

# **Sulphur Springs Independent School District**

## **Barbara Bush Primary**

### **2022-2023 Campus Improvement Plan**



# Mission Statement

## Mission Statement

We are Sulphur Springs Independent School District, an innovative, student centered, family-oriented district, preparing ALL students to adapt and excel as citizens of a fast-changing world.

In partnership with families and our community, we provide opportunities for ALL students to attain personal growth and become lifelong learners.

## Vision

Educating students to their fullest potential.

## Value Statement

### Core Beliefs

We believe all children can learn.

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

We believe every person should be and feel safe.

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

We believe relationships are essential.

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

We believe family and community partnerships are essential.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Barbara Bush Primary is a Kindergarten through Third grade Title I campus in Sulphur Springs ISD residing at 390 Hillcrest in Sulphur Springs TX. Sulphur Springs is located in Hopkins County Texas and has approximately 16,000 residents. Barbara Bush Primary serves approximately 342 students. This is the fifth year of the existence of this campus due to the restructuring of Elementary and Primary Schools in our district.

Sulphur Springs is a growing rural town eighty miles East of Dallas, TX. Sulphur Springs is a diverse community with a low crime rate. The campus is located off of I-30. In concert with the fast growth in the community, student enrollment at Barbara Bush is growing quickly.

This Title I campus consists of four Kindergarten classes, four First grade class, four Second grade classes, four Third grade classes and four Self-contained classrooms. In addition to the general education classroom settings, students are served in Special Education, Dyslexia instruction, Gifted/Talented and/or English Language Learners (ELLs) on the Barbara Bush Primary campus.

Barbara Bush Primary serves an ethnically diverse student population with economically disadvantaged and at-risk student populations. The vision of Barbara Bush Primary is "Educating all students to their full potential." This means that as a campus, we believe that all children can learn and can be motivated to reach their full personal potential. This belief system allows students to explore new horizons, thereby gaining knowledge and understanding as staff model life-long learning strategies.

### Barbara Bush Primary Ethnic Distribution and Sub-Demographics for 2022-2023

Ethnic Distribution	Percent	Sub-Demographic	Percent
African American	9.41%	Economically Disadvantaged	60.59%
Hispanic	22.35%	English Language Learners	4.41%
White	60.59%	At-Risk	36.47%
Two or More Races	6.76%	Gifted and Talented	2.35%
Asian	<1%	Special Education	22.65%

### Barbara Bush Primary Ethnic Distribution and Sub-Demographics for 2021-2022

Ethnic Distribution	Percent	Sub-Demographic	Percent
African American	7.2%	Economically Disadvantaged	64%
Hispanic	20%	English Language Learners	5%
White	64%	At-Risk	39%
Two or More Races	7.2%	Gifted and Talented	5%
Asian	<1%	Special Education	23%

Barbara Bush Primary Ethnic Distribution and Sub-Demographics for 2020-2021

<b>Ethnic Distribution</b>	<b>Percent</b>	<b>Sub-Demographic</b>	<b>Percent</b>
African American	6.01%	Economically Disadvantaged	64.86%
Hispanic	17.42%	English Language Learners	4.50%
White	68.17%	At-Risk	40.84%
Two or More Races	7.81%	Gifted and Talented	2.70%
Asian	<1%	Special Education	17.12%

Barbara Bush Primary Ethnic Distribution and Sub-Demographics for 2019-2020

<b>Ethnic Distribution</b>	<b>Percent</b>	<b>Sub-Demographic</b>	<b>Percent</b>
African American	6.38%	Economically Disadvantaged	70.1%
Hispanic	16.7%	English Language Learners	4.26%
White	69.79%	At-Risk	39.91%
American Indian	<1%	Gifted and Talented	2.13%
Asian	<1%	Special Education	16.6%
Two or More Races	6.81%		

Barbara Bush Primary Ethnic Distribution and Sub-Demographics for 2018-2019

<b>Ethnic Distribution</b>	<b>Percent</b>	<b>Sub-Demographic</b>	<b>Percent</b>
African American	5.6%	Economically Disadvantaged	69.23%
Hispanic	7.4%	English Language Learners	<1%
White	67%	At-Risk	21%
American Indian	<1%	Gifted and Talented	<1%
Asian	<1%	Special Education	17%
Two or More Races	18.6%		

The district utilizes state compensatory and federal Title 1 funding to provide supplementary services for additional support for students who are economically disadvantaged and/or at risk. The ongoing use of these funding sources helps to ensure that all SSISD students reach their fullest potential.

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

**Attendance Rate:** Attendance rates are reported for the prior year and are based on the percentage of days students were present over the entire school year.

Attendance	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students	95.91%	94.80%	94.62%	93%	

### Demographics Strengths

Barbara Bush Primary views the ethnic diversity of its student population as a strength that enriches learning opportunities for all students. Barbara Bush Primary also utilizes state compensatory and federal Title 1 funding to provide supplementary services for students who are economically disadvantaged and/or at risk. The ongoing use of these funding sources helps to ensure that all SSISD students reach their fullest potential.

Barbara Bush Primary School has many strengths. Some of the most notable demographic strengths include:

1. Many families move into our area just for our schools, specifically for the programs that we offer. Because many of our families value education, we have many supportive community partners, parents, and students who are committed to success.
2. New teachers report that the campus and district mentoring program and support processes are very helpful and effective.
3. Barbara Bush Primary has a very strong PTO and has great support through other community members and businesses.
4. Students who entered Kindergarten at Barbara Bush Primary will be here for 4 years until they have completed 3rd grade. Students remaining on campus for multiple grade levels have a better school to home connection creating stronger relationships and partnerships.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** 2021 STAAR scores showed that only 33% of our Economically Disadvantaged students received approaches or above in Math and only 44% received approaches or above in Reading. **Root Cause:** Students are not making adequate yearly progress to close the gaps in Math and Reading.

