

Sulphur Springs Independent School District

Barbara Bush Primary

2019-2020 Campus Improvement Plan



Mission Statement

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

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

The district shares with parents and the community the responsibility of promoting high standards and expectations, as we provide opportunities for all students within our diverse community to attain personal growth and to become lifelong learners.

Vision

Educating all students to their fullest potential.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Barbara Bush Primary is a Kindergarten through Second grade Title I campus in Sulphur Springs ISD located at 390 Hillcrest in Sulphur Springs TX. Barbara Bush Primary serves approximately 250 students. This is the second year of the existence of this campus due to our district's restructure. Barbara Bush Primary will add third grade during the 2020-2021 school year, making the campus a K-3 facility. 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 and three 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.

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

Ethnic Distribution	Percent	Sub-Demographic	Percent
African American	6.38%	Economically Disadvantaged	67.66%
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

Ethnic Distribution	Percent	Sub-Demographic	Percent
African American	5.6%	Economically Disadvantaged	69.23%
Hispanic	7.4%	English Language Learners	<1%
White	67%	At-Risk	21%

Ethnic Distribution	Percent	Sub-Demographic	Percent
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 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	Goal for 2019-2020
All Students	95.91%	97%

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. 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. Beginning the 2018-19 school year, students who entered Kindergarten will be at Barbara Bush Primary for 4 years until they have completed 3rd grade. Students remaining on campus for multiple grade levels will allow for stronger school-home connections.

Problem Statements Identifying Demographics Needs

Problem Statement 1: At the end of the 2018-2019 school year 50% of First graders were reading below the district's instructional reading level goal. **Root Cause:** Curriculum and assessment components needed for intervention and enrichment have been missing.

Problem Statement 2: Our campus structure consists of 16.6% of Special Education students. **Root Cause:** Teachers need appropriate training on instructional and behavioral strategies, and resources to meet student needs.

Student Academic Achievement

Student Academic Achievement 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 second year for Barbara Bush Primary to be in existence. 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 will receive the same rating as our district until the 2020-2021 school year.

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

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.

Reading Levels (Reading A to Z)

2019-2020			
	Below Level	On Level	Above Level
Kindergarten			
BOY	N/A	N/A	N/A

2019-2020			
MOY			
EOY			
Grade 1			
BOY	54.8%	26.2%	19%
MOY			
EOY			
Grade 2			
BOY	50%	12%	38%
MOY			
EOY			

Reading Levels (Reading A to Z)

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

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 Checkpoints – Percentage Score

	2019-2020	
Grade 1	Barbara Bush	District
Checkpoint 1		

	2019-2020	
Checkpoint 2		
Checkpoint 3		
End of Year		
Grade 2	Barbara Bush	District
Checkpoint 1		
Checkpoint 2		
Checkpoint 3		
End of Year		

	2018-2019	
Grade 1	Barbara Bush	District
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 Academic Achievement 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.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 54.8% of Barbara Bush Primary students entering first grade are below grade level in reading; 50% of students entering 2nd grade

are below level in reading. **Root Cause:** Students are not making adequate yearly progress to close the gaps in reading.

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 Kindergarten, first and second graders 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. In August of 2019, campus administrators and staff participated in Capturing Kids' Hearts training. 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.

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 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, Education Galaxy, IXL, CogAT, Reading A-Z, TPRI, 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 trainings 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.

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. On-going communication with campus stakeholders through our Campus Advisory Committee.
4. 1:1 Technology Initiative

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 66% of Barbara Bush classroom teachers are new to teaching their grade level and/or subject area for this 2019-20 school year. Teachers must learn new content, curriculum, and instructional strategies. **Root Cause:** Teacher turnover and district restructuring of four K-3 Primary campuses.

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.

To promote college and career readiness, faculty and students 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 an anonymous bully reporting system to more easily enable students to report incidents of bullying.

Perceptions Strengths

Barbara Bush Primary celebrates these strengths as outlined through both teacher and parent climate surveys.

- 1) 100% of parents agree that the school is a safe environment for children; 100% staff agrees.
- 2) 100% of parents agree that students are treated fairly and respectfully; 100% of staff agrees.
- 3) 100% of parents agree that high academic standards and expectations are set for all students; 100% of staff agrees.
- 4) 100% of parents agree that their child is excited to go to Barbara Bush Primary.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: While overall student behaviors are conducive to learning, teachers are still spending instruction time on redirecting and disciplining students. **Root Cause:** Teachers need to build relationships and implement Capturing Kids Hearts training consistently.

