstation load--Windows 11, Office 2016, Microsoft Edge, Google Chrome, Windows Defender Anti-Virus, Windows Media Player, Adobe Creative Cloud, and other applications
- Administrative software—Ascender for student services and business services,
- Online instructional software such as Google Classroom, Rosetta Stone, NWEA, Edgenuity, I-Ready, SMART Notebook, Follett Destiny, Discovery Learning, HMH, McGraw Hill, Savvas, etc.
- Zoom, Google Meet and Microsoft Teams Video conferencing
- Fresh Service system to request technical help and track help tickets

Strengths

- 1:1 Student Chromebooks

- 2 Computer Labs available for student usage and testing

- Computer Mice of different sizes to accommodate hand size

- Headphones with Microphones for Fluency and ESL testing

Goals

Goal 1 The campus will set high student expectations to increase student achievement.

Performance Objective 1 ☑ High Priority

The campus will increase STAAR Approaches performance level by 3% for all students in reading and 5% for all students in math.

Evaluation Data Source: 2027 STAAR Results

Strategy 1

Track individual student growth in data folders throughout the year, have student meetings and share progress tracking with parents each nine weeks

Strategy's Expected Result/Impact: Increased percentage of students reaching Approaches STAAR performance level.

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

December	March	July

Strategy 2

Utilize MAP (K-4) to assess student growth and increase reading comprehension abilities and math skills, and continue to utilize CIRCLES (PK)

Strategy's Expected Result/Impact: Increased percentage of students reaching Approaches STAAR performance level.

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

December March July

Strategy 3

Provide HB 1416 Accelerated Instruction for students in grade 4 and intervention activities for students in grades K-4.

Strategy's Expected Result/Impact: Increased percentage of students reaching Approaches STAAR performance level.

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

December March July

Performance Objective 2 ☑ High Priority

The campus will increase STAAR Meets and Masters performance level by 3% for all students in reading and 5% for all students in math.

Evaluation Data Source: 2027 STAAR Results

Strategy 1

Track individual student growth in data folders throughout the year, have student meetings and share progress tracking with parents each nine weeks.

Strategy's Expected Result/Impact: Increased percentage of students reaching Meets and Masters STAAR performance level.

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

December March July

Strategy 2

Utilize MAP (K-4) to assess student growth and increase reading comprehension abilities and math skills, and continue to utilize CIRCLES (PK)

Strategy's Expected Result/Impact: Increased percentage of students reaching Meets and Masters STAAR performance level.

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

December	March	July

Strategy 3

Provide direct, intentional, and targeted accelerated instruction for fourth-grade students who did not achieve Approaches Grade Level or higher on the previous year's STAAR assessment. Instruction will address identified learning gaps and focus on accelerating student progress toward grade-level proficiency in the applicable subject area(s), in accordance with HB 1416 requirements.

Strategy's Expected Result/Impact: Increased percentage of students reaching Meets and Masters STAAR performance level.

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

December	March	July

Strategy 4

Provide differentiated intervention and enrichment opportunities for all students in grades K-4 based on academic performance, ongoing assessment data, and individual learning needs. Implement targeted instructional supports to address learning gaps, strengthen foundational skills, and extend learning for students who demonstrate mastery of grade-level standards.

Strategy's Expected Result/Impact: Increased percentage of students reaching Meets and Masters STAAR performance level.

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

December	March	July

Goal 2 The campus will monitor student attendance to ensure TEC requirements are met for each student.

Performance Objective 1

The campus will increase and maintain an average daily attendance rate of 97%

Evaluation Data Source: End of Year PEIMS Attendance Reports.

Strategy 1

Establish a Truancy Committee

Strategy's Expected Result/Impact: Improved student attendance, reduced chronic absenteeism and truancy, increased family engagement, and greater access to consistent instruction, resulting in improved student achievement and overall school success.

Staff Responsible for Monitoring: Assistant Principal, Principal

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

December	March	July

Strategy 2

Contact parents or guardians of students demonstrating attendance issues

Strategy's Expected Result/Impact: Parents and campus collaboration will increase student attendance.

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

December	March	July

Strategy 3

Assistant Principal, with support of the Counselor, will meet with students demonstrating

attendance issues

Strategy's Expected Result/Impact: The Assistant Principal will develop relationships with students that foster a sense of belonging and desire to be at school.

Staff Responsible for Monitoring: Counselor, Principal, Assistant Principal

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

December	March	July

Strategy 4

Create a Truancy Plan for students with excessive absences.

Strategy's Expected Result/Impact: To help improve student attendance by addressing barriers and involving parents in creating and supporting solutions.

Staff Responsible for Monitoring: Counselor, Principal, Assistant Principal

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

December	March	July

Goal 3 The Campus will implement routines and procedures to ensure student and staff safety daily.

Performance Objective 1 ☑ High Priority

The campus will utilize weekly door safety documentation, RAPTOR system, safety audit, intruder detection audit.

Evaluation Data Source: District Vulnerability Assessment in Sentinel.

Strategy 1

Continue to require background checks for all employees, volunteers, observers, substitutes, etc.

Strategy's Expected Result/Impact: No unauthorized access to the building or playground.

Staff Responsible for Monitoring: Front Office, Principal, Assistant Principal, Police Chief

Formative Reviews

December	March	July

Strategy 2

Continued training for Crisis Prevention Institute (CPI) Team and Threat Assessment Team.

Strategy's Expected Result/Impact: Ongoing training for the CPI and Threat Assessment Teams ensures staff are prepared to prevent, assess, and respond effectively to student safety concerns.

Staff Responsible for Monitoring: Principal, Assistant Principal, Police Chief

Formative Reviews

December	March	July

Strategy 3

Establish and implement an annual campus safety drill calendar aligned with the Standard Response Protocol (SRP) to ensure consistent practice and preparedness for emergency situations.

Strategy's Expected Result/Impact: Increased student and staff preparedness for emergency situations, improved familiarity with Standard Response Protocol (SRP) procedures, and consistent implementation of safety drills to strengthen campus safety, ensure clear communication, and promote a safe and secure learning environment.

Staff Responsible for Monitoring: Principal, Assistant Principal, Front Office Personnel

Formative Reviews

December	March	July

Goal 4 The Campus will implement a social emotional learning program to address the ever changing needs of our students and staff.

