

Sulphur Springs Independent School District

Barbara Bush Primary

2025-2026 Campus Improvement Plan

Accountability Rating: D



Board Approval Date: October 13, 2025
Public Presentation Date: October 16, 2025

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 309 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 2025-2026

Ethnic Distribution	Percent			Sub-Demographic	Percent
African American	14%			Economically Disadvantaged	62%
Hispanic	26%			English Language Learners	6.15%
White	50%			At-Risk	25%
Two or More Races	7%			Gifted and Talented	6.49%
Asian	2%			Special Education	23%

Barbara Bush Primary Ethnic Distribution and Sub-Demographics for 2024-2025

Ethnic Distribution	Percent			Sub-Demographic	Percent
African American	11.94%			Economically Disadvantaged	71.10%
Hispanic	26.13%			English Language Learners	8.12%
White	52.92%			At-Risk	29.87%

Ethnic Distribution	Percent		Sub-Demographic	Percent
Two or More Races	6.77%%		Gifted and Talented	6.49%
Asian	1.94%		Special Education	23.55%

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%
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%			

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	2024-2025
All Students	95.91%	94.80%	94.62%	93%	94.9%	95.2%	96.24%

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 I 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 Special Education students are not making adequate yearly progress in Math and Reading as reflected on STAAR scores.

Root Cause: Students are lacking foundational skills, making it difficult to progress to comprehension of text and understanding of math concepts. Students in Special Education with cognitive deficits need more time to acquire skills.

Problem Statement 2 (Prioritized): For the 2024-2025 school year, out of 22 Hispanic students only 2 students mastered 6 students met, and 13 students approached state STAAR standards in Reading.

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

Problem Statement 3 (Prioritized): For the 2024-2025 school year, out of 22 Hispanic students only 1 student mastered 6 students met, and 14 students approached state STAAR standards in Math.

Root Cause: Students are lacking foundational skills in math fluency and facts making it difficult to progress to grade level concepts.

Problem Statement 4 (Prioritized): Current student performance in mathematics across the campus reflects a need for significant improvement to ensure that all students are meeting or exceeding grade-level expectations. While pockets of progress are evident.

Root Cause: Overall math achievement data demonstrates gaps in foundational skills, conceptual understanding, and problem-solving proficiency.

Problem Statement 5 (Prioritized): Campus-wide student performance in reading indicates a critical need for improvement to ensure that all learners develop strong literacy skills and meet grade-level expectations. While some grade levels and classrooms show growth.

Root Cause: Overall reading achievement data reveals persistent gaps in fluency, comprehension, and vocabulary development.

Problem Statement 6 (Prioritized): For the 2024-2025 school year, Barbara Bush Primary subpopulations of White, Hispanic, Economically Disadvantaged, Special Education, and Continuously Enrolled 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.

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 2025 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	Did NOT MEET	APPROACHES	MEETS	MASTERS
STAAR	GRADE LEVEL	GRADE LEVEL	GRADE LEVEL	GRADE LEVEL
All Students	PERFORMANCE	PERFORMANCE	PERFORMANCE	PERFORMANCE
3rd Reading	41.67%	58.33%	31.94%	15.28%
3rd Math	50%	50%	20.83%	8.33%

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

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

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

2024-2025 STAAR ALL STUDENTS	Did NOT MEET GRADE LEVEL PERFORMANCE	APPROACHES GRADE LEVEL PERFORMANCE	MEETS GRADE LEVEL PERFORMANCE	MASTERS GRADE LEVEL PERFORMANCE
3rd ELAR	36%	65%	45%	21%
3rd MATH	39%	63%	41%	12%

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)

2025-2026	Kindergarten			First Grade			Second Grade		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
% ABOVE Benchmark	9%			12%			30%		
% AT Benchmark	19%			25%			17%		
% BELOW Benchmark	19%			30%			9%		

2025-2026	Kindergarten			First Grade			Second Grade		
% WELL BELOW Benchmark	53%			33%			44%		

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%	5%	9%	18%	16%	29%	12%	20%	21%
% AT Benchmark	17%	28%	38%	24%	29%	31%	25%	20%	30%
% BELOW Benchmark	23%	26%	18%	17%	22%	16%	18%	16%	15%
% WELL BELOW Benchmark	52%	41%	35%	41%	33%	24%	45%	44%	34%

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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
% 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

2022-2023	Kindergarten			First Grade			Second Grade			Third Grade		
% 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%
% 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%
% Student DOES NOT MEET -	17.1%	3%	24.7%	8%	29.1%	16%	10.6%	11%

