

Sulphur Springs Independent School District

Bowie Primary

2024-2025 Campus Improvement Plan



Board Approval Date: November 18, 2024

Public Presentation Date: November 12, 2024

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 student to attain personal growth and become lifelong learners.

Vision

Educating all students to their fullest potential.

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

Bowie Primary School is a fifty-seven-year-old facility, built in 1967. It is a Kindergarten-3rd grade campus in Sulphur Springs ISD, located at 1400 Mockingbird Lane, in Sulphur Springs, Hopkins County, Texas. The Title I campus consists of three Kindergarten classes, four first-grade classes, four second-grade classes, and four third-grade classes, with a total enrollment of 321 students. In addition to the general education classroom settings, students who are served in special education, dyslexia instruction, Gifted/Talented, and/or ESL (English as a Second Language) are served on the Bowie Primary campus.

Bowie Primary serves an ethnically diverse student population with economically disadvantaged and at-risk student populations.

Bowie Ethnic Distribution and Sub-Demographics for 2024-2025

Ethnic Distribution	Percent		Sub-Demographic	Percent
African American	7%		Economically Disadvantaged	58%
Hispanic	20%		English Language Learners	6%
White	64%		At-Risk	45%
American Indian	1%		Gifted and Talented	5%
Asian	2%		Special Education	20%
Pacific Islander	0%			

Bowie Ethnic Distribution and Sub-Demographics for 2023-2024

Ethnic Distribution	Percent		Sub-Demographic	Percent
African American	7%		Economically Disadvantaged	54%
Hispanic	20%		English Language Learners	5%
White	64%		At-Risk	45%

Ethnic Distribution	Percent		Sub-Demographic	Percent
American Indian	1%		Gifted and Talented	4%
Asian	2%		Special Education	20%
Pacific Islander	0%			

Bowie Ethnic Distribution and Sub-Demographics for 2021-2022

Ethnic Distribution	Percent		Sub-Demographic	Percent
African American	7%		Economically Disadvantaged	50%
Hispanic	17%		English Language Learners	5%
White	70%		At-Risk	34%
American Indian	2%		Gifted and Talented	4%
Asian	1%		Special Education	12%
Pacific Islander	0%			

Bowie Ethnic Distribution and Sub-Demographics for 2020-2021

Ethnic Distribution	Percent		Sub-Demographic	Percent
African American	8%		Economically Disadvantaged	50%
Hispanic	14%		English Language Learners	3%
White	74%		At-Risk	38%
American Indian	0.6%		Gifted and Talented	3%
Asian	1.3%		Special Education	7%
Pacific Islander	0%			

Bowie Ethnic Distribution and Sub-Demographics for 2019-2020

Ethnic Distribution	Percent		Sub-Demographic	Percent
African American	12%		Economically Disadvantaged	46%
Hispanic	12%		English Language Learners	3%
White	69%		At-Risk	38%
American Indian	0%		Gifted and Talented	6%
Asian	2%		Special Education	6%
Pacific Islander	0%			

Bowie Ethnic Distribution and Sub-Demographics for 2018-2019

Ethnic Distribution	Percent		Sub-Demographic	Percent
African American	10%		Economically Disadvantaged	44%
Hispanic	14%		English Language Learners	3.6%
White	70%		At-Risk	19%
American Indian	0%		Gifted and Talented	4%
Asian	1%		Special Education	3.8%
Pacific Islander	0%			

Bowie Ethnic Distribution and Sub-Demographics for 2017-2018

Ethnic Distribution	Percent		Sub-Demographic	Percent
African American	14%		Economically Disadvantaged	54%
Hispanic	14%		English Language Learners	4%
White	67%		At-Risk	25%
American Indian	0%		Gifted and Talented	3%
Asian	<1%		Special Education	4%
Pacific Islander	0%			

The district utilizes state compensatory and federal Title I funding to provide supplementary services to provide 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. *Due to the COVID-19 pandemic, the school was closed to in-person learning from March 2020 to May 2020 and students participated in lessons through online programs. Attendance for 2019-2020 and 2020-2021 varied due to those unforeseen circumstances.