Performance Objective 1

Student Screeners will indicate a positive student viewpoint of the campus environment and own self worth.

Evaluation Data Source: Screeners will generate data points and topics to guide the programs.

Strategy 1

Implement Core Essentials (K-4), Seedlings Curriculum (PK-K), Zones of Regulation Curriculum (PK-4), and Kelso's Choices Conflict Resolution Program (PK-4)

Strategy's Expected Result/Impact: Promotes social-emotional learning and equips students with skills for self-regulation and conflict resolution.

Staff Responsible for Monitoring: Counselor, Principal, Assistant Principal

Title I:

Formative Reviews

December	March	July

Strategy 2

Monthly class visits from the counselor (character traits, hygiene, test anxiety, middle school transition, conflict resolution, emotional regulation)

Formative Reviews

December	March	July

Strategy 3

Conduct Universal Screener BOY, MOY, EOY (Data used to identify students for at risk behaviors and establish tier 2 and tier 3 behavior groups)

Strategy's Expected Result/Impact: Identifies students at risk for behavioral challenges and guide the formation of Tier 2 and Tier 3 support groups for early intervention.

Staff Responsible for Monitoring: Counselor, Principal, Assistant Principal

Title I:

Formative Reviews

December	March	July

Strategy 4

Create celebrations for positive student behavior through the Golden Spur Awards, 9 Weeks Character Awards, and morning video announcement recognitions.

Strategy's Expected Result/Impact: Increased positive student behavior, improved student engagement, and a stronger campus culture that reinforces character, responsibility, and respect through consistent celebration of students who demonstrate positive choices and behaviors.

Staff Responsible for Monitoring: Counselor, Teachers, Assistant Principal, Principal

Formative Reviews

December	March	July

Performance Objective 2

Staff will indicate a positive campus culture and working environment.

Evaluation Data Source: Staff surveys.

Strategy 1

Create surveys to gauge campus culture.

Strategy's Expected Result/Impact: Utilize survey results to increase positivity on campus.

Staff Responsible for Monitoring: Principal, Assistant Principal

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

December	March	July

Strategy 2

Continue the Sunshine Committee.

Strategy's Expected Result/Impact: Create an environment of support, inclusivity, and appreciation for all staff members.

Staff Responsible for Monitoring: Counselor, Principal

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

December	March	July

Goal 5 The Campus will foster meaningful relationships between the school and local stakeholders.

Performance Objective 1

Active participation in community events from at least 55% of families and local businesses.

Evaluation Data Source: Parent Sign-In Activity Logs.

Strategy 1

School-wide programs to recognize GRANDS, Veterans, and other community members

Strategy's Expected Result/Impact: Foster respect, appreciation, and stronger community connections.

Staff Responsible for Monitoring: Principal

Formative Reviews

December	March	July

Strategy 2

Organize parent engagement opportunities such as Title 1 Meetings, Meet the Teacher, and Parent Conferences.

Strategy's Expected Result/Impact: Foster family involvement and strengthens school-home connections.

Staff Responsible for Monitoring: Principal

Formative Reviews

December	March	July

Strategy 3

Create surveys to send to stakeholders following campus activities.

Strategy's Expected Result/Impact: Positive feedback from families and community stakeholders on engagement efforts through surveys.

Staff Responsible for Monitoring: Principal

Formative Reviews

December	March	July

Performance Objective 2

Regular involvement of community partners in school activities.

Evaluation Data Source: Event Sign-In Logs at school activities.

Strategy 1

Partner with community churches, local law/fire enforcement, and surrounding businesses and organizations.

Strategy's Expected Result/Impact: Strengthen community support and resources for students and families.

Staff Responsible for Monitoring: Principal

Formative Reviews

December	March	July

S & S CISD

S&S Consolidated Middle School

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
November 03, 2026 at 02:17 PM

Mission Statement

All students will have a positive learning environment that is favorable to developing skills for today and tomorrow.

Vision

Empowering every student to achieve their fullest potential through innovative learning, community engagement, and a commitment to excellence, fostering a brighter future for all students.

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Comprehensive Needs Assessment

Demographics

Summary

S&S Consolidated Independent School District serves a total student population of approximately 944 students spanning from Pre-kindergarten through 12th grade. The student distribution across grade levels is relatively balanced, with the highest enrollment in 9th grade (10.6%) and the lowest in 5th grade (5.6%). Early education (Pre-kindergarten through 2nd grade) represents about 19.8% of the student body, while the secondary grades (9th through 12th) comprise approximately 31.9%.

The district's student population reflects a predominantly White demographic, accounting for 67.8% of enrollment. Hispanic students represent 24.3%, while students identifying as Two or More Races comprise 5.5%. African American students make up 1.5%, with smaller representations from Asian (0.5%) and American Indian (0.4%) groups. There are no Pacific Islander students reported in the current data.

Strengths

At the middle school, we have added honors classes for math and ELAR in every grade level which will better meet the needs of our GT and high achieving students.

We have double blocked instruction in both math and reading for our 5th graders.

We have increased the number of teachers teaching honors classes who have or will soon complete GT certification to better meet the needs of our GT students.

We have implemented the use of Lexia, Power Up, Curipod, Summit, and a translation tool to better meet the needs of our EB students.

We have added instructors and instructional time into the master schedule for ESL to better meet the needs of our EB students.

Student Achievement

Summary

Each year, the Texas Education Agency (TEA) releases ratings to evaluate student achievement, overall school progress, and how well schools close achievement gaps among various student groups. Scores for the 2026 STAAR administration show gains across the district and each campus.

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Strengths

We have begun Bluebonnet and Savvas curriculum implementation.

We have started double blocking instructional time in math and reading in 5th grade.

We have added Learning Labs at every grade to better meet the needs of struggling students.

School Culture and Climate

Summary

Our school provides a safe and friendly environment that welcomes all stakeholders.

Strengths

Raptor system provides a thorough and reliable emergency response system.

Student Council provides school spirit and fundraising opportunities for students to come together as community.

Middle school cheerleaders encourage school spirit and pride through their programs and pep rallies.