For the 2025-2026 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 MAP

2025-2026	1-20 percentile	21-40 percentile	41-60 percentile	61-80 percentile	80- 100 percentile
Second					
BOY	32%	23%	19%	14%	12%
MOY					
EOY					
Third					
BOY	32%	20%	19%	17%	12%
MOY					
EOY					

Math MAP

2025-2026	1-20 percentile	21-40 percentile	41-60 percentile	61-80 percentile	80- 100 percentile
Second					
BOY	40%	27%	11%	17%	5%
MOY					
EOY					
Third					
BOY	22%	27%	14%	22%	15%
MOY					
EOY					

Reading MAP

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	34%	20%	19%	12%	15%

2024-2025	1-20 percentile	21-40 percentile	41-60 percentile	61-80 percentile	80- 100 percentile
EOY	32%	22%	12%	21%	13%
Third					
BOY	11%	22%	36%	20%	11%
MOY	30%	20%	18%	23%	9%
EOY	33%	17%	23%	19%	8%

Math MAP

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	19%	29%	21%	20%	11%
EOY	23%	29%	23%	12%	13%
Third					
BOY	20%	19%	27%	23%	11%
MOY	29%	13%	23%	22%	13%
EOY	18%	15%	21%	30%	16%

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 MAP

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%

2023-2024	1-20 percentile	21-40 percentile	41-60 percentile	61-80 percentile	80- 100 percentile
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 MAP

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%
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 MAP

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/Coach and Literacy Support Teacher/Coach 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

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performing below benchmark level on reading skills.

Root Cause: With the implementation of a new curriculum, teachers will need time to deeply internalize the Math and Reading Bluebonnet curriculum, and learn to utilize the built in instructional practices for differentiation, and scaffolding during Tier 1 Instruction.

Problem Statement 2 (Prioritized): For the 2024-2025 school year, Barbara Bush Primary subpopulations of White, Hispanic, Economically Disadvantaged, Special Education, and Continuously Enrolled 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, Bluebonnet Math and Reading Curriculum, K-3 will be implemented. Kindergarten through Second grade are self contained while Third grade is departmentalized.

Barbara Bush Primary School teacher Professional Learning Communities meet 75 minutes, 1 day a week for RLA/Social Studies and 75 minutes, 1 day a week for Math/Science. 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 18 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 implements Wisdom Walks, which allows teachers to observe other teachers effectively implementing best practices or strategies.

Barbara Bush Primary received the LASO Cycle III grant for the 2025-2026 school year. With this grant, Barbara Bush Primary will be in collaboration with the Region 8 Service Center and District Level Curriculum team to ensure that there is a strong foundation implementation plan for the Bluebonnet Curriculum and instructional materials. Learning Walks and Observation Protocols will be conducted by campus administrators, district curriculum, and Region 8 service center staff to provide feedback to teachers to assist in instruction and curriculum implementation. Barbara Bush is committed to work to achieve performance recognition in the areas of Student Achievement, School Progress, and Closing the Gaps on our State Assessments.

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 and Chromebooks. 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 MTSS (Multi-Tiered Systems and Supports) 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, mCLASS, MAP Growth test and student pathway intervention and acceleration programs; such as Reflex Math, Waggle (2nd-3rd), Read 180 (3rd RLA), Flex 180 (3rd Math), Writable (2nd-3rd), and Boost (K-1).

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. Wisdom Walks, 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, and Fitness Gram. 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.

Problem Statement 2 (Prioritized): For the 2024-2025 school year, Barbara Bush Primary subpopulations of White, Hispanic, Economically Disadvantaged, Special Education, and Continuously Enrolled 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.

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 Grace Methodist Church, 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.

Barbara Bush Primary utilizes Positive Behavioral Interventions and Supports as a comprehensive campus-wide discipline management system. Barbara Bush Primary Wildcats are Safe, Respectful and Responsible. 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". Each week excellent citizenship is acknowledged by staff through our "Super Star Student". These may include extra recess, a field trip to Kids' Kingdom, or play fun games/activities on the campus. Certificates are awarded weekly. Students also receive Jackpot tickets for following the PBIS Wildcat Way at BBP. Students will be able to shop at the PBIS store using their Jackpot tickets. Students may also receive a positive office referral, which will allow them to spin a number wheel and get their picture taken and placed on the number rolled on the 100s Club board. Prizes will be given when rows are filled with 10 positive office referrals in a row. We also celebrate Students 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, Golden Tickets. In the same manner, if a student is not following the Student Code of Conduct, he/she will receive a warning or a consequence. Barbara Bush has also implemented incentives for attendance this school year.

