

Sulphur Springs Independent School District

Barbara Bush Primary

2024-2025 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 319 students.

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 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. 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 2024-2025

| Ethnic Distribution | Percent | | Sub-Demographic | Percent |
|---------------------|---------|--|----------------------------|---------|
| African American | 12.01% | | Economically Disadvantaged | 71.10% |
| Hispanic | 25.97% | | English Language Learners | 8.12% |
| White | 52.92% | | At-Risk | 29.87% |
| Two or More Races | 6.82%% | | Gifted and Talented | 6.49% |
| Asian | 1.27% | | Special Education | 20.32% |

Barbara Bush Primary Ethnic Distribution and Sub-Demographics for 2023-2024

| Ethnic Distribution | Percent | | Sub-Demographic | Percent |
|---------------------|---------|--|----------------------------|---------|
| African American | 13.61% | | Economically Disadvantaged | 75.6% |
| Hispanic | 22.78% | | English Language Learners | 6.35% |
| White | 53.48% | | At-Risk | 31.11% |

| Ethnic Distribution | Percent | | Sub-Demographic | Percent |
|----------------------------|----------------|--|------------------------|----------------|
| Two or More Races | 8.54%% | | Gifted and Talented | 5% |
| Asian | 1.27% | | Special Education | 20.32% |

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

| Ethnic Distribution | Percent | | Sub-Demographic | Percent |
|----------------------------|----------------|--|----------------------------|----------------|
| 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

| Ethnic Distribution | Percent | | Sub-Demographic | Percent |
|----------------------------|----------------|--|----------------------------|----------------|
| 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

| 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% |
| 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 | 2023-2024 |
|---------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| All Students | 95.91% | 94.80% | 94.62% | 93% | 94.9% | |

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 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): Barbara Bush Primary School Emergent Bilingual students are not making adequate yearly progress as reflected on TELPAS scores. **Root Cause:** Students are lacking foundational skills, making it difficult to progress to comprehension of text. Students who are double coded as EB and Special Education have language and cognitive deficits and need more time to acquire the skills.

Problem Statement 2 (Prioritized): For the 2023-2024 school year, out of 24 African American students only 1 student mastered and 6 students met state STAAR standards. **Root Cause:** Students are lacking foundational skills, making it difficult to progress to comprehension of text.

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. Barbara Bush Primary will use the 2023 STAAR scores which include performance levels of Masters, Meets, Approaches, and Did Not Meet Grade Level Performance to plan for Instruction and Interventions. Other methods of data collection such as Reading mClass and MAP assessments will be used to help monitor and adjust instructional practices as well. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted intervention. The Meets category indicates that students have a high likelihood of success in the next grade or course, but may still need some short-term, targeted academic intervention. The Masters category indicates that students have mastered course knowledge and skills and are on track for college and/or career. For the current Texas Accountability System, the Meets and Masters categories are what we are striving for at BBP.

With no state assessment for a K-1/K-2 campus, Barbara Bush Primary received 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 |
| 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 |

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

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

| 2022-2023 STAAR All Students | Did NOT MEET GRADE LEVEL PERFORMANCE | APPROACHES GRADE LEVEL PERFORMANCE | MEETS GRADE LEVEL PERFORMANCE | MASTERS GRADE LEVEL PERFORMANCE |
|---|---|---|--|--|
| 3rd Reading | 29% | 71% | 42% | 12% |
| 3rd Math | 30% | 70% | 39% | 8% |

| 2023-2024 STAAR All Students | Did NOT MEET GRADE LEVEL PERFORMANCE | APPROACHES GRADE LEVEL PERFORMANCE | MEETS GRADE LEVEL PERFORMANCE | MASTERS GRADE LEVEL PERFORMANCE |
|---|---|---|--|--|
| 3rd ELAR | | 76% | 49% | 19% |
| 3rd Math | | 68% | 52% | 20% |

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)

| 2024-2025 | Kindergarten | | | First Grade | | | Second Grade | | |
|-----------------------------------|---------------------|------------|------------|--------------------|------------|------------|---------------------|------------|------------|
| | BOY | MOY | EOY | BOY | MOY | EOY | BOY | MOY | EOY |
| % ABOVE Benchmark | 8% | | | 18% | | | 12% | | |
| % AT Benchmark | 17% | | | 24% | | | 25% | | |
| % BELOW Benchmark | 23% | | | 17% | | | 18% | | |
| % WELL BELOW Benchmark | 52% | | | 41% | | | 45% | | |