Problem Statement 2: 74% of parents completed and returned the beginning of year Parent Interest survey, and only 18% of families attended Title I Parent Informational Meeting in September. The majority of our parents prefer to receive information about events at school via a text message (100%), email (75%), or by newsletter (49%). **Root Cause:** Methods of communication preferred by our parents are not face to face which could cause a breakdown in specificity of message being communicated, and limit participation of campus activities.

Priority Problem Statements

Problem Statement 1: At the end of the 2018-2019 school year 50% of First graders were reading below the district's instructional reading level goal.

Root Cause 1: Curriculum and assessment components needed for intervention and enrichment have been missing.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 54.8% of Barbara Bush Primary students entering first grade are below grade level in reading; 50% of students entering 2nd grade are below level in reading.

Root Cause 2: Students are not making adequate yearly progress to close the gaps in reading.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: 74% of parents completed and returned the beginning of year Parent Interest survey, and only 18% of families attended Title I Parent Informational Meeting in September. The majority of our parents prefer to receive information about events at school via a text message (100%), email (75%), or by newsletter (49%).

Root Cause 3: Methods of communication preferred by our parents are not face to face which could cause a breakdown in specificity of message being communicated, and limit participation of campus activities.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: While overall student behaviors are conducive to learning, teachers are still spending instruction time on redirecting and disciplining students.

Root Cause 4: Teachers need to build relationships and implement Capturing Kids Hearts training consistently.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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: Ninety percent of students will read on or above grade level, based on district goals, by end of year benchmark assessments.

Evaluation Data Source(s) 1: Reading A-Z Benchmark Passages

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Continued use of supplemental reading programs of instruction that include but not limited to the use of Spalding, Reading A-Z, IXL, TPRI, and Fountas & Pinnell.</p>	2.4, 2.5, 2.6	Principal Academic Specialist Literacy Support Specialist	Student reading levels/proficiency will increase.				
<p>Problem Statements: Demographics 1 Funding Sources: 211 Title I, Part A - 4000.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>2) Classroom teachers and principals will deepen their understanding of and ability to address the specific academic needs of all student groups.</p>	2.4, 2.5, 2.6	Principal Academic Specialist Literacy Support Specialist	<p>Increase in student's academic achievement as demonstrated by:</p> <p>(1) teacher implementation of Daily 5 (2) the increased use of Reading A-Z books and passages (3) the use of data assessment from the Universal Reading screener (4) teacher implementation of IXL computer program as an intervention to student needs (5) the use of data from the Texas Primary Reading Inventory (TPRI) (6) the use of Guided Reading.</p>				
<p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: 211 Title I, Part A - 6000.00</p>							
							

Performance Objective 1 Problem Statements:



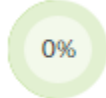

Demographics
<p>Problem Statement 1: At the end of the 2018-2019 school year 50% of First graders were reading below the district's instructional reading level goal. Root Cause 1: Curriculum and assessment components needed for intervention and enrichment have been missing.</p>
Student Academic Achievement
<p>Problem Statement 1: 54.8% of Barbara Bush Primary students entering first grade are below grade level in reading; 50% of students entering 2nd grade are below level in reading. Root Cause 1: Students are not making adequate yearly progress to close the gaps in reading.</p>

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 Source(s) 2: District based assessments

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Provide supplementary services and resources, including but not limited to IXL, Spalding, Reading A to Z, BrainPop, Jr, TPRI, Fountas & Pinnell, Reflex Math, Education Galaxy, and CogAT data to increase the academic achievement of special student populations in all core content areas by EOY.</p>	2.4, 2.5, 2.6	Principal Academic Specialist	Student sub-populations will increase their academic achievement in all content areas.				
<p>Problem Statements: Student Academic Achievement 1 Funding Sources: 199 PIC 30 State Comp Ed, Title IA, Schoolwide - 5000.00, 211 Title I, Part A - 7300.00</p>							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 2 Problem Statements:


Student Academic Achievement
<p>Problem Statement 1: 54.8% of Barbara Bush Primary students entering first grade are below grade level in reading; 50% of students entering 2nd grade are below level in reading. Root Cause 1: Students are not making adequate yearly progress to close the gaps in reading.</p>

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.