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 sometimes interrupted by behavioral needs.

Root Cause: Teacher need more training on social and emotional learning needs of students as well as implementing school wide PBIS strategies with fidelity.

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.

Problem Statement 3 (Prioritized): For the 2024-2025 school year, Barbara Bush Primary subpopulations of White, Hispanic, Economically Disadvantaged, Special Education, and Continuously Enrolled 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.

Priority Problem Statements

Problem Statement 1: For the 2024-2025 school year, out of 22 Hispanic students only 2 students mastered 6 students met, and 13 students approached state STAAR standards in Reading.

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

Problem Statement 1 Areas: Demographics - Student Achievement - School Culture and Climate - Curriculum, Instruction, and Assessment - 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: Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - School Organization - Technology - 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: With the implementation of a new curriculum, teachers will need time to deeply internalize the Math and Reading Bluebonnet curriculum, and learn to utilize the built in instructional practices for differentiation, and scaffolding during Tier 1 Instruction.

Problem Statement 4 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 5: Instructional time is sometimes interrupted by behavioral needs.

Root Cause 5: Teacher need more training on social and emotional learning needs of students as well as implementing school wide PBIS strategies with fidelity.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Barbara Bush Primary School Special Education students are not making adequate yearly progress in Math and Reading as reflected on STAAR scores.

Root Cause 6: Students are lacking foundational skills, making it difficult to progress to comprehension of text and understanding of math concepts. Students in Special Education with cognitive deficits need more time to acquire skills.

Problem Statement 6 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - School Organization - Demographics

Problem Statement 7: For the 2024-2025 school year, out of 22 Hispanic students only 1 student mastered 6 students met, and 14 students approached state STAAR standards in Math.

Root Cause 7: Students are lacking foundational skills in math fluency and facts making it difficult to progress to grade level concepts.

Problem Statement 7 Areas: Demographics - Student Achievement - School Culture and Climate - Curriculum, Instruction, and Assessment - Demographics

Problem Statement 8: For the 2024-2025 school year, Barbara Bush Primary subpopulations of White, Hispanic, Economically Disadvantaged, Special Education, and Continuously Enrolled did not meet the goals set by TEA on both the Reading and Math portions of the STAAR test.

Root Cause 8: Students have academic deficits and disabilities that limit the amount of growth that can be gained and measured during one academic school year.

Problem Statement 8 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 9: Current student performance in mathematics across the campus reflects a need for significant improvement to ensure that all students are meeting or exceeding grade-level expectations. While pockets of progress are evident.

Root Cause 9: Overall math achievement data demonstrates gaps in foundational skills, conceptual understanding, and problem-solving proficiency.

Problem Statement 9 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - School Organization - Demographics

Problem Statement 10: Campus-wide student performance in reading indicates a critical need for improvement to ensure that all learners develop strong literacy skills and meet grade-level expectations. While some grade levels and classrooms show growth.

Root Cause 10: Overall reading achievement data reveals persistent gaps in fluency, comprehension, and vocabulary development.

Problem Statement 10 Areas: Student Achievement - School Culture and Climate - 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
- 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		
Strategy 1: Continued use of supplemental reading programs of instruction that include but not limited to the use of MAP, Bluebonnet, and MClass/Boost. Strategy's Expected Result/Impact: Student reading levels/proficiency will increase. Staff Responsible for Monitoring: Principal Academic Specialist Literacy Support Specialist Title I: 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: Amplify - 211 Title I, Part A - \$9,000, IXL - 211 Title I, Part A - \$6,675	Formative		Summative
	Nov	Mar	June