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)

| 2023-2024 | Kindergarten | | | First Grade | | | Second Grade | | |
|------------------------|--------------|-----|-----|-------------|-----|-----|--------------|-----|-----|
| | BOY | MOY | EOY | BOY | MOY | EOY | BOY | MOY | EOY |
| % ABOVE Benchmark | 6% | 12% | 15% | 5% | 12% | 19% | 6% | 7% | 8% |
| % AT Benchmark | 15% | 24% | 28% | 23% | 24% | 49% | 18% | 32% | 37% |
| % BELOW Benchmark | 20% | 17% | 16% | 15% | 26% | 11% | 13% | 15% | 19% |
| % WELL BELOW Benchmark | 59% | 47% | 41% | 57% | 38% | 21% | 63% | 46% | 36% |

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 |
| | | | | | | | | | | | | |

| 2022-2023 | Kindergarten | | | First Grade | | | Second Grade | | | Third Grade | | |
|-----------------------------------|--------------|-----|-----|-------------|-----|-----|--------------|-----|-----|-------------|-----|----|
| % ABOVE Benchmark | 10% | 6% | 8% | 8% | 9% | 15% | 13% | 14% | 15% | 13% | 13% | NA |
| % AT Benchmark | 9% | 16% | 19% | 13% | 30% | 37% | 20% | 16% | 20% | 28% | 32% | NA |
| % BELOW Benchmark | 26% | 18% | 14% | 26% | 26% | 13% | 10% | 18% | 18% | 18% | 15% | NA |
| % WELL BELOW Benchmark | 55% | 60% | 59% | 55% | 35% | 31% | 57% | 52% | 47% | 41% | 40% | NA |

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 |
| % ABOVE Benchmark | 29% | 12% | 39% | 13% | 15% | 23% | 11% | 10% | 13% | 13% | 17% | 32% |
| % AT Benchmark | 14% | 23% | 25% | 19% | 20% | 22% | 19% | 26% | 25% | 21% | 22% | 16% |
| % BELOW Benchmark | 14% | 17% | 18% | 14% | 14% | 16% | 14% | 16% | 17% | 22% | 18% | 17% |

| 2021-2022 | Kindergarten | | | First Grade | | | Second Grade | | | Third Grade | | |
|-------------------------------|--------------|-----|-----|-------------|-----|-----|--------------|-----|-----|-------------|-----|-----|
| % WELL BELOW Benchmark | 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 |
| %Student MASTER | 14.3% | 57% | 7.4% | 42% | 13.9% | 47% | 27.4% | 33% |
| % Student MEETS | 15.7% | 22% | 7.4% | 30% | 22.8% | 22% | 42.4% | 43% |
| % Student APPROACHES | 24.3% | 9% | 19.8% | 16% | 10.1% | 7% | 7.6% | 5% |
| % Student DOES NOT MEET + | 28.6% | 9% | 40.7% | 4% | 24.1% | 8% | 12.1% | 9% |

| 2020-2021 | Kindergarten | | First Grade | | Second Grade | | Third Grade | |
|----------------------------------|--------------|----|-------------|----|--------------|-----|-------------|-----|
| % Student DOES NOT MEET - | 17.1% | 3% | 24.7% | 8% | 29.1% | 16% | 10.6% | 11% |

For the 2024-2025 school year, Barbara Bush Utilized MAP Growth assessment for Reading and Math for grades 2 and 3 at beginning, middle, and end of year. We use results to tailor intervention and enrichment, and set goals for students.

Reading

| 2024-2025 | 1-20 percentile | 21-40 percentile | 41-60 percentile | 61-80 percentile | 80- 100 percentile |
|---------------|-----------------|------------------|------------------|------------------|--------------------|
| Second | | | | | |
| BOY | 10% | 23% | 14% | 33% | 20% |
| MOY | | | | | |
| EOY | | | | | |
| Third | | | | | |
| BOY | 11% | 22% | 36% | 20% | 11% |
| MOY | | | | | |
| EOY | | | | | |

Math

| 2024-2025 | 1-20 percentile | 21-40 percentile | 41-60 percentile | 61-80 percentile | 80- 100 percentile |
|---------------|-----------------|------------------|------------------|------------------|--------------------|
| Second | | | | | |
| BOY | 27% | 20% | 29% | 12% | 12% |
| MOY | | | | | |
| EOY | | | | | |
| Third | | | | | |

| 2024-2025 | 1-20 percentile | 21-40 percentile | 41-60 percentile | 61-80 percentile | 80- 100 percentile |
|-----------|-----------------|------------------|------------------|------------------|--------------------|
| BOY | 20% | 19% | 27% | 23% | 11% |
| MOY | | | | | |
| EOY | | | | | |

Barbara Bush Utilized MAP Growth assessment for Reading and Math for grades 1-3 and Science for grades 2 and 3 at beginning, middle, and end of year. We use results to tailor classroom lessons and set goals for students.