	2012-2013	2013 - 2014	2014-2015	2015 - 2016	2016-2017	2017-2018	GOAL 2018-2019	2018-2019	GOAL 2019-2020	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025 Goal
All Students	95.92%	96.39%	95.2%	95.96%	96.39%	93.24%	97%	95%	98%	NA	NA	94%	94%	94%	97%

Demographics Strengths

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

1. Bowie Primary has a very strong PTO and has great support from community members and businesses.
2. Strong school-home connections are maintained with families for multiple years.
3. Highly qualified staff with minimal turnover provide stability and on-going student support.

Problem Statements Identifying Demographics Needs

Problem Statement 1: For the 2023-2024 school year, Bowie Primary subpopulations did not meet the goals set by TEA on both the Reading and Math portions of the STAAR test.

Root Cause: Students are lacking foundational skills, making it difficult to progress to comprehension of text. Curriculum components such as phonics, rigorous grade level resources, and additional training are needed.

Problem Statement 2: An increase in students receiving special services in 504, RtI and Special Education. **Root Cause:**

A significant increase in SPED and special services (504/RtI) student population shows that our staff needs to focus on effective instructional strategies as well as a viable curriculum to reach all levels of students' needs.

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. Bowie teachers and staff strive to excel in our variety of programs to ensure quality instruction is maintained so that all students succeed to their highest level.

Beginning 2021-2022, we will use Amplify to continue 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

STAAR-2018-2019 was the first year that 3rd grade students completed STAAR testing on Bowie campus. Our campus accountability overall rating was a 'C', with our subcategory of 'Closing the Gaps' rating was our lowest rating of an 'F'. Our goal each year is to increase our percentage of all student populations scoring in 'Meets Grade level performance' and 'Masters grade level performance'. Due to the COVID-19 pandemic that began in March 2020, STAAR testing was canceled for all grade levels and all content areas. STAAR test results for 20-21 were significantly decreased due to the large gap of missed in-person learning that many students encountered due to illness and/or quarantining procedures.

2022-2023 STAAR	Did Not Meet Grade Level Performance	Approaches Grade Level Performance	Meets Grade Level Performance	Masters Grade Level Performance
3rd grade Reading				
3rd grade Math				
2021-2022 STAAR				
3rd grade Reading		73%	41%	24%
3rd grade Math		63%	38%	19%
2020-2021 STAAR				
3rd grade Reading	29%	73%	38%	15%
3rd grade Math	47%	54%	28%	10%

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	% Well below	% Below	% At	% Above
Kinder				
BOY	42%	23%	15%	20%
MOY				
EOY				
First				
BOY	44%	21%	18%	17%
MOY				
EOY				
Second				
BOY	53%	13%	20%	14%
MOY				
EOY				

2023-2024	% WELL BELOW Benchmark	% BELOW Benchmark	% AT Benchmark	% ABOVE Benchmark		2022-2023	% WELL BELOW Benchmark	% BELOW Benchmark	% AT Benchmark	% ABOVE Benchmark
Kindergarten						Kindergarten				
BOY	60%	18%	14%	8%		BOY	61%	15%	7%	17%
MOY	58	17	15	10		MOY	45%	21%	17%	17%
EOY	47	18	19	16		EOY	35%	23%	23%	19%
1st grade						1st grade				
BOY	62%	11%	16%	12%		BOY	36%	22%	27%	15%
MOY	54	15	17	14		MOY	47%	15%	20%	18%
EOY	33	15	26	26		EOY	27%	12%	34%	27%

2023-2024	% WELL BELOW Benchmark	% BELOW Benchmark	% AT Benchmark	% ABOVE Benchmark		2022-2023	% WELL BELOW Benchmark	% BELOW Benchmark	% AT Benchmark	% ABOVE Benchmark
2nd grade						2nd grade				
BOY	41%	19%	15%	26%		BOY	46%	11%	23%	20%
MOY	36	18	25	21		MOY	36%	15%	25%	24%
EOY	33	20	24	23		EOY	34%	10%	30%	26%

Student Learning Strengths

Bowie 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. Our campus schedule allows for maximum learning time for all students during WIN intervention groups so that targeted interventions can be utilized.
2. This year students will keep personal data notebooks and track academic growth throughout the year.
3. Data meetings will be implemented to ensure student data is analyzed and interventions planned for.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): While students are hitting some targets and showing improvement, they are not meeting the campus goals or state-level achievement goals.