The counselor and the Team teachers implement our SEL program

Year 4 of campus-wide student expectations and behavior matrix provides stability and predictability for students, parents, and staff regarding student expectations and consequences.

Actively engaged parents form a strong PTO which provides a strong staff appreciation program.

Team and department heads lead monthly vertical alignment meetings.

School-wide theme helps to unite the campus

Staff luncheons/breakfasts/socials provide opportunities for staff to build relationships.

Principal's staff survey pulse checks provide feedback on staff morale throughout the year.

Staff Quality, Recruitment, and Retention

Summary

The district employs a total of 151 staff members, with 68.7% classified as professional staff. Of these, teachers make up the majority (52%), followed by professional support (8.1%), campus administration (5.8%), and central administration (2.7%). Educational aides represent 10.7% of the staff, while auxiliary staff account for 20.7%. The district employs one full-time librarian and three full-time counselors, with no part-time positions in these categories. Minority representation among staff is 3.7%, with White teachers comprising 97.3% of the teaching staff. Minority teachers include African American (2.4%). There are no Hispanic, Pacific Islander, or multiracial teachers reported. Regarding gender, females make up 74.7% of teachers, while males account for 25.3%. In terms of education, 82.6% of teachers hold a bachelor's degree, 17.4% have a master's, and no doctorates reported. The teaching experience distribution shows a well-balanced range: 3.6% are beginning teachers, 18.8% have 1–5 years, 17.2% have 6–10 years, and 34.9% have 11–20 years of experience—the largest group. Another 19.3% have 21–30 years, and 6.2% have over 30 years of experience. The average number of students per teacher is 11.8, suggesting relatively small class sizes. Campus leadership averages 2.7 years of experience for principals and 4.3 years for assistant principals, respectively. Teachers average 12.3 years of experience overall and 5.1 years within the district, slightly above the state average for total teaching experience but below the state tenure average. Teacher salaries by experience level are generally competitive. Beginning teachers earn $50,000, below the state average of $55,689, while mid-level and veteran teachers' salaries range from $50,000 (0 years) to $74,096 (over 30 years). The average teacher salary is $62,529, just below the state average of $63,751. Other professional roles, campus administrators $83,852, and central administrators $95,570. The teacher turnover rate is 20.8%, while instructional staff represent 59.7% of total personnel. In terms of specialized programs, the majority of teachers serve in regular education (69.6%), with additional roles in career and technical education (8.1%), compensatory education (11%), special education (5.4%), and other programs (5.9%). There are teachers assigned to bilingual/ESL or gifted and talented education programs through out the district.

Strengths

Staff are highly qualified.

Teachers attend ongoing professional development through workshops.

Staff development is provided with a strong instructional focus.

Campus staff provide professional development in areas of expertise.

Grade level and department team leads and support new teachers.

Systems of support for students and staff are reviewed at monthly meetings.

Curriculum, Instruction, and Assessment

Summary

There is a clear focus from district operations to support high-quality teaching and learning as evidenced by long-range planning, demographic studies, a healthy fund balance, multiyear projections of revenue and expenditures, and competitive salary/stipend schedules. In addition, the district has created clear processes and procedures for budget planning, purchasing, payroll, and maintenance of facilities. The need to fully support district campuses in their efforts to support high-quality teaching and learning is a primary goal of the Board and the Central Administration. Students are given benchmarks during the year to prepare for state assessments. Assessments and benchmarks are available through online administration through Eduphoria. After the administration of each assessment or benchmark exam, data is scrutinized during the next PLC, and a plan of action for remediation and/or acceleration is developed. The district uses Eduphoria Forethought to house curriculum documents. S&S participates in MAP testing in 3 windows, Fall, Winter and Spring. This progress monitoring tool provides academic data three times per year for students in kindergarten through 10th grade. Professional learning is a high priority in S&S CISD. Each year, the Curriculum Director surveys teacher teams to solicit input concerning learning needs. In addition to the teacher needs assessment, input from T-TESS Observations regarding the most documented Areas of Refinement drives the planning of district professional learning opportunities. Professional development workshops are plentiful, and all educators are expected to continue to obtain learning that serves to hone their craft. Continuous professional development is an expectation. Title II funds are used to meet professional learning and curriculum needs.

Strengths

In the core subjects, the teachers with the highest level of achievement (as compared to the state) function as department heads. They lead monthly department meetings during which curriculum, instruction, and assessment practices are shared and analyzed. This model of distributed leadership positively impacts student achievement. Master teachers provide instruction in their areas of expertise, e.g., Eduphoria, IXL, and UIL Academics.

Family and Community Engagement

Summary

S&S CISD's Family Engagement plan firmly believes that to achieve high educational standards, a partnership between parents, students, and school personnel is essential. In order to achieve this goal, S&S CISD has developed a Family Engagement Plan that establishes and maintains open lines of communication that will expand and enhance learning opportunities to create the best learning environment for every child. Our communication system that we utilize is Parent Square which allows the district to send out all variety of announcements such as school events, activities and or closures. A student's family is the first level of foundation used to build student success in intellectual, physical, and social-emotional areas of development. To accomplish this objective, the district will develop and maintain partnerships with parents/caregivers, patrons, and community members; the district will involve parents/caregivers in all aspects of the various local, state, and federal programs offered in S&S CISD. Some opportunities for involvement are: Organize social events for families to connect, book fairs, parent nights, and parent-teacher conferences, as well as opportunities for volunteering, class parties, and field trips Open House ▪ Orientation Nights ▪ Classroom and Family Celebrations for Holidays and Birthdays ▪ Invitation to EOY Celebrations ▪ Community Pep-Rallies ▪ Book Fair and Literacy Event ▪ Field Day ▪ School Supply Drive S&S Consolidated Independent School District wants to promote collaborative success. Through this, S&S CISD hopes to foster positive relationships between staff and families while building a shared understanding of working together to ensure every child reaches their full potential.

Strengths

The effectiveness of communication between the school and families has improved as a result of streamlining through Parent Square.

Two parent teacher conferences are being offered for every student during the school year.

Standardized class syllabi are posted on the school website for every class offered.

Parents are provided oversight of the reading materials their students have access to within the school.