Reading

| 2023-2024 | 1-20 percentile | 21-40 percentile | 41-60 percentile | 61-80 percentile | 80- 100 percentile |
|---------------|-----------------|------------------|------------------|------------------|--------------------|
| First | | | | | |
| BOY | 22% | 27% | 30% | 16% | 5% |
| MOY | 29% | 33% | 19% | 11% | 8% |
| EOY | 34% | 25% | 23% | 12% | 6% |
| | | | | | |
| Second | | | | | |
| BOY | 42% | 22% | 12% | 15% | 9% |
| MOY | 15% | 32% | 16% | 21% | 16% |
| EOY | 30% | 23% | 21% | 15% | 11% |
| | | | | | |
| Third | | | | | |
| BOY | 23% | 23% | 20% | 18% | 16% |
| MOY | 23% | 20% | 23% | 18% | 16% |
| EOY | 19% | 24% | 28% | 18% | 11% |

Math

| 2023-2024 | 1-20 percentile | 21-40 percentile | 41-60 percentile | 61-80 percentile | 80- 100 percentile |
|--------------|-----------------|------------------|------------------|------------------|--------------------|
| First | | | | | |
| BOY | 23% | 20% | 30% | 15% | 12% |
| MOY | 24% | 29% | 20% | 15% | 12% |

| 2023-2024 | 1-20 percentile | 21-40 percentile | 41-60 percentile | 61-80 percentile | 80- 100 percentile |
|---------------|-----------------|------------------|------------------|------------------|--------------------|
| EOY | 19% | 27% | 19% | 20% | 15% |
| | | | | | |
| Second | | | | | |
| BOY | 28% | 13% | 30% | 19% | 10% |
| MOY | 18% | 23% | 16% | 37% | 6% |
| EOY | 22% | 19% | 26% | 25% | 8% |
| | | | | | |
| Third | | | | | |
| BOY | 25% | 17% | 26% | 17% | 15% |
| MOY | 23% | 15% | 25% | 23% | 14% |
| EOY | 20% | 14% | 22% | 25% | 19% |

Science

| 2023-2024 | 1-20 percentile | 21-40 percentile | 41-60 percentile | 61-80 percentile | 80- 100 percentile |
|---------------|-----------------|------------------|------------------|------------------|--------------------|
| Second | | | | | |
| BOY | 4% | 13% | 31% | 25% | 27% |
| MOY | 5% | 10% | 19% | 36% | 30% |
| EOY | 5% | 16% | 32% | 19% | 18% |
| | | | | | |
| Third | | | | | |
| BOY | 12% | 17% | 31% | 26% | 14% |
| MOY | 12% | 20% | 20% | 30% | 18% |
| EOY | 5% | 18% | 20% | 32% | 25% |

Student Learning Strengths

Barbara Bush Primary has high expectations for all students. Some of the campus strengths 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 and Math goals.
4. Our campus schedule allows for built in intervention time (Win) for targeted skill interventions.
5. Barbara Bush Primary has a Math Support Teacher and Literacy Support Teacher to offer Support to classrooms and coaching for teachers.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): According to our beginning of year mClass benchmark data, over 50% of Barbara Bush Primary's Kindergarten through Second grade are performing below benchmark level on reading skills. **Root Cause:** Lack of consistent rigor, differentiation, and scaffolding during Tier 1 Instruction.

Problem Statement 2: For the 2023-2024 school year, Barbara Bush Primary subpopulations of Special Education, and English Language Learners did not meet the goals set by TEA on both the Reading and Math portions of the STAAR test. **Root Cause:** Students have academic deficits and disabilities that limit the amount of growth that can be gained and measured during one academic school year.

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. Instructional strategies/programs and resources, including technology, Fundamental Five, Sharon Wells 2-3 Math Curriculum, Pearlized K-1 Math Curriculum, and Amplify K-3 Reading Curriculum will be implemented. Kindergarten through Second grade are self contained while Third grade is departmentalized.

Barbara Bush Primary School PLCs meet weekly for 1 ½ hours. 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-2 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.

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 promote building strong relationships. Barbara Bush Primary will also begin implementation of Vertical Views 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.

Teachers and staff will participate in training to utilize technology to meet the needs of all students. Technology training will include Newline 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. 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 IXL, CogAT, Amplify mCLASS, MAP Growth test.

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. Vertical Views, book studies, PLCs, and other training will equip both new and veteran teachers to be successful educators.

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. 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 (Prioritized): Barbara Bush classroom teachers need more training on utilizing data, tracking data, disaggregating data and allowing data to drive instructional decisions for re-teaching. **Root Cause:** Teachers have had limited training on data analysis and the use of data tools and methods used for tracking students.