**Problem Statement 2:** On the beginning of year 2021-2022 Computational Fluency Screener 20.59% of all Third grade students scored "Meets" grade level criteria, and 5.88% scored "Masters" for grade level. **Root Cause:** Students are lacking foundational skills in Mathematics that are needed to successfully advance into the next year's grade level Math content requirements. Additional curriculum components and supports are needed.

**Problem Statement 3:** On the beginning of year 2021-2022 Computational Fluency Screener 47.44% of all Second grade students scored "Meets" grade level criteria, and 8.97% scored "Masters" for grade level. **Root Cause:** Students are lacking foundational skills in Mathematics that are needed to successfully advance into the next year's grade level Math

content requirements. Additional curriculum components and supports are needed.

**Problem Statement 4:** End of Year Reading A to Z levels show that 62% of our Economically Disadvantaged 3rd grade students are below Reading level and 80% of our Economically Disadvantaged Second graders are below Reading Level. **Root Cause:** Students are lacking foundational skills in phonological and phonemic awareness making it difficult to progress to comprehension of text. Additional training and curriculum components for support are needed.

# Student Learning

## Student Learning Summary

The State of Texas Assessment of Academic Readiness (STAAR) was implemented in 2012 and includes annual assessments in reading, mathematics, writing, science, and social studies. With our district's restructuring of all primary campuses, this will be the third year for Barbara Bush Primary to be in existence, and we now have grades K-3. Our Third graders will be taking the Reading and Math STAAR assessments Spring of 2021. Barbara Bush Primary teachers and staff strive to excel in a variety of programs to ensure quality instruction is maintained so that all students meet their fullest potential.

With no state assessment for a K-2 campus, Barbara Bush Primary received the same rating as our district until the 2020-2021 school year.

<b>2018-2019 STAAR</b>	<b>DID NOT MEET</b>	<b>APPROACHES</b>	<b>MEETS</b>	<b>MASTERS</b>
<b>All Students</b>	<b>GRADE LEVEL PERFORMANCE</b>	<b>GRADE LEVEL PERFORMANCE</b>	<b>GRADE LEVEL PERFORMANCE</b>	<b>GRADE LEVEL PERFORMANCE</b>
3 <sup>rd</sup> Reading	N/A	N/A	N/A	N/A
3 <sup>rd</sup> Math	N/A	N/A	N/A	N/A
<b>2019-2020 STAAR</b>	<b>DID NOT MEET</b>	<b>APPROACHES</b>	<b>MEETS</b>	<b>MASTERS</b>
<b>All Students</b>	<b>GRADE LEVEL PERFORMANCE</b>	<b>GRADE LEVEL PERFORMANCE</b>	<b>GRADE LEVEL PERFORMANCE</b>	<b>GRADE LEVEL PERFORMANCE</b>
3 <sup>rd</sup> Reading	N/A	N/A	N/A	N/A
3 <sup>rd</sup> Math	N/A	N/A	N/A	N/A
<b>2019-2020 STAAR</b>	<b>DID NOT MEET</b>	<b>APPROACHES</b>	<b>MEETS</b>	<b>MASTERS</b>
<b>All Students</b>	<b>GRADE LEVEL PERFORMANCE</b>	<b>GRADE LEVEL PERFORMANCE</b>	<b>GRADE LEVEL PERFORMANCE</b>	<b>GRADE LEVEL PERFORMANCE</b>
3 <sup>rd</sup> Reading	N/A	N/A	N/A	N/A
3 <sup>rd</sup> Math	N/A	N/A	N/A	N/A

<b>2020-2021 STAAR</b>	<b>Did NOT MEET</b>	<b>APPROACHES</b>	<b>MEETS</b>	<b>MASTERS</b>
<b>All Students</b>	<b>GRADE LEVEL PERFORMANCE</b>	<b>GRADE LEVEL PERFORMANCE</b>	<b>GRADE LEVEL PERFORMANCE</b>	<b>GRADE LEVEL PERFORMANCE</b>
3 <sup>rd</sup> Reading	41.67%	58.33%	31.94%	15.28%
3 <sup>rd</sup> Math	50%	50%	20.83%	8.33%



<b>2021-2022</b>	<b>Did NOT MEET</b>	<b>APPROACHES</b>	<b>MEETS</b>	<b>MASTERS</b>
<b>STAAR</b>	<b>GRADE LEVEL</b>	<b>GRADE LEVEL</b>	<b>GRADE LEVEL</b>	<b>GRADE LEVEL</b>
<b>All Students</b>	<b>PERFORMANCE</b>	<b>PERFORMANCE</b>	<b>PERFORMANCE</b>	<b>PERFORMANCE</b>
3rd Reading	27%	27%	26%	21%
3rd Math	35%	34%	13%	12%

<b>2022-2023</b>	<b>Did NOT MEET</b>	<b>APPROACHES</b>	<b>MEETS</b>	<b>MASTERS</b>
<b>STAAR</b>	<b>GRADE LEVEL</b>	<b>GRADE LEVEL</b>	<b>GRADE LEVEL</b>	<b>GRADE LEVEL</b>
<b>All Students</b>	<b>PERFORMANCE</b>	<b>PERFORMANCE</b>	<b>PERFORMANCE</b>	<b>PERFORMANCE</b>
3rd Reading				
3rd Math				

Barbara Bush Primary implements a balanced approach to teaching literacy and growing readers. Reading A to Z is one resource implemented to ensure a systemic and consistent reading leveling system for all students in grades K - 3. The following table indicates percentages of students reading on, below, or above level, based on the Reading A to Z leveling system.