School Organization

Summary

S&S CISD has one high school serving grades 9-12, middle school serving grades 5-8 and elementary school serving PK-4. Each campus employs their own site based decision-making committee to provide input and guidance regarding campus needs and improvement. Master schedules are developed at every campus to provide teachers ample planning time that meets the state requirement. Schedules implemented at each campus provide time for student intervention and support. Tutoring is provided at each campus before school, after school, and during the school day to support the needs of students who failed a STAAR test or scored low on a benchmark or progress monitoring tools. Each campus has a principal and assistant principal and also a full time counselor. S&S CISD has also created a District Police Department.We have created honors reading and math classes for every grade level, 5-8. We have implemented a Zero Period before school for tutoring. We have also designated Team Time as an additional tutorial time for students to get the help they need in working towards daily success, as well as year-end success as evidenced by STAAR.

Strengths

Systems have been put in place to maximize every instructional minute of the 4-day week.

Must Do/May Do boards are posted in every room to guide students when given a choice of learning activities.

An instructional focus from the principal is shared each week with all staff.

Technology

Summary

Our district philosophy is that the curriculum (TEKS) and student needs should influence how we utilize technology. Rather than using technology merely for the sake of using technology, we want students to use technology in a problem-solving, authentic, relevant situation. In addition, technology is viewed as a vehicle to assist teachers and students in achieving the academic expectations of each grade level...as a resource to aid in implementation of the TEKS. S&S CISD is committed to providing technology for creating a learning community where: every student has a device; all teachers have the knowledge and skills to integrate technology into a curriculum that addresses students' specific needs and learning styles; automation and efficiency of the District's business processes allows the focus to be on student education; the District's schools provide immediate access to technology tools and applications, knowledgeable support staff and external resources to enhance the curriculum; and parents, teachers, students and community members share information and resources. The network infrastructure, hardware, software, and training needed to support this includes: Fiber backbone throughout the District that provides high bandwidth (10GB) connectivity between the campuses A Watchguard firewall and a Linewize Content Filter for online safety and security Wireless access to the SSCISD network and the Internet at every campus One-to-one device capability at every campus 10Gb connection to the Internet Computers, wireless access to the Internet, a Vivatek, Interactive Flat Panel display, a document camera, and a phone in every classroom in the District A standard workstation load--Windows 11, Office 2016, Microsoft Edge, Google Chrome, Windows Defender Anti-Virus, Windows Media Player, Adobe Creative Cloud, and other applications Administrative software—Ascender for student services and business services, Online instructional software such as Google Classroom, Rosetta Stone, NWEA, Edgenuity, I-Ready, SMART Notebook, Follett Destiny, Discovery Learning, HMH, McGraw Hill, Savvas, etc. Zoom, Google Meet and Microsoft Teams Video conferencing Fresh Service system to request technical help and track help tickets

Strengths

Parents and administrators receive alerts for concerning student online behavior 24/7.

Parent Square has streamlined both campus and district communication.

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Campus/District improvement plans (current and prior years)**

Accountability Data

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

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Mobility/stability rate, including longitudinal data**

- [x] **Discipline records**
- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Teacher recruitment/retention rates and other data**

Goals

Goal 1 S&S Middle School will increase student achievement.

Performance Objective 1

The campus will increase STAAR approaches passing rates by 5% for all students in reading, and increase meets and masters by 3%.

Evaluation Data Source: 2027 STAAR data

Strategy 1

Fully implement use of Eduphoria for data tracking by reading teachers through trainings and department work time.

Staff Responsible for Monitoring: Principals, teachers

Formative Reviews

December	March	July

Strategy 2

Administer regular cumulative assessments to track student progress through Eduphoria with department work time for analysis.

Staff Responsible for Monitoring: Principals, teachers

Formative Reviews

December	March	July

Strategy 3

Implement tutorial times for each day of the week through Zero Period, Team Time, and Friday School.

Staff Responsible for Monitoring: Principals, teachers

Formative Reviews

December	March	July

Strategy 4

Provide staff development through in-house professional development, conferences, and workshops.

Staff Responsible for Monitoring: Principals, teachers

Formative Reviews

December	March	July

Strategy 5

Increase reading STAAR scores for emergent bilingual students. Ensure that students are using tutorial time effectively through staffing and quality of instructional materials.

Staff Responsible for Monitoring: Principals, ESL certified staff

Formative Reviews

December	March	July

Performance Objective 2

The campus will increase STAAR approaches passing rates by 5% for all students in math, and increase meets and masters by 3%.

Evaluation Data Source: 2027 STAAR data

Strategy 1

Fully implement use of Eduphoria and Savvas for data tracking by math teachers through trainings and department work time.

Formative Reviews

December	March	July

Strategy 2

Administer regular cumulative assessments to track student progress through Eduphoria and Savvas with department work time for analysis.

Staff Responsible for Monitoring: Principals, teachers

Formative Reviews

December	March	July

Strategy 3

Implement tutorial times for each day of the week through Zero Period, Team Time, and Friday School.

Staff Responsible for Monitoring: Principals, teachers

Formative Reviews

December	March	July

Strategy 4

Provide staff development through in-house professional development, conferences, and workshops.

Staff Responsible for Monitoring: Principals, teachers

Formative Reviews

December	March	July

Strategy 5

Increase math STAAR scores for emergent bilingual students. Ensure that students are using

tutorial time effectively through staffing and quality of instructional materials.

Staff Responsible for Monitoring: Principals, ESL certified staff

Formative Reviews

December	March	July

Performance Objective 3

The campus will have 100% Algebra passing, with 70% meets and 50% masters.

Evaluation Data Source: 2027 STAAR data

Strategy 1

Fully implement use of Eduphoria and Savvas for data tracking for Algebra by providing trainings and department work time.

Staff Responsible for Monitoring: Principals, teachers

Formative Reviews

December	March	July

Strategy 2

Administer regular cumulative assessments to track student progress through Eduphoria and Savvas with department work time for analysis.

Staff Responsible for Monitoring: Principals, teachers

Formative Reviews

December	March	July

Strategy 3

Implement tutorial times for each day of the week through Zero Period, Team Time, and Friday School.

Staff Responsible for Monitoring: Principals, teachers

Formative Reviews

December	March	July

Strategy 4

Provide staff development through in-house professional development, conferences, and workshops.