Root Cause: A new curriculum is being mastered, along with the hardship of understaffed areas, which reduces the ability to run targeted intervention groups.

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 those who are performing below grade level in reading, will be provided.

Bowie Primary School PLCs meet weekly for 1 ½ hours. In addition, the district holds PLCs once per nine weeks 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 affect and guide district and campus assessment practices. Assessment data is analyzed for purposes of specific, targeted instruction for differentiation and to drive the instruction. Additional data will be obtained once administered to all Kindergarten-3rd 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, which is administered to Kindergarten-2nd grade students.

The Bowie staff will be 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. Campus administrators will continue to enhance our district and campus vision statements as well as individual, and personal vision and goals. Bowie Primary will continue the implementation of Wisdom Walks which will allow teachers to observe other teachers effectively implementing best practices or strategies.

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 general education classrooms are equipped with Promethean boards.

Bowie 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 full potential.

Critical instructional and assessment programs will continue. Many of these are supplemental programs funded through federal funding or special state allotments.

Bowie Primary is committed to hiring and retaining highly-qualified teachers. Critical support systems, such as SSISD's New Teacher Academy as well as Bowie's New Teacher Mentor Program are implemented to support new teachers. Wisdom Walks, book studies, PLCs, and other training will equip both new and seasoned teachers to be successful educators.

School Processes & Programs Strengths

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

1. Aligned grade level PLCs across the district allow time for teachers to use data to drive instruction and focus on effective instructional strategies to teach content.
2. 100% of teachers participated in multiple professional development opportunities.

3. On-going communication with campus stakeholders through our Campus Advisory Committee, Bowie Leadership Team and campus ILT implementation.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Bowie Primary classroom teachers are new to teaching their grade level and/or content areas for this 2024-2025 school year. Teachers must learn new content, curriculum, instructional strategies, assessments, and how to disaggregate. **Root Cause:** Teacher turnover, re-assignments and lack of comprehensive curriculum that includes research-based instructional strategies training for teachers in all grades.

Problem Statement 2 (Prioritized): Campus budget does not include money needed to replace or provide maintenance for the copy machine(s) as well as paper and toner supplies. **Root Cause:** With the various curriculum programs that are utilized in grades K-3, the campus is responsible for making the paper copies for both reading and math programs.

Perceptions

Perceptions Summary

Bowie Primary School focuses on a home/school connection to educate and engage parents through the Campus Advisory Council, Meet the Teacher, Parent Orientation, Family Nights, PTO programs, and family engagement activities. The data collected through surveys supports Bowie's mission statement to benefit ALL students. A campus improvement plan survey indicates that Bowie 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.

Bowie 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, 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.

To address the physical, social and emotional needs of our students and families, our Communities in Schools (CIS) Liaison works closely with our school counselor to help address those needs on an individual basis. The school counselor schedules and plans the Career Day for students, parents, community partners and volunteers to participate.

Students are taught the value of practice. On-campus training and support is given to teachers to better equip them with the knowledge and skills to integrate social-emotional components throughout the students' time in the classroom. Morning Meetings and student daily check-ins are examples of SEL components that Bowie faculty implement daily along with positive behavior intervention supports.

We are committed to ensuring that students will be educated in learning environments that are safe, drug-free, and conducive to learning. The campus 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 employs an anonymous bully reporting system to more easily enable students and parents to report incidents of bullying.

Perceptions Strengths

Strengths in the Data Analysis Area of Perceptions:

Parents and staff agree that students are treated fairly and respectfully.

Parents and staff agree that high academic standards are set for all students.

Parents and staff agree that children are excited to come to school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): While overall student behaviors are conducive to learning, teachers are still spending instruction time on redirecting and disciplining students.

Root Cause: Teachers need to maintain consistent behavior consequences as well as inform parents of behaviors interrupting students' learning within the classroom.

Problem Statement 2 (Prioritized): Due to our out-dated open floor plan, visitors have access to all classrooms and hallways without any structural barriers to reduce traffic flow.

Root Cause: Security and technology that has been added over the last several years, our school does not have the ability to be enhanced to the standards of needed security measures.

Problem Statement 3 (Prioritized): There is a lack of parent involvement and participation for informational meetings and/or opportunities provided at the campus. **Root Cause:** Parents participate when there are social events rather than learning educational information.