For the 2022-2023 school year, we are utilizing Reading Lexiles to progress monitor student performance. The Lexile Level Framework for reading is an educational tool that uses a measure called a "Lexile" to match readers with books, articles, and other leveled reading resources.

**Reading Levels (Reading A to Z)**

<b>2021-2022</b>	<b>Below Level</b>	<b>On Level</b>	<b>Above Level</b>
<b>Kindergarten</b>			
BOY	N/A	N/A	N/A
MOY			
EOY			
<b>First</b>			

2021-2022	Below Level	On Level	Above Level
BOY	46%	32%	22%
MOY			
EOY			
<b>Second</b>			
BOY	81%	4%	15%
MOY			
EOY			
<b>Third</b>			
BOY	63%	37% on or above	37% on or above
MOY			
EOY			

### Reading Levels (Reading A to Z)

2020-2021	Below Level	On Level	Above Level
<b>Kindergarten</b>			
BOY	N/A	N/A	N/A
MOY	N/A	N/A	N/A
EOY	48%	34%	18%
<b>First</b>			
BOY	68%	24%	8%
MOY	86%	1%	12%
EOY	85%	1%	14%
<b>Second</b>			
BOY	76%	4%	20%
MOY	73%	6%	21%
EOY	64%	12%	21%
<b>Third</b>			
BOY	67%	5%	28%
MOY	50%	11%	39%
EOY	44%	7%	48%

### Reading Levels (Reading A to Z)

2019-2020	Below Level	On Level	Above Level

<b>2019-2020</b>			
<b>Kindergarten</b>			
BOY	N/A	N/A	N/A
MOY	88%	12%	11%
EOY	N/A-Covid	N/A -Covid	N/A-Covid
<b>Grade 1</b>			
BOY	81%	5%	14%
MOY	79%	7%	14%
EOY	N/A-Covid	N/A-Covid	N/A-Covid
<b>Grade 2</b>			
BOY	50%	12%	38%
MOY	51%	16%	33%
EOY	N/A-Covid	N/A-Covid	N/A-Covid

**Reading Levels (Reading A to Z)**

<b>2018-2019</b>			
	<b>Below Level</b>	<b>On Level</b>	<b>Above Level</b>
<b>Kindergarten</b>			
BOY	NA	NA	NA
MOY	NA	NA	39%
EOY	45%	31%	24%
<b>Grade 1</b>			
BOY	48%	17%	35%
MOY	63%	16%	21%
EOY	50%	12%	38%

**AMPLIFY mCLASS is a part of the Amplify early literacy suite, which brings together curriculum, instruction, regular practice, differentiation, and assessments that measure where students are, and what is needed to promote ongoing reading success, including interventions.**

**mCLASS Benchmark (performance level composite score percentages)**

2022-2023	Kindergarten			First Grade			Second Grade			Third Grade		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
<b>% ABOVE Benchmark</b>	10%			6%			13%			13%		
<b>% AT Benchmark</b>	9%			13%			20%			28%		
<b>% BELOW Benchmark</b>	26%			26%			10%			16%		
<b>% WELL BELOW Benchmark</b>	55%			55%			57%			43%		

**mCLASS Benchmark (performance level composite score percentages)**

2021-2022	Kindergarten			First Grade			Second Grade			Third Grade		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
<b>% ABOVE Benchmark</b>	29%	12%	39%	13%	15%	23%	11%	10%	13%	13%	17%	32%
<b>% AT Benchmark</b>	14%	23%	25%	19%	20%	22%	19%	26%	25%	21%	22%	16%
<b>% BELOW Benchmark</b>	14%	17%	18%	14%	14%	16%	14%	16%	17%	22%	18%	17%

2021-2022	Kindergarten			First Grade			Second Grade			Third Grade		
<b>% WELL BELOW Benchmark</b>	60%	48%	41%	54%	49%	36%	65%	48%	45%	44%	43%	35%

Prior to the 2021-2022 school year Barbara Bush Primary administered the TPRI for Kindergarten-3rd grade students to assess phonological awareness, phonics, and reading abilities. Our goals are to minimize the percentage of students below reading grade level and to increase the percentage of students on or above reading grade level goals by the end of 3rd grade. Our reading goal is to have 80% of each grade level reading on specific reading level goals.

TPRI (% of students by reporting bands for each grade level)

2020-2021	Kindergarten		First Grade		Second Grade		Third Grade	
	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY
<b>% Student MASTER</b>	14.3%	57%	7.4%	42%	13.9%	47%	27.4%	33%
<b>% Student MEETS</b>	15.7%	22%	7.4%	30%	22.8%	22%	42.4%	43%
<b>% Student APPROACHES</b>	24.3%	9%	19.8%	16%	10.1%	7%	7.6%	5%
<b>% Student DOES NOT MEET +</b>	28.6%	9%	40.7%	4%	24.1%	8%	12.1%	9%
<b>% Student DOES NOT MEET -</b>	17.1%	3%	24.7%	8%	29.1%	16%	10.6%	11%

Barbara Bush Utilized Pearlized Math for K/1 curriculum and beginning, middle, and end of year assessment of skills. We utilized Sharon Wells for our 2/3 Math curriculum and beginning, middle, and end of year assessments.

2022-2023	Approaches	Meets	Masters
<b>Kindergarten</b>			
BOY	21.92%	6.85%	0%
MOY			
EOY			
<b>First</b>			
BOY	65.57%	44.26%	18.03%
MOY			
EOY			
<b>Second</b>			
BOY	43.59%	32.05%	16.67%
MOY			
EOY			
<b>Third</b>			
BOY	25.32%	7.59%	0%
MOY			
EOY			

Barbara Bush Primary utilizes district developed Computational Fluency Screener to assess student mastery of Math skills.