Staff Responsible for Monitoring: Principals, teachers

Formative Reviews

December	March	July

Strategy 5

Increase Algebra STAAR scores for emergent bilingual students. Ensure that students are using tutorial time effectively through staffing and quality of instructional materials.

Staff Responsible for Monitoring: Principals, teachers

Formative Reviews

December	March	July

Performance Objective 4

The campus will increase STAAR approaches passing rates by 3% for all students in 5th grade science, and increase meets by 5% and masters by 3%.

Evaluation Data Source: 2027 STAAR data

Strategy 1

Fully implement use of Eduphoria in science content area by providing trainings and department work time.

Staff Responsible for Monitoring: Principals, teachers

Formative Reviews

December	March	July

Strategy 2

Administer regular cumulative assessments to track student progress through Eduphoria with department work time for analysis.

Staff Responsible for Monitoring: Principals, teachers

Formative Reviews

December	March	July

Strategy 3

Implement tutorial times for each day of the week through Zero Period, Team Time, and Friday School.

Staff Responsible for Monitoring: Principals, teachers

Formative Reviews

December	March	July

Strategy 4

Provide staff development through in-house professional development, conferences, and workshops.

Staff Responsible for Monitoring: Principals, teachers

Formative Reviews

December	March	July

Strategy 5

Increase science STAAR scores for emergent bilingual students. Ensure that students are using

tutorial time effectively through staffing and quality of instructional materials.

Staff Responsible for Monitoring: Principals, teachers

Formative Reviews

December	March	July

Goal 2 S&S Middle School will increase student attendance.

Performance Objective 1

S&S Middle School will achieve attendance of 97% or better for the 2026-2027 school year.

Evaluation Data Source: 2026-2027 EOY PEIMS Data

Strategy 1

We will send attendance warning letters once a week for students who have reached 3, 5, 7, and 10 absences for the semester.

Staff Responsible for Monitoring: Principal, secretary

Formative Reviews

December	March	July

Strategy 2

Parent Square notices will be auto-generated daily for all absences.

Staff Responsible for Monitoring: Principal, secretary

Formative Reviews

December	March	July

Strategy 3

We will implement an incentive program for positive student attendance through awards/prizes/ drawings/events.

Staff Responsible for Monitoring: Principal, secretary

Formative Reviews

December	March	July

Strategy 4

We will follow the plan detailed by the assistant district attorney for students with truancy issues by sending truancy letters, truancy intervention plans, and home visits as needed.

Staff Responsible for Monitoring: Principal

Formative Reviews

December	March	July

Strategy 5

Beginning in the first nine weeks, we will invite students with truancy issues to attend Friday School to recapture missed instruction.

Staff Responsible for Monitoring: Principal

Formative Reviews

December	March	July

Goal 3 S&S Middle School will establish a safe educational environment.

Performance Objective 1

S&S Middle School will minimize the effect of disciplinary incidents on the learning environment during the 2026-2027 school year.

Evaluation Data Source: EOY Discipline Reports

Strategy 1

Implement the Student Code of Conduct uniformly and fairly through year 4 of the behavior matrix implementation.

Staff Responsible for Monitoring: Principals, teachers, aides

Formative Reviews

December	March	July

Strategy 2

Implement Social Emotional Learning program (SEL) "Mind Up."

Staff Responsible for Monitoring: Counselor, teachers

Formative Reviews

December	March	July

Strategy 3

Continue use of anti-bullying programs through guidance lessons and online anonymous bullying reporting (district Google Form).

Staff Responsible for Monitoring: Counselor, teachers, principals

Formative Reviews

December	March	July

Performance Objective 2

S&S Middle School will minimize the impact of drugs on the learning environment during the 2026-2027 school year.

Strategy 1

We will utilize drug dogs to conduct random searches during the year.

Staff Responsible for Monitoring: Principals

Formative Reviews

December	March	July

Strategy 2

We will participate in Red Ribbon Week activities that highlight the importance of remaining drug-free.

Staff Responsible for Monitoring: Principals, counselor, teachers

Formative Reviews

December	March	July

Goal 4 S&S Middle School will close gaps for at-risk student subpopulations.

Performance Objective 1

We will increase the performance of our Economically Disadvantaged students during the 2026-2027 school year.

Evaluation Data Source: 2026-2027 TAPR

Strategy 1

The campus will provide accelerated learning opportunities in reading and math for Economically Disadvantaged students through Zero Period, Team Time, and Learning Labs.

Staff Responsible for Monitoring: Principals, counselor, teachers

Formative Reviews

December	March	July

Strategy 2

The campus will provide double blocks of math and reading instruction for all 5th grade students.

Staff Responsible for Monitoring: Principals, teachers

Formative Reviews

December	March	July

Performance Objective 2

We will increase the performance of our emergent bilingual students during the 2026-2027 school year.

Strategy 1

The campus will provide accelerated learning opportunities in reading and math for emergent bilingual students through Team Time.

Staff Responsible for Monitoring: Principals, teachers

Formative Reviews

December	March	July

Strategy 2

The campus will provide double blocks of math and reading instruction for all 5th grade students.

Staff Responsible for Monitoring: Principals, teachers

Formative Reviews

December	March	July

Performance Objective 3

We will increase the performance of our special education students during the 2026-2027 school year.

Strategy 1

The campus will provide accelerated learning opportunities in reading and math for special education students through Zero Period, Team Time, Take Flight Reading Program, Reading Horizons Reading Program, resource reading and resource math.

Staff Responsible for Monitoring: Special education teachers, dyslexia therapists, general education teachers, principals

Formative Reviews

December	March	July

Strategy 2

The campus will provide double blocks of math and reading instruction for all 5th grade students.

Staff Responsible for Monitoring: Principals, teachers

Formative Reviews

December	March	July

Goal 5 S&S Middle School will improve communication among all stakeholders.

Performance Objective 1

We will increase effective communication with parents.

Strategy 1

We will centralize parent communication through the use of Parent Square.

Staff Responsible for Monitoring: Principals, teachers

Formative Reviews

December	March	July

Performance Objective 2

We will increase effective communication with students.

Strategy 1

Students will use SmartPass to facilitate communication and movement between students and staff.