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, Heritage Bank, 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 Way, is implemented campus-wide. With this system of reinforcing positive behaviors. In the same manner, if a student is not following the Student Code of Conduct, he/she will receive a warning or a consequence. Each nine week period, excellent citizenship is acknowledged by staff through our "Super Star Student". 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. We also celebrate Student of the Month. These students will receive a yard sign to put in front of their home for the month. Other behavior incentives include; Golden Spatula for exhibiting The Wildcat Way in the cafeteria and the spirit stick for good behavior in specials.

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 are recognized monthly at "BBP Huddle".

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, 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.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Instructional time is often interrupted by behavioral needs, A behavioral interventionist is needed to proactively intervene to reduce interrupted instruction. **Root Cause:** Teacher need more training on social and emotional learning needs of students.

Problem Statement 2 (Prioritized): Parent participation is low when informational meetings are held. **Root Cause:** Parent surveys reveal that their work and personal schedules limit participation.

Priority Problem Statements

Problem Statement 1: For the 2023-2024 school year, out of 24 African American students only 1 student mastered and 6 students met state STAAR standards.

Root Cause 1: Students are lacking foundational skills, making it difficult to progress to comprehension of text.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Barbara Bush classroom teachers need more training on utilizing data, tracking data, disaggregating data and allowing data to drive instructional decisions for re-teaching.

Root Cause 2: Teachers have had limited training on data analysis and the use of data tools and methods used for tracking students.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Parent participation is low when informational meetings are held.

Root Cause 3: Parent surveys reveal that their work and personal schedules limit participation.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: According to our beginning of year mClass benchmark data, over 50% of Barbara Bush Primary's Kindergarten through Second grade are performing below benchmark level on reading skills.

Root Cause 4: Lack of consistent rigor, differentiation, and scaffolding during Tier 1 Instruction.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Instructional time is often interrupted by behavioral needs, A behavioral interventionist is needed to proactively intervene to reduce interrupted instruction.

Root Cause 5: Teacher need more training on social and emotional learning needs of students.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Barbara Bush Primary School Emergent Bilingual students are not making adequate yearly progress as reflected on TELPAS scores.

Root Cause 6: Students are lacking foundational skills, making it difficult to progress to comprehension of text. Students who are double coded as EB and Special Education have language and cognitive deficits and need more time to acquire the skills.

Problem Statement 6 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 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
- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data

- Evaluation(s) of professional development implementation and impact
- T-TESS 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: Sulphur Springs ISD will provide meaningful, relevant and innovative learning experiences for all students.





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

High Priority

Evaluation Data Sources: MAP Data, Amplify Reading Data

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| <p>Strategy 1: Continued use of supplemental reading programs of instruction that include but not limited to the use of IXL, Amplify, MClass,</p> <p>Strategy's Expected Result/Impact: Student reading levels/proficiency will increase.</p> <p>Staff Responsible for Monitoring: Principal Academic Specialist Literacy Support Specialist</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 1</p> <p>Funding Sources: Amplify - 211 Title I, Part A - \$9,000, IXL - 211 Title I, Part A - \$6,675</p> |  | | | |

| Strategy 2 Details | | Reviews | | | |
|---|--|---|-----|-----|-----------|
| Strategy 2: Classroom teachers and principals will deepen their understanding of and ability to address the specific academic needs of all student groups. Strategy's Expected Result/Impact: Increase in student's academic achievement as demonstrated by: (1) the use of IXL, Sharon Wells Math, Pearlized Math (2) the use of data assessment from mClass and MAP assessments. (3) teacher implementation of IXL computer program as an intervention to student needs (4) the use of data from Amplify/ mCLASS and its interventions (5) Utilize district Literacy Coach to support ELAR instructional practices (6) Instructional delivery through the use of 1 to 1 iPads for students Staff Responsible for Monitoring: Principal Academic Specialist Literacy Support Specialist Math Support Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1 Funding Sources: Salary - 199 General Fund - \$57,600 | | Formative | | | Summative |
| | | Nov | Feb | Apr | June |
| | |  | | | |

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

| Demographics |
|--|
| Problem Statement 1: Barbara Bush Primary School Emergent Bilingual students are not making adequate yearly progress as reflected on TELPAS scores. Root Cause: Students are lacking foundational skills, making it difficult to progress to comprehension of text. Students who are double coded as EB and Special Education have language and cognitive deficits and need more time to acquire the skills. |
| Problem Statement 2: For the 2023-2024 school year, out of 24 African American students only 1 student mastered and 6 students met state STAAR standards. Root Cause: Students are lacking foundational skills, making it difficult to progress to comprehension of text. |
| Student Learning |
| Problem Statement 1: According to our beginning of year mClass benchmark data, over 50% of Barbara Bush Primary's Kindergarten through Second grade are performing below benchmark level on reading skills. Root Cause: Lack of consistent rigor, differentiation, and scaffolding during Tier 1 Instruction. |

School Processes & Programs

Problem Statement 1: Barbara Bush classroom teachers need more training on utilizing data, tracking data, disaggregating data and allowing data to drive instructional decisions for re-teaching. **Root Cause:** Teachers have had limited training on data analysis and the use of data tools and methods used for tracking students.