2021-2022	Approaches	Meets	Masters
<b>Kindergarten</b>			
BOY	N/A	N/A	N/A
MOY	N/A	59.38%	39.06%
EOY	N/A	81.82%	69.7%
<b>First</b>			
BOY	N/A	N/A	N/A
MOY	N/A	35.14%	12.16%
EOY	N/A	58.23%	35.44%
<b>Second</b>			

<b>2021-2022</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
BOY	N/A	N/A	N/A
MOY	N/A	20%	2.5%
EOY	N/A	44.3%	15.19%
<b>Third</b>			
BOY	N/A	N/A	N/A
MOY	N/A	25.37%	5.9%
EOY	N/A	41.46%	19.51%

Barbara Bush Primary utilizes district developed checkpoints to assess student progress in math. Checkpoints assess mastery of the content taught during a set time period, and are not growth indicators. The End of Year Assessment is a cumulative assessment.

#### Math Curriculum Pearlized 6 Weeks Assessment Data

#### Math Curriculum Sharon Wells 6 Weeks Assessment Data

#### Math Curriculum Checkpoints – Percentage Score

	<b>2020-2021</b>	
<b>Grade 1</b>	<b>Barbara Bush</b>	<b>District</b>
Checkpoint 1	87%	83%
Checkpoint 2	79%	77%
Checkpoint 3	82%	80%
End of Year	71%	71%
<b>Grade 2</b>	<b>Barbara Bush</b>	<b>District</b>
Checkpoint 1	80%	78%
Checkpoint 2	87%	80%
Checkpoint 3	81%	80%
End of Year	76%	76%
<b>Grade 3</b>	<b>Barbara Bush</b>	<b>Barbara Bush</b>

	<b>2020-2021</b>	
Unit Assessment 1 and 2	57%	52%
Unit Assessment 3	54%	44%
Unit Assessment 4	64%	53%
Unit Assessment 5	64%	54%
Unit Assessment 6	69%	60%
Unit Assessment 7	64%	51%

**Math Curriculum Checkpoints – Percentage Score**

	<b>2019-2020</b>	
<b>Grade 1</b>	<b>Barbara Bush</b>	<b>District</b>
Checkpoint 1	93.33%	86.09%
Checkpoint 2	93.46%	83.53%
Checkpoint 3	90.68%	84.52%
End of Year	N/A	N/A
<b>Grade 2</b>	<b>Barbara Bush</b>	<b>District</b>
Checkpoint 1	97.66%	74.15%
Checkpoint 2	80.88%	75.06%
Checkpoint 3	84.06%	77.30%
End of Year	N/A	N/A

**Math Curriculum Checkpoints – Percentage Score**

	<b>2018-2019</b>	
<b>Grade 1</b>	<b>Barbara Bush</b>	<b>District</b>
Checkpoint 1	92.56%	86.68%
Checkpoint 2	93.44%	84.72%
Checkpoint 3	89.03%	85.93%
End of Year	88.17%	80.78%

**Student Learning Strengths**

Barbara Bush Primary has high expectations for all students. Faculty and students are hard-working and high achieving. Some of the strengths the campus is proud of include:



1. Barbara Bush Primary utilizes high yield instructional strategies to ensure students are learning to their fullest potential.
2. Teachers use data to develop targeted instruction to meet the needs of all students.
3. With guidance from the teachers, students set and track their own personal reading level goals.
4. Our campus schedule allows for built in intervention time (Win) for targeted skill interventions.
5. Barbara Bush Primary has added a Math Support Teacher that will provide targeted Math interventions.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** According to our beginning of year mClass benchmark 75% of Barbara Bush Primary's total population in Second grade, and 74% in Third grade scored below benchmark on the comprehensive reading assessment. **Root Cause:** A Balanced Literacy Approach has been a missing component of our Reading instruction. There is a need for targeted intervention with progress monitoring measures.

# School Processes & Programs

## School Processes & Programs Summary

Students will be encouraged and challenged to meet their full educational potential through a TEKS based curriculum. The curriculum will include depth and rigor to involve all students in learning opportunities. Supplemental programs and student opportunities in reading, math, writing, science, and social studies, as well as Elementary Summer School for students who are performing below grade level in reading, will be provided. A plethora of instructional strategies/programs and resources, including technology, Capturing Kids' Hearts, Fundamental Five, Daily Five, Reading A-Z, Reflex Math, Education Galaxy, and Brain Pop, Jr. will be implemented. Teachers team teach to allow them to deliver the curriculum in a more detailed and specialized manner.

Barbara Bush Primary School PLCs meet weekly for 1 ½ hours. In addition, the district holds PLCs once per nine week period. This provides opportunities for the four primary campuses to collaborate. Campus staff will collaborate with the district Curriculum Department to develop formative and summative assessment tools that are used to measure student growth and success. Teachers have direct input through the district's professional learning environment model to impact district and campus assessment practices. Assessment data is analyzed for purposes of targeted instruction and differentiation. The CogAt will be administered to all K-3 students in the fall semester each year. The data obtained from the CogAT is used to help in determining eligibility for the Gifted and Talented program; serves as good predictors of success in school; and estimates the student's reasoning and problem-solving abilities.

Barbara Bush Primary staff are all certified and highly qualified. The Mission Statement for Sulphur Springs ISD promotes personal growth and lifelong learning. Instructional staff will participate in training based on their own learning needs as well as the needs of all students. Training on instructional strategies and technology integration will be offered. All faculty/staff will receive at least twelve hours of professional development to satisfy Exchange Time requirements, in addition to the state required six hours of Gifted/Talented update training for the Gifted/Talented teachers. All teachers and campus administrators have attended Capturing Kids' Hearts, which promotes building relationships. Barbara Bush Primary will also begin implementation of Learning Walks which will allow teachers to observe other teachers effectively implementing best practices or strategies. All teachers and administrators will review the components of the Fundamental Five Instructional Practices, which are research based effective instructional practices.