Priority Problem Statements

Problem Statement 1: While students are hitting some targets and showing improvement, they are not meeting the campus goals or state-level achievement goals.

Root Cause 1: A new curriculum is being mastered, along with the hardship of understaffed areas, which reduces the ability to run targeted intervention groups.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Bowie Primary classroom teachers are new to teaching their grade level and/or content areas for this 2024-2025 school year. Teachers must learn new content, curriculum, instructional strategies, assessments, and how to disaggregate.

Root Cause 2: Teacher turnover, re-assignments and lack of comprehensive curriculum that includes research-based instructional strategies training for teachers in all grades.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: While overall student behaviors are conducive to learning, teachers are still spending instruction time on redirecting and disciplining students.

Root Cause 3: Teachers need to maintain consistent behavior consequences as well as inform parents of behaviors interrupting students' learning within the classroom.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Due to our out-dated open floor plan, visitors have access to all classrooms and hallways without any structural barriers to reduce traffic flow.

Root Cause 4: Security and technology that has been added over the last several years, our school does not have the ability to be enhanced to the standards of needed security measures.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: There is a lack of parent involvement and participation for informational meetings and/or opportunities provided at the campus.

Root Cause 5: Parents participate when there are social events rather than learning educational information.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Campus budget does not include money needed to replace or provide maintenance for the copy machine(s) as well as paper and toner supplies.

Root Cause 6: With the various curriculum programs that are utilized in grades K-3, the campus is responsible for making the paper copies for both reading and math programs.

Problem Statement 6 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

Accountability Data

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

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

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data




- Processes and procedures for teaching and learning, including program implementation
- Communications data


Goals





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

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

Evaluation Data Sources: Amplify Reading Data, MAP data

Strategy 1 Details	Reviews			
Strategy 1: Continued use of supplemental reading programs of instruction that include but not limited to the use of Amplify, IXL and mClass data/interventions. Strategy's Expected Result/Impact: Student reading levels/proficiency will increase. Staff Responsible for Monitoring: Principal Academic Specialist Literacy Support Specialist ELAR teachers 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 - Additional Targeted Support Strategy Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: Amplify - 211 Title I, Part A - \$9,000, IXL - 211 Title I, Part A - \$6,675	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details		Reviews			
Strategy 2: Classroom teachers and principals will deepen their understanding of their 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: (3) the use of data assessment from the Universal Reading screener for Kindergarten (4) teacher implementation of IXL computer program as intervention to student needs. 5) the use of Amplify data and interventions 6) utilize District Primary Literacy Coach to support ELAR instructional practices 7) Interventions and support from our campus Math Interventionist Staff Responsible for Monitoring: Principal Academic Specialist Literacy Support Math Interventionist Classroom teachers 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 - Additional Targeted Support Strategy Problem Statements: School Processes & Programs 1 Funding Sources: CogAT - 288 Title IV, Part A - \$3,652		Formative			Summative
		Nov	Feb	Apr	June
					

 No Progress
  Accomplished
  Continue/Modify
  Discontinue


Performance Objective 1 Problem Statements:






Student Learning
Problem Statement 1: While students are hitting some targets and showing improvement, they are not meeting the campus goals or state-level achievement goals. Root Cause: A new curriculum is being mastered, along with the hardship of understaffed areas, which reduces the ability to run targeted intervention groups.
School Processes & Programs
Problem Statement 1: Bowie Primary classroom teachers are new to teaching their grade level and/or content areas for this 2024-2025 school year. Teachers must learn new content, curriculum, instructional strategies, assessments, and how to disaggregate. Root Cause: Teacher turnover, re-assignments and lack of comprehensive curriculum that includes research-based instructional strategies training for teachers in all grades.

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 80% of students will score approaches on district assessments, 50% will score at the meets level, and 30% will score at master's level.