Staff Responsible for Monitoring: Principals, counselor, teachers

Formative Reviews

December	March	July

Performance Objective 3

We will increase effective communication with the community.

Strategy 1

Information will be communicated to the community through social media and newspaper postings.

Staff Responsible for Monitoring: Principals, counselor, secretary

Formative Reviews

December	March	July

S & S CISD

S&S Consolidated High School

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
November 03, 2026 at 02:17 PM

Mission Statement

All students will have a positive learning environment that is favorable to developing skills for today and tomorrow.

Vision

Empowering every student to achieve their fullest potential through innovative learning, community engagement, and a commitment to excellence, fostering a brighter future for all students.

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Comprehensive Needs Assessment

Demographics

Summary

S&S Consolidated Independent School District serves a total student population of approximately 944 students spanning from Pre-kindergarten through 12th grade. The student distribution across grade levels is relatively balanced, with the highest enrollment in 9th grade (10.6%) and the lowest in 5th grade (5.6%). Early education (Pre-kindergarten through 2nd grade) represents about 19.8% of the student body, while the secondary grades (9th through 12th) comprise approximately 31.9%.

The district's student population reflects a predominantly White demographic, accounting for 67.8% of enrollment. Hispanic students represent 24.3%, while students identifying as Two or More Races comprise 5.5%. African American students make up 1.5%, with smaller representations from Asian (0.5%) and American Indian (0.4%) groups. There are no Pacific Islander students reported in the current data.

Strengths

Increased the number of Language Arts teachers who are ESL certified to better serve our EB students. All LA teachers are now certified.

Increased the number of teachers who will soon complete GT certification to better serve the needs of our GT and Honors students.

Student Achievement

Summary

Each year, the Texas Education Agency (TEA) releases ratings to evaluate student achievement, overall school progress, and how well schools close achievement gaps among various student groups. Scores for the 2026 STAAR administration show gains across the district and each campus.

	District	Elementary School (Grades PK-4)	Middle School (Grades 5-8)	High School (Grades 9-12)
Overall Rating	74	66	66	83
Student Achievement	79	69	75	86
School Progress	69	58	72	81
Closing the Gaps	61	60	44	75

- The Overall Rating reflects how much students are learning at each grade level and whether they are prepared to move to the next. It also indicates how well a school or district equips students for success after high school—whether in college, a career, or the military.
- Student Achievement reflects how well students meet expectations on the STAAR assessment. This score also includes graduation rates and evaluates how prepared students are for success beyond high school.
- School Progress measures how students' performance grows over time and compares the school's results to those of other schools with similar economically disadvantaged student populations.
- Closing the Gaps shows how effectively a school is helping all student groups achieve success.

Characters : 1226

Strengths

EOC labs are built into the master schedule as an available course for students who were not successful on English and/or Math STAAR/EOC if their schedule permits.

Increased the overall CCMR completion percentage utilizing TSIA, ACT, SAT, Dual Credit, Industry Based Certifications, Program of Study Completers, and McMurry University

School Culture and Climate

Summary

Our school provides a safe and friendly environment that welcomes all stakeholders.

Strengths

Welcoming environment

Spirit days sponsored by varying Clubs/Organizations/Groups/Teams

Safety plan protocols using Raptor for notification

Staff luncheons and treats

Multiple Clubs/Organizations/Groups/Teams for students to join and staff members to lead

Content collaboration

Teacher, staff and students of the month

Staff Quality, Recruitment, and Retention

Summary

The district employs a total of 151 staff members, with 68.7% classified as professional staff. Of these, teachers make up the majority (52%), followed by professional support (8.1%), campus administration (5.8%), and central administration (2.7%). Educational aides represent 10.7% of the staff, while auxiliary staff account for 20.7%. The district employs one full-time librarian and three full-time counselors, with no part-time positions in these categories. Minority representation among staff is 3.7%, with White teachers comprising 97.3% of the teaching staff. Minority teachers include African American (2.4%). There are no Hispanic, Pacific Islander, or multiracial teachers reported. Regarding gender, females make up 74.7% of teachers, while males account for 25.3%. In terms of education, 82.6% of teachers hold a bachelor's degree, 17.4% have a master's, and no doctorates reported. The teaching experience distribution shows a well-balanced range: 3.6% are beginning teachers, 18.8% have 1–5 years, 17.2% have 6–10 years, and 34.9% have 11–20 years of experience—the largest group. Another 19.3% have 21–30 years, and 6.2% have over 30 years of experience. The average number of students per teacher is 11.8, suggesting relatively small class sizes. Campus leadership averages 2.7 years of experience for principals and 4.3 years for assistant principals, respectively. Teachers average 12.3 years of experience overall and 5.1 years within the district, slightly above the state average for total teaching experience but below the state tenure average. Teacher salaries by experience level are generally competitive. Beginning teachers earn $50,000, below the state average of $55,689, while mid-level and veteran teachers' salaries range from $50,000 (0 years) to $74,096 (over 30 years). The average teacher salary is $62,529, just below the state average of $63,751. Other professional roles, campus administrators $83,852, and central administrators $95,570. The teacher turnover rate is 20.8%, while instructional staff represent 59.7% of total personnel. In terms of specialized programs, the majority of teachers serve in regular education (69.6%), with additional roles in career and technical education (8.1%), compensatory education (11%), special education (5.4%), and other programs (5.9%). There are teachers assigned to bilingual/ESL or gifted and talented education programs through out the district.

Strengths

Maintain Highly Qualified staff

Outside professional development opportunities

Increased number of ESL certified Language Arts teachers

Teacher Planning Calendar Days

Curriculum, Instruction, and Assessment

Summary

There is a clear focus from district operations to support high-quality teaching and learning as evidenced by long-range planning, demographic studies, a healthy fund balance, multiyear projections of revenue and expenditures, and competitive salary/stipend schedules. In addition, the district has created clear processes and procedures for budget planning, purchasing, payroll, and maintenance of facilities. The need to fully support district campuses in their efforts to support high-quality teaching and learning is a primary goal of the Board and the Central Administration.