Highly qualified and certified instructional staff will participate in training to utilize technology to meet the needs of all students. Technology training will include Promethean boards, iPads, and software programs. The use of technology in the classroom will improve student performance in all areas. Faculty/staff will be proficient in using the Skyward and Eduphoria systems. The district technology initiative for a 1:1 student and device ratio has been attained through the district's purchase of iPads. All classrooms are equipped with Promethean boards. Policies and procedures to address cyber bullying, social networking, and web filters are in place. Barbara Bush Primary has a Communities in Schools Social Worker on campus. The role of this CIS coordinator is to assist student and families with community resources. Students at risk, in poverty, and needing help in the areas of academics, attendance, and behavior benefit greatly from this program, which is an asset to our campus.

Barbara Bush Primary implements the Response to Intervention (RtI) process to identify, intervene, and monitor students who are struggling academically or behaviorally to ensure that all students reach their fullest potential.

Critical instructional and assessment programs will continue. Many of these are supplemental programs funded through federal funding or special state allotments. Critical programs include Reflex Math, ST Math Education Galaxy, IXL, CogAT, Reading A-Z, Amplify mCLASS, Capturing Kids' Hearts, and Brain Pop Jr.

Barbara Bush Primary is committed to hiring and retaining highly-qualified teachers. Support systems, such as SSISD's New Teacher Academy and Mentor Programs are implemented to support new teachers. Learning Walks, book studies, PLCs, and other training will equip both new and veteran teachers to be successful educators.

To promote college and career readiness, faculty and students participate in My College Mondays by wearing their favorite college apparel or team colors. The school counselor schedules and plans the Career Day for students, parents, community partners and volunteers to participate. Other programs that our students participate in are Jump Rope for Heart, Fitness Gram, and UIL in grades 2-3. Our school counselor and Communities in Schools Social Worker work jointly to provide Social Emotional Learning and Guidance lessons that offer students the needed tools to be successful in school and in life.

### **School Processes & Programs Strengths**

Barbara Bush Primary has identified the following strengths in school processes and programs:

1. PLCs allow time for teachers to use data to drive instruction and focus on effective instructional strategies to meet the needs of all students.
2. All staff participate in multiple professional development opportunities.
3. Teachers are trained and provided ongoing coaching.
3. On-going communication with campus stakeholders through our Barbara Bush Leadership Team, Campus Instructional Leadership Team, and Campus Advisory Committee.
4. 1:1 Devices for students.

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

**Problem Statement 1:** 38% of Barbara Bush classroom teachers are new to teaching their grade level and/or subject area for this 2021-2022 school year. Teachers must learn new content, curriculum, and instructional strategies. **Root Cause:** Teacher turnover and re-assignment of teachers to different grade level or content area.

# Perceptions

## Perceptions Summary

Barbara Bush Primary School focuses on a home/school connection to educate and engage parents through the Campus Advisory Council, Meet the Teacher, Parent Orientation, Family Night, and PTO programs. The data collected through surveys supports Bush's mission statement to benefit ALL students. A campus improvement plan survey, where information was collected on Literacy Support and Dyslexia programs, indicated that Bush has a positive environment and parents are involved and understand the provided programs. This indicates an overall culture that promotes learning for all students. Our goal is to prepare students to be responsible and productive citizens by guiding and assisting them to achieve academically, while nurturing their physical, social, and emotional growth to create a positive and safe learning climate for students.

Barbara Bush Primary encourages and welcomes parent/guardian and community involvement in school activities. Community support and involvement in school activities will include district student programs from various campuses, reading volunteers in our Book Buddy partnership with The League Street Church of Christ and Grocery Supply Inc. as well as PTO officers, members, and activities. Automated systems for parent notification are used regularly to communicate with parents and other stakeholders in an expedient manner.

A proactive approach for positive behavior, Wildcat Pride, is implemented campus-wide. With this system of reinforcing positive behaviors, students may “clip up” on a color brag strip to reach blue, or Wildcat Pride status. In the same manner, if a student is not following the Student Code of Conduct, he/she will be asked to move their clip down for a warning or a consequence. Each nine week period, excellent citizenship is acknowledged by staff through our "Super Star Student" program. These may include extra recess, a field trip to Kids' Kingdom or the SSHS Multipurpose Building, or play fun games/activities on the campus. Certificates are awarded weekly. Students are also recognized and celebrated for moving their reading levels and learning their math facts.

Barbara Bush Primary utilizes Positive Behavioral Interventions and Supports as a comprehensive campus-wide discipline management system. Barbara Bush Primary Wildcats are responsible, respectful, safe, and kind. We teach, model, and promote these behaviors and character traits in the classroom, hallway, cafeteria, bathroom, and on the playground. Students receive "Paw Pride" cat paws for demonstrating these behaviors. Students are recognized weekly at "Cat Rally".

To promote college and career readiness, faculty and students may choose to participate in My College Mondays by wearing their favorite college apparel or team colors. In the spring semester, the school counselor schedules and plans the Career Day for students, parents, community partners and volunteers to participate.

In addition to the Texas Essential Knowledge and Skills, students are taught the soft skills they need to ensure that they reach their full potential and become productive citizens. Beyond these soft skills, teachers have had training in Brain Breaks, Capturing Kids' Hearts and Zones of Regulation in an effort to better educate students and to better respond to students with behavioral needs. Students are taught the value of practice.

We are committed to ensuring that students will be educated in learning environments that are safe, drug free, and conducive to learning. Barbara Bush Primary has a full time police officer. The police officer works continuously with other district staff members to engage in safety audits and to employ each campus' emergency management plan. We are also committed to eliminating bullying in our schools. Campus staff work continuously with students and community members to protect students and to work against the effects of bullying. SSISD now employs a district anonymous bully reporting system to more easily enable students to report incidents of bullying.