High Priority
Evaluation Data Sources: District based assessments

Strategy 1 Details	Reviews			
Strategy 1: Provide supplementary services and resources, including but not limited to IXL, Amplify, Sharon Wells Math, Pearl Math and CogAT data to increase the academic achievement of special student populations in all core content areas by EOY. Strategy's Expected Result/Impact: Student sub-populations will increase their academic achievement in all content areas. Staff Responsible for Monitoring: Principal Academic Specialist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Problem Statements: Student Learning 1 Funding Sources: SCE Summer Acceleration - 199 General Fund - \$1,000	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
Strategy 2: Use a variety of data measures including Amplify mClass Interventions and math assessments to develop instructional groups for WIN time based on 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 allowing interventions to be achieved for all students. Staff Responsible for Monitoring: Principal Academic Specialist Literacy Support Math Interventionist Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning - Additional Targeted Support Strategy Problem Statements: Student Learning 1 - 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 2 Problem Statements:

Student Learning
Problem Statement 1: While students are hitting some targets and showing improvement, they are not meeting the campus goals or state-level achievement goals. Root Cause: A new curriculum is being mastered, along with the hardship of understaffed areas, which reduces the ability to run targeted intervention groups.
School Processes & Programs
Problem Statement 1: Bowie Primary classroom teachers are new to teaching their grade level and/or content areas for this 2024-2025 school year. Teachers must learn new content, curriculum, instructional strategies, assessments, and how to disaggregate. Root Cause: Teacher turnover, re-assignments and lack of comprehensive curriculum that includes research-based instructional strategies training for teachers in all grades.

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

Performance Objective 3: With a focus on data driven instruction in the classroom student performance on the STAAR test will increase in all sub populations. An emphasis will be placed on the ALL students and the continuously enrolled subpopulations.

High Priority
Evaluation Data Sources: 2025 STAAR results

Strategy 1 Details		Reviews			
Strategy 1: 3rd 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: Teachers, Interventionists and academic aides will differentiate instruction based on data and student need. Student achievement will increase by 10% on STAAR. Staff Responsible for Monitoring: Principal Academic Specialist Classroom teachers Math Interventionist Literacy 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 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Salary - 199 PIC 24 State Comp Ed, Accelerated Ed - \$267,143, Salary - 199 General Fund - \$55,500		Formative			Summative
		Nov	Feb	Apr	June
					

Strategy 2 Details		Reviews			
Strategy 2: We will partner with the ESC Leadership cohort opportunities. The partnerships with Region 8 staff will provide training, coaching, and implementation support. Through these training, our leadership team will continue to build processes to focus on student progress and formative data. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Principal Academic Specialist Reading Support Math Support ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		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, Bowie Primary will sustain a focus on maintaining safety as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Sources: Emergency Preparedness Manual/Logs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>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, and Emergency Preparedness Plan.</p> <p>Strategy's Expected Result/Impact: To ensure a safe and secure campus for all students and staff members.</p> <p>Staff Responsible for Monitoring: School Resource Officer Principal Campus Nurse</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	<div><div></div><div>55%</div></div>			
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div></div><div>Continue/Modify</div></div><div><div></div><div>Discontinue</div></div></div>				






Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 2: Due to our out-dated open floor plan, visitors have access to all classrooms and hallways without any structural barriers to reduce traffic flow. Root Cause: Security and technology that has been added over the last several years, our school does not have the ability to be enhanced to the standards of needed security measures.</p>

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

Performance Objective 2: Social and Emotional learning plans for all staff and students will be implemented

Evaluation Data Sources: Staff will implement lessons provided by the counselor that focus on Social and Emotional Learning

Strategy 1 Details		Reviews			
Strategy 1: Communities in Schools will provide a social worker to help with the social needs of students as targeted social and emotional learning is targeted through 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 Communities in Schools (CIS) staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 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>					







Performance Objective 2 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: Teachers need to maintain consistent behavior consequences as well as inform parents of behaviors interrupting students' learning within the classroom.

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: Administrators will provide weekly feedback on instructional practices through walkthroughs.

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: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide staff with appropriate professional development opportunities to ensure effective delivery of instructional strategies for academic achievement in all content areas and increase knowledge of grade level curriculum. Strategy's Expected Result/Impact: Staff members will effectively use the instructional delivery processes to reach students of all levels. Staff Responsible for Monitoring: Principal Academic Specialist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				




Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: While students are hitting some targets and showing improvement, they are not meeting the campus goals or state-level achievement goals. Root Cause: A new curriculum is being mastered, along with the hardship of understaffed areas, which reduces the ability to run targeted intervention groups.
School Processes & Programs
Problem Statement 1: Bowie Primary classroom teachers are new to teaching their grade level and/or content areas for this 2024-2025 school year. Teachers must learn new content, curriculum, instructional strategies, assessments, and how to disaggregate. Root Cause: Teacher turnover, re-assignments and lack of comprehensive curriculum that includes research-based instructional strategies training for teachers in all grades.