Evaluation Data Source(s) 3: District Checkpoints, Reading Levels

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 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>1) All classroom teachers and support staff will ensure that quality instruction is maintained in the classroom as well as WIN intervention time.</p>	2.4, 2.5, 2.6	Principal Academic Specialist	Increase in all student population groups by 10%				
Problem Statements: Demographics 1							
							

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: At the end of the 2018-2019 school year 50% of First graders were reading below the district's instructional reading level goal. Root Cause 1: Curriculum and assessment components needed for intervention and enrichment have been missing.

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

Performance Objective 1: During the 2019-2020 school year, 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 Source(s) 1: Emergency Preparedness Manual/Logs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) 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.		School Resource Officer	The SSISD Police Department and Campus SRO will protect the campus and serve as a deterrent to criminal activity.				
Problem Statements: Perceptions 1							

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: While overall student behaviors are conducive to learning, teachers are still spending instruction time on redirecting and disciplining students. Root Cause 1: Teachers need to build relationships and implement Capturing Kids Hearts training consistently.

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 Source(s) 2: Counseling Logs; Office Referral Data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities 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>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Continued implementation of Capturing Kids' Hearts as well as campus behavior incentives for all grade levels</p>	2.4, 2.5, 2.6	Principal Counselor	Decrease in office referrals while an increase in overall positive and secure campus environment.				
<p>Problem Statements: Perceptions 1 Funding Sources: 211 Title I, Part A - 2000.00</p>							

Performance Objective 2 Problem Statements:


Perceptions
<p>Problem Statement 1: While overall student behaviors are conducive to learning, teachers are still spending instruction time on redirecting and disciplining students. Root Cause 1: Teachers need to build relationships and implement Capturing Kids Hearts training consistently.</p>

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, by 10%.

Evaluation Data Source(s) 1: Strive Appraisal System

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Continue to provide on-going PLC conversations and support regarding teacher implementation of high-yield instructional practices from Fundamental Five book study components.	2.4, 2.5, 2.6	Principal Academic Specialist	Increase in overall student performance across all content areas.				
Problem Statements: Demographics 1 - Student Academic Achievement 1							
2) Provide staff with appropriate professional development opportunities to ensure effective delivery of instructional strategies for academic achievement in all content areas.	2.4, 2.5, 2.6	Principal Academic Specialist	Staff members will effectively use the instructional delivery to reach students of all levels.				
Problem Statements: Demographics 1 - Student Academic Achievement 1							
							

Performance Objective 1 Problem Statements:


Demographics
Problem Statement 1: At the end of the 2018-2019 school year 50% of First graders were reading below the district's instructional reading level goal. Root Cause 1: Curriculum and assessment components needed for intervention and enrichment have been missing.
Student Academic Achievement
Problem Statement 1: 54.8% of Barbara Bush Primary students entering first grade are below grade level in reading; 50% of students entering 2nd grade are below level in reading. Root Cause 1: Students are not making adequate yearly progress to close the gaps in reading.

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 Source(s) 2: TAPR

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Implementation of supports through District Of Innovation, New Teacher Academy, Team Leaders, Leadership Academy and Mentor Program		Principal Academic Specialist	Continue to retain exceptional staff, while giving support to newly hired and retained staff members.				
Problem Statements: Student Academic Achievement 1							
							

Performance Objective 2 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: 54.8% of Barbara Bush Primary students entering first grade are below grade level in reading; 50% of students entering 2nd grade are below level in reading. Root Cause 1: Students are not making adequate yearly progress to close the gaps in reading.</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 Source(s) 1: Barbara Bush Primary Parent and Staff Surveys

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Continue providing multiple opportunities for parents and community members to volunteer and participate in campus activities such as PTO, Book Buddy Program, and school sponsorship.	3.1, 3.2	Principal Academic Specialist	Increase in overall support and positive interaction with all stakeholders.				
	Problem Statements: Perceptions 2 Funding Sources: 211 Title I, Part A - 2000.00						
2) Continue the use of social media, newsletters, and Remind messaging to communicate with all stakeholders	3.1, 3.2	Principal Academic Specialist	Increase in overall support and positive interaction with all stakeholders.				
	Problem Statements: Perceptions 2						