Perceptions







Problem Statement 1: Instructional time is often interrupted by behavioral needs, A behavioral interventionist is needed to proactively intervene to reduce interrupted instruction. **Root Cause:** Teacher need more training on social and emotional learning needs of students.

Goal 1: Sulphur Springs ISD will provide meaningful, relevant and innovative learning experiences for all students.

Performance Objective 2: With a focus on rigor in the classroom, at least 75% of all student groups will score at least Satisfactory on district level assessments.

High Priority
Evaluation Data Sources: District based assessments

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| <p>Strategy 1: Provide supplementary services and resources, including but not limited to IXL, Amplify, Do the Math, Pearlized Math, Sharon Wells Math, Seesaw, MAP Testing and CogAT data to increase the academic achievement of special student populations in all core content areas by EOY.</p> <p>Strategy's Expected Result/Impact: Student sub-populations will increase their academic achievement in all content areas.</p> <p>Staff Responsible for Monitoring: Principal Academic Specialist Literacy Support Math Support</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: IXL - 211 Title I, Part A - \$6,675, Amplify - 211 Title I, Part A - \$9,000, Cogat - 288 Title IV, Part A - \$3,356</p> |  | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| Strategy 2: Use a variety of data measures, including Amplify/ mClass interventions, MAP, and Math assessments to develop instructional groups for Win time based on the varying levels of student intervention needs for Reading and Math Strategy's Expected Result/Impact: Students will receive targeted instruction in a small group setting which will allow time for interventions for all students. Staff Responsible for Monitoring: Principal Academic Specialist Literacy Support Math Support Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1 | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| |  | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: All students in grades 1-3 will track and self-reflect their individual data on checkpoints and assessments to monitor their progress in reading and math. Strategy's Expected Result/Impact: Students will enhance ownership and responsibility for their success in learning. Staff Responsible for Monitoring: Classroom teachers Principal Title I: 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1 - School Processes & Programs 1 | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| |  | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 2 Problem Statements:






| Demographics |
|--|
| Problem Statement 1: Barbara Bush Primary School Emergent Bilingual students are not making adequate yearly progress as reflected on TELPAS scores. Root Cause: Students are lacking foundational skills, making it difficult to progress to comprehension of text. Students who are double coded as EB and Special Education have language and cognitive deficits and need more time to acquire the skills. |

| Demographics |
|---|
| Problem Statement 2: For the 2023-2024 school year, out of 24 African American students only 1 student mastered and 6 students met state STAAR standards. Root Cause: Students are lacking foundational skills, making it difficult to progress to comprehension of text. |
| Student Learning |
| Problem Statement 1: According to our beginning of year mClass benchmark data, over 50% of Barbara Bush Primary's Kindergarten through Second grade are performing below benchmark level on reading skills. Root Cause: Lack of consistent rigor, differentiation, and scaffolding during Tier 1 Instruction. |
| School Processes & Programs |
| Problem Statement 1: Barbara Bush classroom teachers need more training on utilizing data, tracking data, disaggregating data and allowing data to drive instructional decisions for re-teaching. Root Cause: Teachers have had limited training on data analysis and the use of data tools and methods used for tracking students. |
| Perceptions |
| Problem Statement 1: Instructional time is often interrupted by behavioral needs, A behavioral interventionist is needed to proactively intervene to reduce interrupted instruction. Root Cause: Teacher need more training on social and emotional learning needs of students. |

Goal 1: Sulphur Springs ISD will provide meaningful, relevant and innovative learning experiences for all students.

Performance Objective 3: With a focus on rigor in classroom instruction, student achievement will increase at least 15% in all student demographic groups on the 2025 STAAR.






High Priority
Evaluation Data Sources: 2025 STAAR results

| Strategy 1 Details | | Reviews | | | |
|--|--|---|-----|-----|-----------|
| Strategy 1: 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. Strategy's Expected Result/Impact: (1) Student achievement will Increase in all student population groups by 15%. (2) Teachers will differentiate instruction based on data and student needs. Staff Responsible for Monitoring: Principal Academic Specialist Interventionists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: salary - 211 Title I, Part A - \$222,986 | | Formative | | | Summative |
| | | Nov | Feb | Apr | June |
| | |  | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | | |

Goal 2: SSISD will ensure a physically and emotionally safe environment for our students.