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% through the building of school culture.

Evaluation Data Sources: TAPR Report

Strategy 1 Details	Reviews			
Strategy 1: Implementation of supports through New Teacher Academy and SSISD Mentor Program. Strategy's Expected Result/Impact: Continue to retain exceptional staff, while giving support to newly hired and retained staff members. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Complete individualized training based on teacher's specific needs Strategy's Expected Result/Impact: Increase teacher instructional knowledge and ability within their content area as well as classroom management skills Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals -	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
Strategy 3: Teacher recognition during Bowie Live and in the weekly Bowie Banner. Strategy's Expected Result/Impact: Teacher retention Staff Responsible for Monitoring: Principal Academic Specialist ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
				



No Progress



Accomplished



Continue/Modify








Discontinue

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

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

Evaluation Data Sources: Bowie 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 funded through Parent and Family 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 3 Funding Sources: Parent and Family Engagement Funding - 211 Title I, Part A - \$3,550, Blackboard Connect - 211 Title I, Part A - \$350	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 3: There is a lack of parent involvement and participation for informational meetings and/or opportunities provided at the campus. Root Cause: Parents participate when there are social events rather than learning educational information.

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

Performance Objective 2: Campus and individual student successes will be provided to families and the community to showcase the partnership between school and home.






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

Strategy 1 Details	Reviews			
Strategy 1: Campus highlights will be showcased each month through social media platforms as well as campus web page. Strategy's Expected Result/Impact: Increase in information given to parents and the SS community Staff Responsible for Monitoring: Principal Counselor TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize monthly Bowie Live Assemblies to honor students who have shown leadership on campus, have been bucket fillers and have exhibited reading and math skills outside of class. Strategy's Expected Result/Impact: Increase student engagement on campus and improve school culture and climate Staff Responsible for Monitoring: Principal Academic Specialist Counselor Reading Interventionist Math Interventionist ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: We will maintain fiscal responsibility.

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: Campus expenditures will be a direct reflection of the campus needs assessment reviewed throughout the year. Staff Responsible for Monitoring: Principal TEA Priorities: Improve low-performing schools Problem Statements: School Processes & Programs 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:

School Processes & Programs
Problem Statement 2: Campus budget does not include money needed to replace or provide maintenance for the copy machine(s) as well as paper and toner supplies. Root Cause : With the various curriculum programs that are utilized in grades K-3, the campus is responsible for making the paper copies for both reading and math programs.

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

Performance Objective 1: Through comprehensive analysis of facility study for the district, a plan of action will be made to best accommodate district and campus needs

Evaluation Data Sources: Bond committee meeting updates
Staff and parent surveys/input

Strategy 1 Details	Reviews			
Strategy 1: Effective planning and communication will allow the community to plan and ensure successful execution of district projects. Strategy's Expected Result/Impact: Increased knowledge for all stakeholders to make personal decisions for the future of SSISD Staff Responsible for Monitoring: District Administrators	Formative			Summative
	Nov	Feb	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Continued use of supplemental reading programs of instruction that include but not limited to the use of Amplify, IXL and mClass data/interventions.
1	1	2	Classroom teachers and principals will deepen their understanding of their ability to address the specific academic needs of all student groups.
1	2	1	Provide supplementary services and resources, including but not limited to IXL, Amplify, Sharon Wells Math, Pearl Math and CogAT data to increase the academic achievement of special student populations in all core content areas by EOY.
1	2	2	Use a variety of data measures including Amplify mClass Interventions and math assessments to develop instructional groups for WIN time based on varying levels of student intervention needs for reading and math.
1	3	1	3rd grade classroom teachers, support staff and academic aides will ensure that quality instruction is maintained in the classroom as well as WIN intervention time

State Compensatory

Budget for Bowie Primary

Total SCE Funds: \$67,667.00

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 Bowie Primary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Barbara Gillham	Behavior Interventionist	1
Britni Johnson	Literacy Support	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 November 12, 2024.