### **Perceptions Strengths**

Barbara Bush Primary celebrates these strengths in the data analysis of surveys.

- 1) Parents and staff agree that the school is a safe environment for children.
- 2) Parents and staff agree that students are treated fairly and respectfully.
- 3) Parents agree that high academic standards and expectations are set for all students.
- 4) Parents agree that their child is excited to go to Barbara Bush Primary.
- 5) 80% of parents completed and turned in Parent Interest Surveys at the beginning of the school year.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** While overall student behaviors are conducive to learning, teachers are still spend an amount of instruction time redirecting and disciplining students. **Root Cause:** Teachers need to continue to build relationships and implement Capturing Kids Hearts training consistently.

# Priority Problem Statements

**Problem Statement 1:** 2021 STAAR scores showed that only 33% of our Economically Disadvantaged students received approaches or above in Math and only 44% received approaches or above in Reading.

**Root Cause 1:** Students are not making adequate yearly progress to close the gaps in Math and Reading.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** According to our beginning of year mClass benchmark 75% of Barbara Bush Primary's total population in Second grade, and 74% in Third grade scored below benchmark on the comprehensive reading assessment.

**Root Cause 2:** A Balanced Literacy Approach has been a missing component of our Reading instruction. There is a need for targeted intervention with progress monitoring measures.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** While overall student behaviors are conducive to learning, teachers are still spend an amount of instruction time redirecting and disciplining students.

**Root Cause 3:** Teachers need to continue to build relationships and implement Capturing Kids Hearts training consistently.

**Problem Statement 3 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

## **Student Data: Student Groups**

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records

## **Employee Data**

- Professional learning communities (PLC) data
- Campus leadership data
- Professional development needs assessment data

## **Parent/Community Data**

- Parent surveys and/or other feedback

## **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

- Budgets/entitlements and expenditures data







# Goals

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

**Performance Objective 1:** Eighty percent of students will read on level, based on district goals, by end of year benchmark assessments.

**Evaluation Data Sources:** Reading A-Z Benchmark Passages

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continued use of supplemental reading programs of instruction that include but not limited to the use of Foundations Phonics, Empowering Writers, Reading A-Z, IXL, Amplify, and Fountas &amp; Pinnell.</p> <p><b>Strategy's Expected Result/Impact:</b> Student reading levels/proficiency will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Specialist Literacy Support Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Reading A-Z - 211 Title I, Part A - \$2,200, Amplify - 211 Title I, Part A - \$2,600, IXL - 211 Title I, Part A - \$5,585</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Classroom teachers and principals will deepen their understanding of and ability to address the specific academic needs of all student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student's academic achievement as demonstrated by:</p> <ul style="list-style-type: none"> <li>(1) teacher implementation of Daily 5</li> <li>(2) the increased use of Reading A-Z books and passages</li> <li>(3) the use of data assessment from the Universal Reading screener</li> <li>(4) teacher implementation of IXL computer program as an intervention to student needs</li> <li>(5) the use of data from Amplify/ mCLASS and its interventions</li> <li>(6) the use of Guided Reading.</li> <li>(7) Utilize district Literacy Coach to support ELAR instructional practices</li> <li>(8) Instructional delivery through the use of 1 to 1 iPads for students</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Specialist Literacy Support Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> CogAt - 211 Title I, Part A - \$2,700, Brain Pop - 211 Title I, Part A - \$1,700</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 2:** With a focus on rigor in the classroom, at least 70% of all student groups will score at least Satisfactory on district level assessments.

**Evaluation Data Sources:** District based assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide supplementary services and resources, including but not limited to IXL, Reading A to Z, Foundations, BrainPop, Jr, Amplify, Fountas &amp; Pinnell, Reflex Math, Education Galaxy, Do the Math, Pearlized Math, Sharon Wells Math, Seesaw, ST Mathand CogAT data to increase the academic achievement of special student populations in all core content areas by EOY.</p> <p><b>Strategy's Expected Result/Impact:</b> Student sub-populations will increase their academic achievement in all content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Specialist Literacy Support Math Support</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> SCE Summer Acceleration - 199 PIC 30 State Comp Ed, Title IA, Schoolwide - \$5,000, Education Galaxy - 211 Title I, Part A - \$3,700, Reflex Math - 211 Title I, Part A - \$3,000, IXL - 211 Title I, Part A - \$3,500, Reading A-Z - 211 Title I, Part A - \$5,000, Brain Pop - 211 Title I, Part A - \$2,500, Amplify - 211 Title I, Part A - \$9,000, Cogat - 211 Title I, Part A - \$2,500</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Use a variety of data measures, including Amplify/ mClass interventions, and Math assessments to develop instructional groups for Win time based on the varying levels of student intervention needs for Reading and Math</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive targeted instruction in a small group setting which will allow time for interventions for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Specialist Literacy Support Math Support</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 3:** With a focus on rigor in classroom instruction, student achievement will increase at least 10% in all student demographic groups on the 2022 STAAR.

**Evaluation Data Sources:** 2022 STAAR results





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Third grade classroom teachers, support staff, and academic aides will ensure that quality instruction is maintained in the classroom as well as WIN intervention time.</p> <p><b>Strategy's Expected Result/Impact:</b> (1) Student achievement will Increase in all student population groups by 10%.                      (2) Teachers will differentiate instruction based on data and student needs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal                      Academic Specialist                      Interventionists</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b>                      Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Salary - 199 PIC 24 State Comp Ed, Accelerated Ed - \$86,537, salary - 211 Title I, Part A - \$188,052</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

**Performance Objective 4:** STRATEGIC PLAN-Innovative learning opportunities that foster risk taking and student passion will be created.