Performance Objective 1: During the 2023-2024 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.

High Priority
Evaluation Data Sources: Emergency Preparedness Manual/Logs

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| Strategy 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. Strategy's Expected Result/Impact: (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. Staff Responsible for Monitoring: School Security Officer Principal Academic Specialist School Nurse Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1, 2 | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| |  | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Performance Objective 1 Problem Statements:



| Perceptions |
|--|
| Problem Statement 1: Instructional time is often interrupted by behavioral needs, A behavioral interventionist is needed to proactively intervene to reduce interrupted instruction. Root Cause: Teacher need more training on social and emotional learning needs of students. |






| |
|--|
| Perceptions |
| Problem Statement 2: Parent participation is low when informational meetings are held. Root Cause: Parent surveys reveal that their work and personal schedules limit participation. |

Goal 2: SSISD will ensure a physically and emotionally safe environment for our students.

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 | | | |
|---|---|-----|-----|-----------|
| Strategy 1: Implement behavior incentives for all grade levels K-3. Strategy's Expected Result/Impact: Decrease in office referrals while an increase in overall positive and secure campus environment. Staff Responsible for Monitoring: Principal Counselor Title I: 2.4, 2.5, 2.6 - 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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Provide targeted Social and Emotional Learning, and guidance lessons for all students. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Counselor Community in Schools Social Worker Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| |  | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| Strategy 3: 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. Strategy's Expected Result/Impact: To offer community support to At Risk students, students and families in poverty, and students struggling with attendance, academics, and behavior. Staff Responsible for Monitoring: Communities in Schools Social Worker Principal Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools Funding Sources: CIS - 199 General Fund - \$32,500 | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| |  | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Goal 3: Sulphur Springs ISD will attract, recruit, and retain highly qualified professional staff by providing a culture of ongoing learning and continuous growth.

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 | | | |
|--|--|-----|-----|-----------|
| Strategy 1: Continue to provide on-going PLC conversations and support regarding teacher implementation of high-yield instructional practices from Fundamental Five book study components. Strategy's Expected Result/Impact: Increase in overall student performance across all content areas. Staff Responsible for Monitoring: Principal Academic Specialist Title I: 2.4, 2.5, 2.6 Problem Statements: School Processes & Programs 1 | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: 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. Strategy's Expected Result/Impact: Staff members will effectively use the instructional delivery to reach students of all levels. Staff Responsible for Monitoring: Principal Academic Specialist Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1 | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| |  | | | |
| <div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Barbara Bush Primary School Emergent Bilingual students are not making adequate yearly progress as reflected on TELPAS scores. **Root Cause:** Students are lacking foundational skills, making it difficult to progress to comprehension of text. Students who are double coded as EB and Special Education have language and cognitive deficits and need more time to acquire the skills.

Problem Statement 2: For the 2023-2024 school year, out of 24 African American students only 1 student mastered and 6 students met state STAAR standards. **Root Cause:** Students are lacking foundational skills, making it difficult to progress to comprehension of text.

Student Learning

Problem Statement 1: According to our beginning of year mClass benchmark data, over 50% of Barbara Bush Primary's Kindergarten through Second grade are performing below benchmark level on reading skills. **Root Cause:** Lack of consistent rigor, differentiation, and scaffolding during Tier 1 Instruction.






School Processes & Programs

Problem Statement 1: Barbara Bush classroom teachers need more training on utilizing data, tracking data, disaggregating data and allowing data to drive instructional decisions for re-teaching. **Root Cause:** Teachers have had limited training on data analysis and the use of data tools and methods used for tracking students.

Goal 3: Sulphur Springs ISD will attract, recruit, and retain highly qualified professional staff by providing a culture of ongoing learning and continuous growth.

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







Evaluation Data Sources: TAPR

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy 1: Teachers and Staff will receive grade level training and support from campus administrators and teacher leaders/mentors. Strategy's Expected Result/Impact: Teachers will have training and support needed for instruction. Staff Responsible for Monitoring: Principal, Academic Specialist, Reading Interventionist, Math Support Title I: 2.4 | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| |  | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Goal 4: Sulphur Springs ISD will enhance the learner experience through community partnerships and interactive communication with all stakeholders.