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 Bowie 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. Bowie 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>
Barbara Bloodgood	Academic Paraprofessional	Title I Schoolwide	1.0
Jaedyn Parks	Academic Paraprofessional	Title 1 Schoolwide	1.0
Joan Stowater	Academic Paraprofessional	Title I Schoolwide	1.0
Joanna Foster	Academic Specialist	Title I Schoolwide	1.0
Paulina Cantu	Academic Paraprofessional	Title I Schoolwide	1.0

2024-2025 Campus Site Based Committee

Committee Role	Name	Position
District Level Committee Member	Brandi Boles	District Level Committee Member
Non-teaching Campus-Based Professional	Kodeann Crawford	Non-teaching Campus-Based Professional
Non-teaching Campus-Based Professional	Joanna Foster	Non-teaching Campus-Based Professional
Classroom Teacher	Britni Johnson	Classroom Teacher
Classroom Teacher	Cassie Wilson	Classroom Teacher
Classroom Teacher	Misty Teer	Classroom Teacher
Classroom Teacher	Emily Simpson	Classroom Teacher
Classroom Teacher	Summer Hauerwas	Classroom Teacher
Classroom Teacher	Angela France	Classroom Teacher
Business Representatives	Brandon Walker	Business Representatives
Business Representatives	Andrew Foster	Business Representatives
Community Member	Karen Moreland	Community Member
Community Member	BJ Teer	Community Member
Parent	Chelsea Delorge	Parent
Parent	Kali Cox	Parent

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	SCE Summer Acceleration		\$1,000.00
1	3	1	Salary		\$55,500.00
2	2	1	CIS		\$32,500.00
Sub-Total					\$89,000.00
Budgeted Fund Source Amount					\$89,000.00
+/- 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
4	1	1	Parent and Family Engagement Funding		\$3,550.00
4	1	1	Blackboard Connect		\$350.00
Sub-Total					\$19,575.00
Budgeted Fund Source Amount					\$19,575.00
+/- Difference					\$0.00
288 Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	CogAT		\$3,652.00
Sub-Total					\$3,652.00
Budgeted Fund Source Amount					\$3,653.00
+/- Difference					\$1.00
Grand Total Budgeted					\$112,228.00
Grand Total Spent					\$112,227.00
+/- Difference					\$1.00

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 Math Progress Measure 3

EXAMPLE: The percent of **1st grade** students that score **75%** or above in math on the **Computational Fluency Screener** (Monitor MOY, goal set for EOY) will increase from 63% to 80% by June 2024.

Yearly Target Goals													
2020			2021			2022			2023			2024	
Goal 66%	MOY	EOY	69%	17%	40%	73%	xx%	76%	xx%		80%	xx%	xx%

Early Childhood Math Progress Measure 3

EXAMPLE: The percent of **2nd grade** students that score **75%** or above in math on the **Computational Fluency Screener** (Monitor MOY, goal set for EOY) will increase from 52% to 60% by June 2024.

Yearly Target Goals													
2020			2021		2022			2023			2024		
Goal	MOY	EOY	16%*	52%*	55%	xx%	xx%	58%	xx%	xx%	60%	xx%	xx%

*Actual

Early Childhood Math Progress Measure 3

EXAMPLE: The percent of **3rd grade** students that score **75%** or above in math on the **Computational Fluency Screener** will increase from 44% to 60% by June 2024.

Yearly Target Goals														
2020			2021			2022			2023			2024		
Goal 47%	MOY	EOY	50%	24%	37%	53%	xx%		56%	xx%		60%	xx%	xx%

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

Cog
Lang

2020			2021			2022		2023		2024	
BOY	MOY	EOY	62%	73%	77%	XX%	80%	XX%	83%	XX%	85%
			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

K
1st
2nd
3rd

	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

2nd
3rd

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

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 35% to 50% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
38%	41% (20%)	44%	47%	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	18%	33%	42%					22%	30%		31%	38%	36%
2021	21% (15%)	35% (10%)	46% (25%)					26% (0%)	33% (11%)		34% (10%)	41%	39%
2022	24%	37%	50%					30%	36%		38%	44%	42%
2023	27%	39%	55%					33%	39%		41%	47%	45%
2024	31%	41%	60%					36%	42%		44%	50%	48%

All

Std.	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%
2019	35%	15%	31%	38%					18%	27%		28%	35%	33%