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 Bluebonnet Reading. (2) the use of data assessment from mClass and MAP assessments. (3) teacher implementation of Waggle, Read 180, and Boost computer program as an intervention to student needs (4) the use of data from mCLASS and MAP 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: 2.51, 2.53 - 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 - Demographics 1, 3, 4 - Student Learning 1 - Student Achievement 1, 3, 4, 8 - School Processes & Programs 1 - School Culture and Climate 1, 4 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 3, 4, 7 - School Organization 1, 3 - Technology 1 Funding Sources: Salary - 199 General Fund - \$57,600		Formative		Summative
		Nov	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Barbara Bush Primary School Special Education students are not making adequate yearly progress in Math and Reading as reflected on STAAR scores. Root Cause: Students are lacking foundational skills, making it difficult to progress to comprehension of text and understanding of math concepts. Students in Special Education with cognitive deficits need more time to acquire skills. Problem Statement 2: For the 2024-2025 school year, out of 22 Hispanic students only 2 students mastered 6 students met, and 13 students approached state STAAR standards in Reading. 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:** With the implementation of a new curriculum, teachers will need time to deeply internalize the Math and Reading Bluebonnet curriculum, and learn to utilize the built in instructional practices for 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 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		
Strategy 1: Provide supplementary services and resources, including but not limited to Bluebonnet Curriculum Resources, MAP Testing Pathways for intervention, 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 Literacy Support Math Support TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 - Demographics 1, 3, 4 - Student Learning 1 - Student Achievement 1, 3, 4, 8 - School Processes & Programs 1 - School Culture and Climate 1, 4 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 3, 4, 7 - School Organization 1, 3 - Technology 1 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		Formative		Summative
		Nov	Mar	June

Strategy 2 Details		Reviews		
Strategy 2: Use a variety of data measures, including 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 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 - Demographics 1, 3, 4 - Student Learning 1 - Student Achievement 1, 3, 4, 8 - School Processes & Programs 1 - School Culture and Climate 1, 4 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 3, 4, 7 - School Organization 1, 3 - Technology 1		Formative		Summative
		Nov	Mar	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 Reading Coach Math Coach TEA Priorities: Build a foundation of reading and math Problem Statements: Student Achievement 8 - School Processes & Programs 1 - School Culture and Climate 4 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 7 - School Organization 3 - Technology 1		Formative		Summative
		Nov	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:


Demographics
<p>Problem Statement 1: Barbara Bush Primary School Special Education students are not making adequate yearly progress in Math and Reading as reflected on STAAR scores. Root Cause: Students are lacking foundational skills, making it difficult to progress to comprehension of text and understanding of math concepts. Students in Special Education with cognitive deficits need more time to acquire skills.</p> <p>Problem Statement 2: For the 2024-2025 school year, out of 22 Hispanic students only 2 students mastered 6 students met, and 13 students approached state STAAR standards in Reading. Root Cause: Students are lacking foundational skills, making it difficult to progress to comprehension of text.</p>
Student Learning
<p>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: With the implementation of a new curriculum, teachers will need time to deeply internalize the Math and Reading Bluebonnet curriculum, and learn to utilize the built in instructional practices for differentiation, and scaffolding during Tier 1 Instruction.</p>
School Processes & Programs
<p>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.</p>
Perceptions
<p>Problem Statement 1: Instructional time is sometimes interrupted by behavioral needs. Root Cause: Teacher need more training on social and emotional learning needs of students as well as implementing school wide PBIS strategies with fidelity.</p>


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 2026 STAAR.


High Priority
HB3 Goal
Evaluation Data Sources: 2026 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 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 Problem Statements: Demographics 1, 2, 3, 4, 5, 6 - Demographics 1, 2, 3, 4, 5, 6 - Student Learning 1, 2 - Student Achievement 1, 2, 3, 4, 5, 6, 7, 8 - School Processes & Programs 1, 2 - School Culture and Climate 1, 2, 3, 4 - Perceptions 1, 2, 3 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2, 3, 4, 5, 6, 7 - School Organization 1, 2, 3 - Technology 1 Funding Sources: salary - 211 Title I, Part A - \$222,986		Formative		Summative
		Nov	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Barbara Bush Primary School Special Education students are not making adequate yearly progress in Math and Reading as reflected on STAAR scores. Root Cause: Students are lacking foundational skills, making it difficult to progress to comprehension of text and understanding of math concepts. Students in Special Education with cognitive deficits need more time to acquire skills.

Demographics

Problem Statement 2: For the 2024-2025 school year, out of 22 Hispanic students only 2 students mastered 6 students met, and 13 students approached state STAAR standards in Reading. **Root Cause:** Students are lacking foundational skills, making it difficult to progress to comprehension of text.

Problem Statement 3: For the 2024-2025 school year, out of 22 Hispanic students only 1 student mastered 6 students met, and 14 students approached state STAAR standards in Math. **Root Cause:** Students are lacking foundational skills in math fluency and facts making it difficult to progress to grade level concepts.