**Evaluation Data Sources:** Samples of lessons, participation of students

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Genius Hour- All students will experience innovative thinking through problem solving activities in genius hour.</p> <p><b>Strategy's Expected Result/Impact:</b> Critical thinking will increase; students will try new things.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Academic Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 1:** During the 2021-2022 school year, Barbara Bush Primary will sustain a focus on maintaining safety as measured by 100% of all staff receiving training in the district's behavioral/safety initiatives.

**Evaluation Data Sources:** Emergency Preparedness Manual/Logs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue utilizing the safety support systems, including but not limited to the school officer, safety drills, the Raptor System, security cameras, two-way radios, Safety Audit / District Emergency Management Plan, Anonymous Bully Reporter, and Standard Response Protocol.</p> <p><b>Strategy's Expected Result/Impact:</b> (1)The SSISD Police Department and Campus SRO will protect the campus and serve as a deterrent to criminal activity.                      (2) Campus Administration and Campus SRO will ensure a safe and secure campus for all students and staff.</p> <p><b>Staff Responsible for Monitoring:</b> School Security Officer                      Principal                      Academic Specialist                      School Nurse</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





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

**Performance Objective 2:** Utilize programs that increase the percentage of time spent with students regarding academic, social, and mental health needs by 5%.

**Evaluation Data Sources:** Counseling Logs; Office Referral Data; Discipline Records; Behavior Support Documentation

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continued implementation of Capturing Kids' Hearts as well as campus behavior incentives for all grade levels K-3.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in office referrals while an increase in overall positive and secure campus environment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide targeted Social and Emotional Learning, and guidance lessons for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Through Social-emotional learning (SEL) and guidance lessons, students will develop the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Community in Schools Social Worker</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June







Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Utilize district Communities in Schools to surround students with a community of support, empowering them to stay in school and achieve in life. Targeted areas to increase success in school are academics, attendance, and behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> To offer community support to At Risk students, students and families in poverty, and students struggling with attendance, academics, and behavior.</p> <p><b>Staff Responsible for Monitoring:</b> Communities in Schools Social Worker Principal</p> <p><b>Funding Sources:</b> CIS - 199 PIC 24 State Comp Ed, Accelerated Ed - \$16,000</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 3:** STRATEGIC PLAN- Social and Emotional Learning and Emotional learning plans for all staff and students will be implemented.





**Evaluation Data Sources:** Facilities Study and Strategic Planning

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Through comprehensive analysis of facility study for the district, a plan of action will be made to best accommodate district needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Recruit, support, retain teachers and staff members</p> <p><b>Staff Responsible for Monitoring:</b> District Administrators</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 1:** Increase use of high-yield instructional practices, Fundamental Five Instructional Practices, by 10%.





**Evaluation Data Sources:** Strive Appraisal System

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to provide on-going PLC conversations and support regarding teacher implementation of high-yield instructional practices from Fundamental Five book study components.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in overall student performance across all content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide teachers/staff with appropriate professional development opportunities to increase their knowledge of grade level TEKS and skills, as well as training needed to ensure effective delivery of instructional strategies for academic achievement in all content areas across all grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff members will effectively use the instructional delivery to reach students of all levels.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Region 8 Contracts - 270 RLIS - \$6,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 2:** Increase teacher/staff retention rate by 10%.





**Evaluation Data Sources:** TAPR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implementation of supports through District Of Innovation, New Teacher Academy, Team Leaders, Leadership Academy and Mentor Program</p> <p><b>Strategy's Expected Result/Impact:</b> Continue to retain exceptional staff, while giving support to newly hired and retained staff members.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Specialist</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 1:** Barbara Bush Primary will effectively communicate meaningful information to ensure the community of stakeholders is well informed.

**Evaluation Data Sources:** Barbara Bush Primary Parent and Staff Surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue providing multiple opportunities for parents and community members to volunteer and participate in campus activities such as PTO, Book Buddy Program, music programs, school sponsorship, and Family Literacy Nights funded through the Family Literacy Engagement Budget.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in overall support and positive interaction with all stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Specialist</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Funding Sources:</b> Parent and Family Engagement Funding - 211 Title I, Part A - \$2,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue the use of social media, newsletters, and Remind messaging to communicate with all stakeholders</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in overall support and positive interaction with all stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Specialist</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Funding Sources:</b> Blackboard - 211 Title I, Part A - \$350</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





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

**Performance Objective 2:** STRATEGIC PLAN- Students will be provided with opportunities to pursue their passion in partnership with families and community.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Community and parent involvement sign-in sheets

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Volunteer programs such as Careers on Wheels, Career Day, Community in Schools Fair, that engages families and a sense of community will be established.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent and community involvement/partnerships</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.4, 4.1, 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Establish Cat Clubs, Campus Student Book Buddies, Principal's Pals, Principal/Student Advisory Committee, and Math Clubs</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student opportunities to create campus, family, and community support.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Specialist Literacy and Math Support</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# State Compensatory

## Budget for Barbara Bush Primary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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## Personnel for Barbara Bush Primary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Anne Michelle Penson	Literacy Support	1
Krissy Cotten	Academic Aide	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jovona Schmidt	Math Support Specialist	Title I Schoolwide	1.0
Kourtney McDonald	Academic Paraprofessional	Title I Schoolwide	1.0
Krissy Cotten	Academic Paraprofessional	Title I Schoolwide	
Linda Johnson	Academic Paraprofessional	Title I Schoolwide	1.0
Marion Long	Academic Paraprofessional	Title I Schoolwide	1
Stacie Shearer	Academic Specialist	Title I Schoolwide	1.0