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

Evaluation Data Sources: Barbara Bush Primary Parent and Staff Surveys

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| Strategy 1: 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. Strategy's Expected Result/Impact: Increase in overall support and positive interaction with all stakeholders. Staff Responsible for Monitoring: Principal Academic Specialist Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2 Funding Sources: Parent and Family Engagement Funding - 211 Title I, Part A - \$3,550 | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Continue the use of social media, newsletters, and Remind messaging to communicate with all stakeholders Strategy's Expected Result/Impact: Increase in overall support and positive interaction with all stakeholders. Staff Responsible for Monitoring: Principal Academic Specialist Title I: 4.1, 4.2 Problem Statements: Perceptions 2 Funding Sources: Blackboard - 211 Title I, Part A - \$300 | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| |  | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |







Performance Objective 1 Problem Statements:

| Perceptions |
|--|
| Problem Statement 2: Parent participation is low when informational meetings are held. Root Cause: Parent surveys reveal that their work and personal schedules limit participation. |

Goal 4: Sulphur Springs ISD will enhance the learner experience through community partnerships and interactive communication with all stakeholders.

Performance Objective 2: Students will be provided with opportunities to partner with families and community.

High Priority
HB3 Goal
Evaluation Data Sources: Community and parent involvement sign-in sheets

| Strategy 1 Details | Reviews | | | |
|--|--|-----|-----|-----------|
| Strategy 1: Volunteer programs such as Career Day Guest Speakers and Community in Schools Activities that engages families and a sense of community will be established. Strategy's Expected Result/Impact: Increase in parent and community involvement/partnerships Staff Responsible for Monitoring: Principal Title I: 2.4, 4.1, 4.2 Problem Statements: Perceptions 2 | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Campus Student Book Buddies, Principal's Pride/Student of the Month Strategy's Expected Result/Impact: Increase student opportunities to create campus, family, and community support. Staff Responsible for Monitoring: Principal Academic Specialist Literacy and Math Support Title I: 2.4, 2.5, 2.6 Problem Statements: Perceptions 1, 2 | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| |  | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 1: Instructional time is often interrupted by behavioral needs, A behavioral interventionist is needed to proactively intervene to reduce interrupted instruction.
Root Cause: Teacher need more training on social and emotional learning needs of students.






Problem Statement 2: Parent participation is low when informational meetings are held. **Root Cause:** Parent surveys reveal that their work and personal schedules limit participation.

Goal 5: We will ensure fiscal accountability through transparency with our stakeholders.

Performance Objective 1: We will maintain fiscal responsibility.

High Priority

Evaluation Data Sources: Campus Budget Record

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| Strategy 1: Maintain an accurate accounting process of campus revenue and expenditures. Strategy's Expected Result/Impact: Expenditures will be a reflection of campus needs assessment. Staff Responsible for Monitoring: Principal Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: School Processes & Programs 1 | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| |  | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |






Performance Objective 1 Problem Statements:

| School Processes & Programs |
|---|
| Problem Statement 1: Barbara Bush classroom teachers need more training on utilizing data, tracking data, disaggregating data and allowing data to drive instructional decisions for re-teaching. Root Cause: Teachers have had limited training on data analysis and the use of data tools and methods used for tracking students. |

Goal 6: We will monitor, project and plan for district facility needs.

Performance Objective 1: We will create a long-term plan to address aging facilities.

High Priority

| Strategy 1 Details | | Reviews | | | |
|---|--|---|-----|-----|-----------|
| Strategy 1: Through a bond planning committee, SSISD will work to address facility needs. Strategy's Expected Result/Impact: Effective planning and communication will allow the community to plan and ensure successful execution of district projects. Staff Responsible for Monitoring: Superintendent Assistant Superintendent of Elementary Education Assistant Superintendent of Secondary Education and Human Resources Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Perceptions 2 | | Formative | | | Summative |
| | | Nov | Feb | Apr | June |
| | |  | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | | |

Performance Objective 1 Problem Statements:

| Perceptions |
|--|
| Problem Statement 2: Parent participation is low when informational meetings are held. Root Cause: Parent surveys reveal that their work and personal schedules limit participation. |

State Compensatory

Budget for Barbara Bush Primary

Total SCE Funds: \$121,027.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

State Compensatory Education funds students at risk of dropping out of school. Instructional aides and interventionists are hired at each level to help provide learning support for at-risk students. In addition, Communities in Schools is supported by SCE in order to provide social work support to the At-Risk students on all campuses.

Personnel for Barbara Bush Primary

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|----------------|------------------|------------|
| Jovona Schmidt | Literacy Support | 1 |
| OPEN | Academic Aide | 1 |

Title I

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 and any other actors as determined y the Local Educational Agency (LEA).

The Campus Needs Assessment was reviewed and revised on September 7, 2023.

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, paraprofessional 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.

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.

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 Campus Improvement Plan is available on the Sulphur Springs ISD website as well as the Barbara Bush campus web page.

It is available in English and Spanish.

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 disadvantage 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.