Students are given benchmarks during the year to prepare for state assessments. Assessments and benchmarks are available through online administration through Eduphoria. After the administration of each assessment or benchmark exam, data is scrutinized during the next PLC, and a plan of action for remediation and/or acceleration is developed. The district uses Eduphoria Forethought to house curriculum documents. S&S participates in MAP testing in 3 windows, Fall, Winter and Spring. This progress monitoring tool provides academic data three times per year for students in kindergarten through 10th grade.

Professional learning is a high priority in S&S CISD. Each year, the Curriculum Director surveys teacher teams to solicit input concerning learning needs. In addition to the teacher needs assessment, input from T-TESS Observations regarding the most documented Areas of Refinement drives the planning of district professional learning opportunities. Professional development workshops are plentiful, and all educators are expected to continue to obtain learning that serves to hone their craft. Continuous professional development is an expectation. Title II funds are used to meet professional learning and curriculum needs.

S&S High School offers on campus opportunities to take the SAT, ACT and TSIA 2 as well as Career and Technology Education classes for high school students so they can meet their CCMR requirement from the state.

Characters : 2026

Strengths

Data driven results with MAP testing

Teacher submitted lesson plans and course syllabi

Tutorial help available during zero period

Classroom walk-throughs with feedback

Curriculum audit conducted

Family and Community Engagement

Summary

S&S CISD's Family Engagement plan firmly believes that to achieve high educational standards, a partnership between parents, students, and school personnel is essential. In order to achieve this goal, S&S CISD has developed a Family Engagement Plan that establishes and maintains open lines of communication that will expand and enhance learning opportunities to create the best learning environment for every child. Our communication system that we utilize is Parent Square which allows the district to send out all variety of announcements such as school events, activities and or closures. A student's family is the first level of foundation used to build student success in intellectual, physical, and social-emotional areas of development. To accomplish this objective, the district will develop and maintain partnerships with parents/caregivers, patrons, and community members; the district will involve parents/caregivers in all aspects of the various local, state, and federal programs offered in S&S CISD. Some opportunities for involvement are:

- Organize social events for families to connect, book fairs, parent nights, and parent-teacher conferences, as well as opportunities for volunteering, class parties, and field trips
- Open House ▪ Orientation Nights ▪ Classroom and Family Celebrations for Holidays and Birthdays ▪ Invitation to EOY Celebrations ▪ Community Pep-Rallies ▪ Book Fair and Literacy Event ▪ Field Day ▪ School Supply Drive

S&S Consolidated Independent School District wants to promote collaborative success. Through this, S&S CISD hopes to foster positive relationships between staff and families while building a shared understanding of working together to ensure every child reaches their full potential.

Strengths

The implementation of Parent Square has increased parent/guardian/student/community communication

Social media is utilized as a communication tool

Teacher created course syllabi are posted on the school website

Two parent teacher conferences are being offered for every student during the school year

Opportunities throughout the year to attend campus events

School Organization

Summary

S&S CISD has one high school serving grades 9-12, middle school serving grades 5-8 and elementary school serving PK-4. Each campus employs their own site based decision-making committee to provide input and guidance regarding campus needs and improvement. Master schedules are developed at every campus to provide teachers ample planning time that meets the state requirement. Schedules implemented at each campus provide time for student intervention and support. Tutoring is provided at each campus before school, after school, and during the school day to support the needs of students who failed a STAAR test or scored low on a benchmark or progress monitoring tools. Each campus has a principal and assistant principal and also a full time counselor. S&S CISD has also created a District Police Department.

Strengths

Master schedule created and implemented to fit the needs of staff and students exploring varying classes

Counselor interaction for graduation plans, post secondary readiness, and personal needs

Duty schedules implemented to assist in monitoring

Staff surveys

Technology

Summary

All students have been issued Chromebooks. Linewize monitors student activity on the device. Parents also have access to a parental version of the same program which allows them to monitor their student's activity while on their Chromebook and/or one additional device of their choosing (e.g., phone).

Strengths

1:1 Student issued Chromebooks

Technology department resolves issues in a timely manner

Alerts are send out for student online behavior that is concerning

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**

Accountability Data

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

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**
- [x] **PSAT**

Student Data: Student Groups

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

- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Teacher recruitment/retention rates and other data**

Goals

Goal 1 S&S High School will create a culture that will result in improved student achievement.

Performance Objective 1

Students will increase improvement on Meets and Masters passing rates on all STAAR/EOC assessments by surpassing the state average.

Evaluation Data Source: STAAR EOC 2027 Results

Strategy 1

STAAR/EOC tested area teachers will use MAP testing data to determine areas of growth/need for targeted instruction.

Strategy's Expected Result/Impact: Areas of growth/need will be addressed.

Staff Responsible for Monitoring: Principal/Assistant Principal/Teachers

Formative Reviews

December	March	July

Strategy 2

An EOC Lab Course will be implemented for students who were not successful on the STAAR/ EOC English and/or Math assessments for additional targeted practice when scheduling allows.

Strategy's Expected Result/Impact: Targeted practice in Math and/or English will be provided for students enrolled in the EOC Lab course.

Staff Responsible for Monitoring: Principal/Assistant Principal/Counselor

Formative Reviews

December	March	July

Strategy 3

Utilizing Teacher Planning calendar days, STAAR/EOC tested subjects will collaborate with content areas.

Strategy's Expected Result/Impact: STAAR/EOC tested subjects will use the collaboration time to work with their non-tested content area teachers to assist in on-going STAAR/EOC preparation.

Staff Responsible for Monitoring: Principal/Assistant Principal

Formative Reviews

December	March	July

Strategy 4

Utilizing Eduphoria to administer assessments for English I, English II, Biology and US History, as well as Savvas for Algebra I, data will be collected on student progress in regard to tested standards.

Strategy's Expected Result/Impact: Areas of growth/need will be addressed.

Staff Responsible for Monitoring: Principal/Assistant Principal/Teachers

Formative Reviews

December	March	July

Goal 2 S&S High School will maintain a high expectation of student attendance in pursuit of academic growth.

Performance Objective 1

Student attendance will increase to an average of 96% or better.

Evaluation Data Source: Ascender Attendance Reports

Strategy 1

Attendance monitoring will be used to intervene with students at risk of losing credit.

Strategy's Expected Result/Impact: Utilizing attendance monitoring and intervention, students will not lose credit due to number of absences.