# 2022-2023 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Ashanta Alexander	Principal
Administrator	Stacie Shearer	Academic Specialist
Classroom Teacher	Jovona Schmidt	Math Support Teacher
Classroom Teacher	Anne-Michelle Penson	Literacy Support Teacher
Business Representative	Lori Ray	Business Representative
District-level Professional	Jeremy Lopez	District-level Professional
Business Representative	Joe Wallace	Business Representative
Community Representative	Daidre Humphries	Community Representative
Classroom Teacher	Kim Gideon	Dyslexia Therapist
Classroom Teacher	Rocio Diaz	Teacher
Community Representative	Lauren Spataro	Community In Schools
Non-classroom Professional	Carey Lobin	Counselor
Classroom Teacher	Nerli Mejia	Teacher
Classroom Teacher	Kayla Bohannon	Teacher
Parent	Tristan Gant	Classroom Teacher

# Campus Funding Summary

199 PIC 24 State Comp Ed, Accelerated Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Salary		\$86,537.00
2	2	3	CIS		\$16,000.00
<b>Sub-Total</b>					<b>\$102,537.00</b>
199 PIC 30 State Comp Ed, Title IA, Schoolwide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	SCE Summer Acceleration		\$5,000.00
<b>Sub-Total</b>					<b>\$5,000.00</b>
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading A-Z		\$2,200.00
1	1	1	Amplify		\$2,600.00
1	1	1	IXL		\$5,585.00
1	1	2	CogAt		\$2,700.00
1	1	2	Brain Pop		\$1,700.00
1	2	1	Education Galaxy		\$3,700.00
1	2	1	Reflex Math		\$3,000.00
1	2	1	Amplify		\$9,000.00
1	2	1	Brain Pop		\$2,500.00
1	2	1	Reading A-Z		\$5,000.00
1	2	1	Cogat		\$2,500.00
1	2	1	IXL		\$3,500.00
1	3	1	salary		\$188,052.00
4	1	1	Parent and Family Engagement Funding		\$2,000.00
4	1	2	Blackboard		\$350.00
<b>Sub-Total</b>					<b>\$234,387.00</b>

270 RLIS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Region 8 Contracts		\$6,000.00
<b>Sub-Total</b>					\$6,000.00

# Addendums

## APPENDIX

### STATE MANDATES IMPLEMENTATION REFERENCE

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

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

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

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

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



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

### Early Childhood Literacy Progress Measure 1

**EXAMPLE: The percent of PreK students that score on grade level or above in Cognitive Skills and Language Skills on the LAP-3 will increase from 77% and 65% to 85% and 75% by June 2024.**

#### Yearly Target Goals

2020			2021			2022		2023		2024		
Cog	BOY	MOY	EOY	62%	73%	77%	XX%	80%	XX%	83%	XX%	85%
Lang				47%	55%	65%	XX%	68%	XX%	71%	XX%	75%

### Early Childhood Literacy Progress Measure 2

**EXAMPLE: The percent of K, 1st, and 2nd grade students that score on grade level or above in Reading on the M-Class (was TPRI) will increase from XX% to XX% by June 2024.**

#### Yearly Target Goals

	2020	2021	2022	2023	2024
K	XX%	78%	83%	87%	90%
1st	XX%	67%	83%	87%	90%
2nd	XX%	67%	83%	87%	90%
3rd	XX%	76%	83%	87%	90%

### Early Childhood Literacy Progress Measure 3

**The percent of 2nd and 3rd grade students that score on level or above in Reading on the Reading A to Z benchmark assessments will increase from 73% to 90% by June 2024.**

#### Yearly Target Goals

	2020	2021	2022	2023	2024
2nd		80% (80%)	83%	87%	90%
3rd	76%	80% (78%)	83%	87%	90%

On Grade Level Readers (non SPED) + SPED Students not on Grade level

Total Studnets

227 + 28

317

227 On Grade level  
90 not on Grade level  
28 of them SPED

## Early Childhood Literacy Board Outcome Goal

**The percent of 3<sup>rd</sup> grade students that score meets grade level or above on STAAR Reading will increase from 39% to 50% by June 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
42%	44% (30% actual)	46%	48%	50%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	22%	47%	44%					9%	33%		42%	40%	47%
2021	25% (19%)	49% (22%)	48% (36%)					12% (0%)	35% (17%)		44% (18%)	42% (NA)	49% (NA)
2022	28%	51%	52%					15%	37%		46%	44%	51%
2023	31%	53%	56%					18%	39%		48%	46%	53%
2024	34%	55%	60%					21%	41%		50%	48%	55%

All														
Std.	44%	32%	37%	60%	43%	74%	45%	56%	19%	33%	36%	29%	46%	42%
2019	39%	19%	45%	40%					6%	31%		40%	38%	45%

9/30/2019 Presented to the board in a workshop

10/7/2019 Reviewed Early Childhood Literacy Goals with Iron Team

10/21/2019 Shared with Board work done by Iron Team on ECL Goals

### Early Childhood Literacy Progress Measure 1

**EXAMPLE: The percent of PreK students that score on grade level or above in Cognitive Skills and Language Skills on the LAP-3 will increase from 77% and 65% to 85% and 75% by June 2024.**

#### Yearly Target Goals

2020			2021			2022		2023		2024		
Cog	BOY	MOY	EOY	62%	73%	77%	XX%	80%	XX%	83%	XX%	85%
Lang				47%	55%	65%	XX%	68%	XX%	71%	XX%	75%

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**EXAMPLE: The percent of K, 1st, and 2nd grade students that score on grade level or above in Reading on the M-Class (was TPRI) will increase from XX% to XX% by June 2024.**

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	2020	2021	2022	2023	2024
K	XX%	78%	83%	87%	90%
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**The percent of 2nd and 3rd grade students that score on level or above in Reading on the Reading A to Z benchmark assessments will increase from 73% to 90% by June 2024.**

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