3.1: Annually evaluate the schoolwide plan

An annual evaluation will be conducted at the end of the year. The data will be reviewed and shared with all stakeholders. Student data will be collected from scores that are obtained from the State of Texas Assessments of Academic Readiness (STAAR), Amplify m-Class, and NWEA MAP to determine the progress of our campus objectives and strategies.

4.1: 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 Parent and Family Engagement Policy is distributed in the first six weeks each school year.

The Parent and Family Engagement Policy was distributed in English and Spanish.

4.2: 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. Barbara Bush Primary provides numerous opportunities for Parent and Family Engagement participation.

- Meet the Teacher/Welcome the Wildcats
- Campus Advisory Council
- Parent Committee Meeting
- Literacy Nights
- Math/Science Nights
- Fall & Spring Parent Conferences

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|----------------------|---------------------------|--------------------|------------|
| Alexandra Best | Academic Paraprofessional | Title 1 Schoolwide | 1.0 |
| Anne Michelle Penson | Academic Specialist | Title I Schoolwide | 1.0 |
| Kayla Bohannon | Math Support Specialist | Title 1 Schoolwide | 1.0 |
| Linda Johnson | Academic Paraprofessional | Title I Schoolwide | 1.0 |
| Marion Long | Academic Paraprofessional | Title 1 Schoolwide | 1.0 |

2024-2025 Campus Site Based Committee

| Committee Role | Name | Position |
|--------------------------|----------------------|--------------------------|
| Counselor | Carey Lobin | Counselor |
| Teacher | Kelly Bost | Teacher |
| Math Support/Coach | Kayla Bohannon | Math Support/Coach |
| Teacher | Dalia Torres | Teacher |
| Teacher | Kim Gideon | Teacher |
| Teacher | Katy Lockhart | Teacher |
| District Representative | Brandi Boles | District Representative |
| Parent Representative | Karen Ndayiziga | Parent Representative |
| Parent Representative | Sarah Phillips | Parent Representative |
| Business Representative | Calvin Hickerson Jr. | Business Representative |
| Business Representative | Joe Wallace | Business Representative |
| Community Representative | Lori Ray | Community Representative |
| Teacher | Jovona Schmidt | Literacy Support/Coach |
| Admin | Anne-Michelle Penson | Academic Specialist |
| Administration | Ashanta Alexander | Principal |

Campus Funding Summary

| 199 General Fund | | | | | |
|-----------------------------|-----------|----------|--------------------------------------|--------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | Salary | | \$57,600.00 |
| 2 | 2 | 3 | CIS | | \$32,500.00 |
| Sub-Total | | | | | \$90,100.00 |
| Budgeted Fund Source Amount | | | | | \$90,100.00 |
| +/- Difference | | | | | \$0.00 |
| 211 Title I, Part A | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Amplify | | \$9,000.00 |
| 1 | 1 | 1 | IXL | | \$6,675.00 |
| 1 | 2 | 1 | Amplify | | \$9,000.00 |
| 1 | 2 | 1 | IXL | | \$6,675.00 |
| 1 | 3 | 1 | salary | | \$222,986.00 |
| 4 | 1 | 1 | Parent and Family Engagement Funding | | \$3,550.00 |
| 4 | 1 | 2 | Blackboard | | \$300.00 |
| Sub-Total | | | | | \$258,186.00 |
| Budgeted Fund Source Amount | | | | | \$258,186.00 |
| +/- Difference | | | | | \$0.00 |
| 255 Title II, Part A, TPTR | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| | | | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$0.00 |
| +/- Difference | | | | | \$0.00 |
| 263 Title III, LEP | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| | | | | | \$0.00 |

| 263 Title III, LEP | | | | | |
|-----------------------------|-----------|----------|------------------|--------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$0.00 |
| +/- Difference | | | | | \$0.00 |
| 288 Title IV, Part A | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 1 | Cogat | | \$3,356.00 |
| Sub-Total | | | | | \$3,356.00 |
| Budgeted Fund Source Amount | | | | | \$3,557.00 |
| +/- Difference | | | | | \$201.00 |
| Grand Total Budgeted | | | | | \$351,843.00 |
| Grand Total Spent | | | | | \$351,642.00 |
| +/- Difference | | | | | \$201.00 |

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 | | | |
| 10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals <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 |
| 11. Sexual Abuse and Maltreatment of Children | 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 | |
| 12. Student Welfare: Crisis Intervention Programs & Training <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. | Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal) | Assistant Superintendent for Elementary Education | Student Handbooks |
| 13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <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 | TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) Board Policy FFH(Legal), FFH(Local) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831 | Assistant Superintendent for Secondary Education | Student Handbooks, Code of Conduct |
| 14. Texas Behavior Support Initiative (TBSI) | TEC 21.451(d)(2) Board Policy DMA(Legal) | 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 |

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 3rd 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% |

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