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 2: 74% of parents completed and returned the beginning of year Parent Interest survey, and only 18% of families attended Title I Parent Informational Meeting in September. The majority of our parents prefer to receive information about events at school via a text message (100%), email (75%), or by newsletter (49%). Root Cause 2: Methods of communication preferred by our parents are not face to face which could cause a breakdown in specificity of message being communicated, and limit participation of campus activities.</p>

State Compensatory

Budget for Barbara Bush Primary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
61XX	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$91,874.00
	6100 Subtotal:	\$91,874.00

Personnel for Barbara Bush Primary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anne Penson	Teacher	SCE	1.0
Linzi Phillips	Academic Paraprofessional	SCE	1.0
Marion Long	Academic Paraprofessional	SCE	1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

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

The Barbara Bush Primary CNA was reviewed and revised on September 6th and October 18th.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

The following individuals assisted with the review of the CIP: Ashanta Alexander, Rhonda Orren, Anne-Michelle Penson, Coco Gunn, Jovona Schmidt, Kim Gideon, Michelle Bolton, Brandi Boles

2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly

monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.

The Barbara Bush Primary CNA was reviewed and revised on October 18, 2018.

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

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

The Barbara Bush Primary CIP is available on the SSISD website as well as the Barbara Bush Primary campus website.

The Barbara Bush Primary CIP is distributed in English.

2.4: Opportunities for all children to meet State standards

Schoolwide Reform Strategies that the school will be implementing to address school needs, including a description of how such strategies: i. will provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards.

2.5: Increased learning time and well-rounded education

Schoolwide Reform Strategies that the school will be implementing to address school needs, including a description of how such strategies: ii. will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

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

Schoolwide Reform Strategies that the school will be implementing to address school needs, including a description of how such strategies: iii. will address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

The Barbara Bush Primary Parent and Family Engagement Policy was distributed on September 6th, 2018, at the Barbara Bush Primary Title 1 Parent Meeting.

The Barbara Bush Primary Parent and Family Engagement Policy was distributed in English.

3.2: Offer flexible number of parent involvement meetings

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

The Barbara Bush Primary campus Parent and Family Engagement meeting was held at Barbara Bush on September 5th, 2019 at 6:30 p.m. Barbara Bush Primary Family Literacy/Math Night will be held in November 2019 at the campus.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Linda Johnson	Academic Paraprofessional	Title I Schoolwide	1.0
Rhonda Orren	Academic Specialist	Title I Schoolwide	1.0

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Ashanta Alexander	Principal
Administrator	Rhonda Orren	Academic Specialist
Classroom Teacher	Coco Gunn	P.E. Teacher
Classroom Teacher	Jovona Schmidt	Teacher
Classroom Teacher	Kim Gideon	Teacher
Classroom Teacher	Anne-Michelle Penson	Literacy Support
Parent	Brandi Boles	Parent
Parent	Kelly Holloman	Parent
Business Representative	Lori Ray	Business Representative
District-level Professional	Josh Williams	District-level Professional
Business Representative	Kaley Story Martinez	Business Representative
Community Representative	Ashten Boatman	Community Representative
Community Representative	Tony Cook	Community Representative
Classroom Teacher	Carey Lobin	Counselor
Classroom Teacher	Jacy McComack	Special Education Resource Teacher
Classroom Teacher	Kelly Herriage	Music Teacher

Campus Funding Summary

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
Sub-Total					\$5,000.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading A-Z		\$2,000.00
1	1	1	TPRI		\$2,000.00
1	1	2	IXL		\$3,000.00
1	1	2	CogAt		\$2,000.00
1	1	2	Brain Pop		\$1,000.00
1	2	1	SuccessEd		\$300.00
1	2	1	Education Galaxy		\$4,000.00
1	2	1	Reflex Math		\$3,000.00
2	2	1	Capturing Kids' Hearts Training		\$2,000.00
4	1	1	Parent and Family Engagement Funding		\$2,000.00
Sub-Total					\$21,300.00
Grand Total					\$26,300.00

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

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

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

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

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

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

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