Staff Responsible for Monitoring: Principal/Assistant Principal

Formative Reviews

December	March	July

Strategy 2

Daily attendance notifications will be sent out via ParentSquare for students who miss one or more class periods.

Strategy's Expected Result/Impact: The daily attendance notifications will result in parent/guardian communication in regards to the absence reason.

Staff Responsible for Monitoring: Principal/Assistant Principal/Front Office Administrative Assistant

Formative Reviews

December	March	July

Strategy 3

Attendance warning/notification letters will be sent home for students accruing absences for 3, 5, 7 and 10 for the semester.

Strategy's Expected Result/Impact: The warning/notification letters will inform parents/guardians of the attendance expectation and result in increased attendance.

Staff Responsible for Monitoring: Principal/Assistant Principal/Front Office Personnel

Formative Reviews

December	March	July

Performance Objective 2

Seat time protocols will be implemented for credit recovery during the school year.

Evaluation Data Source: Ascender Attendance Reports

Strategy 1

Seat time recovery opportunities will be utilized to promote positive attendance through serving hours during Friday or Saturday school.

Strategy's Expected Result/Impact: Credit for passed courses will be earned after completion of seat time hours for students with attendance concerns.

Staff Responsible for Monitoring: Principal/Assistant Principal

Formative Reviews

December	March	July

Goal 3 S&S High School will support post secondary readiness through College, Career and Military Readiness.

Performance Objective 1

95% of graduating seniors will meet CCMR criteria.

Evaluation Data Source: End of Year CCMR Data Report

Strategy 1

Opportunities will be provided for students to meet CCMR through administration of the TSIA, SAT, ACT and McMurry University.

Strategy's Expected Result/Impact: Students participating in the TSIA, SAT, ACT, and/or McMurry University will earn the required score(s) to gain their CCMR point.

Staff Responsible for Monitoring: Principal/Assistant Principal/Counselor

Formative Reviews

December	March	July

Strategy 2

Opportunities will be provided for students to gain CCMR through Industry Based Certifications (IBCs).

Strategy's Expected Result/Impact: Students enrolled in courses with IBCs will successfully complete and earn an Industry Based Certification to gain their CCMR point.

Staff Responsible for Monitoring: Principal/Assistant Principal/Counselor

Formative Reviews

December	March	July

Strategy 3

Opportunities will be provided for students to enroll and take dual credit courses through Grayson College.

Strategy's Expected Result/Impact: Students enrolled in dual credit courses will earn the required number of hours to gain their CCMR point.

Staff Responsible for Monitoring: Principal/Assistant Principal/Counselor

Formative Reviews

December	March	July

Strategy 4

Opportunities will be provided for students to have access to military recruiters.

Strategy's Expected Result/Impact: Students who enlist with a military branch will obtain the required documentation to gain their CCMR point.

Staff Responsible for Monitoring: Principal/Assistant Principal/Counselor

Formative Reviews

December	March	July

Goal 4 S&S High School will connect with students, families, and community.

Performance Objective 1

Administration, teachers and staff will ensure prompt and efficient communication.

Evaluation Data Source: ParentSquare, Social Media and Counselor Updates

Strategy 1

ParentSquare, social media and counselor updates will be utilized to promote communication.

Strategy's Expected Result/Impact: Parents, guardians, students and community will be informed through administration, teacher and staff communication.

Staff Responsible for Monitoring: Principal/Assistant Principal/Counselor

Formative Reviews

December	March	July

Performance Objective 2

Campus events will be utilized to promote parent/guardian, student and community engagement.

Evaluation Data Source: Scheduled Calendar Events

Strategy 1

Campus events, such as fine arts, athletics, fundraisers, Fish Camp, etc. will be scheduled and advertised for attendance.

Strategy's Expected Result/Impact: Parents/guardians, students and community members will attend events.

Staff Responsible for Monitoring: Principal/Assistant Principal

Formative Reviews

December	March	July

Goal 5 S&S High School will work to maintain safe and secure facilities.

Performance Objective 1

Student learning will be supported by enhancing safety protocols and promoting a culture of preparedness.

Strategy 1

Exterior door checks will be utilized to maintain a secure building and resolve any concerns with access.

Strategy's Expected Result/Impact: Exterior door checks will be conducted to establish and resolve any access concerns.

Staff Responsible for Monitoring: Principal/Assistant Principal

Formative Reviews

December	March	July

Strategy 2

Administration will work with the district police chief to review and maintain campus safety procedures.

Strategy's Expected Result/Impact: Campus safety procedures will be implemented and updated when applicable.

Staff Responsible for Monitoring: Principal/Assistant Principal

Formative Reviews

December	March	July

Strategy 3

An Anonymous Reporting link will be utilized for students to report a variety of concerns, such as, vaping, bullying, etc.

Strategy's Expected Result/Impact: Administration and counselor will investigate reports and take action when applicable.

Staff Responsible for Monitoring: Principal/Assistant Principal/Counselor

Formative Reviews

December	March	July

Strategy 4

Monthly safety drills will be utilized to practice the use of the Raptor Alert System and the campus response to varying safety concerns.

Strategy's Expected Result/Impact: Campus staff will be prepared to respond in the event of an emergency.

Staff Responsible for Monitoring: Principal/Assistant Principal/District Police Chief

Formative Reviews

December	March	July

Strategy 5

Student technology usage will be monitored via Linewize and Cloud Scan for safety concerns.

Strategy's Expected Result/Impact: Safety concerns will be investigated and action taken when applicable.

Staff Responsible for Monitoring: Principal/Assistant Principal/Counselor

Formative Reviews

December	March	July

Strategy 6

A CERT (Cardiac Emergency Response Team) will be established, trained and implemented.

Strategy's Expected Result/Impact: The CERT team will be trained to address emergency cardiac needs.

Staff Responsible for Monitoring: Principal/Assistant Principal/District and Campus Nurse

Formative Reviews

December	March	July

Strategy 7

Raptor Alert Badge will be used by staff to quickly request assistance in a medical/behavioral need or initiate a campus lockdown.

Strategy's Expected Result/Impact: The badge usage will allow prompt response in the event of an emergency.

Staff Responsible for Monitoring: Principal/Assistant Principal/Technology Department

Formative Reviews

December	March	July