Problem Statement 4: Current student performance in mathematics across the campus reflects a need for significant improvement to ensure that all students are meeting or exceeding grade-level expectations. While pockets of progress are evident. **Root Cause:** Overall math achievement data demonstrates gaps in foundational skills, conceptual understanding, and problem-solving proficiency.

Problem Statement 5: Campus-wide student performance in reading indicates a critical need for improvement to ensure that all learners develop strong literacy skills and meet grade-level expectations. While some grade levels and classrooms show growth. **Root Cause:** Overall reading achievement data reveals persistent gaps in fluency, comprehension, and vocabulary development.

Problem Statement 6: For the 2024-2025 school year, Barbara Bush Primary subpopulations of White, Hispanic, Economically Disadvantaged, Special Education, and Continuously Enrolled 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.

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:** With the implementation of a new curriculum, teachers will need time to deeply internalize the Math and Reading Bluebonnet curriculum, and learn to utilize the built in instructional practices for differentiation, and scaffolding during Tier 1 Instruction.

Problem Statement 2: For the 2024-2025 school year, Barbara Bush Primary subpopulations of White, Hispanic, Economically Disadvantaged, Special Education, and Continuously Enrolled 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

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.

Problem Statement 2: For the 2024-2025 school year, Barbara Bush Primary subpopulations of White, Hispanic, Economically Disadvantaged, Special Education, and Continuously Enrolled 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.

Perceptions

Problem Statement 1: Instructional time is sometimes interrupted by behavioral needs. **Root Cause:** Teacher need more training on social and emotional learning needs of students as well as implementing school wide PBIS strategies with fidelity.

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.

Problem Statement 3: For the 2024-2025 school year, Barbara Bush Primary subpopulations of White, Hispanic, Economically Disadvantaged, Special Education, and Continuously Enrolled 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.

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

Performance Objective 1: During the 2025-2026 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		
	Formative		Summative
	Nov	Mar	June
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 TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1, 2			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>			

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Instructional time is sometimes interrupted by behavioral needs. Root Cause: Teacher need more training on social and emotional learning needs of students as well as implementing school wide PBIS strategies with fidelity.
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%.

High Priority

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: 2.531, 2.533 - 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 Problem Statements: Perceptions 1	Formative		Summative
	Nov	Mar	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: 2.531 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative		Summative
	Nov	Mar	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: 2.532, 2.533 - TEA Priorities: Improve low-performing schools Problem Statements: Perceptions 1 Funding Sources: CIS - 199 General Fund - \$32,500		Formative		Summative
		Nov	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:





Perceptions
Problem Statement 1: Instructional time is sometimes interrupted by behavioral needs. Root Cause: Teacher need more training on social and emotional learning needs of students as well as implementing school wide PBIS strategies with fidelity.

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 and Implementation of Bluebonnet Curriculum by 100%.

High Priority
HB3 Goal
Evaluation Data Sources: Strive Appraisal System, Learning Walks, Bluebonnet Observation Protocols

Strategy 1 Details	Reviews		
Strategy 1: Continue to provide on-going PLC conversations and support regarding teacher implementation of high-yield instructional practices and internalization support for the Bluebonnet Curriculum. Strategy's Expected Result/Impact: Increase in overall student performance across all content areas. Staff Responsible for Monitoring: Principal Academic Specialist Title I: 2.52, 2.534 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 1 - Demographics 3 - Student Achievement 3, 8 - School Processes & Programs 1 - School Culture and Climate 4 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 3, 7 - School Organization 1, 3 - Technology 1	Formative		Summative
	Nov	Mar	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: 2.51 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1		Formative		Summative
		Nov	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Barbara Bush Primary School Special Education students are not making adequate yearly progress in Math and Reading as reflected on STAAR scores. Root Cause: Students are lacking foundational skills, making it difficult to progress to comprehension of text and understanding of math concepts. Students in Special Education with cognitive deficits need more time to acquire skills.
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: With the implementation of a new curriculum, teachers will need time to deeply internalize the Math and Reading Bluebonnet curriculum, and learn to utilize the built in instructional practices for 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 TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Demographics 1 - Student Learning 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative		Summative
	Nov	Mar	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: 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: With the implementation of a new curriculum, teachers will need time to deeply internalize the Math and Reading Bluebonnet curriculum, and learn to utilize the built in instructional practices for differentiation, and scaffolding during Tier 1 Instruction.

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: 2.535 - 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	Mar	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 Problem Statements: Perceptions 2 Funding Sources: Blackboard - 211 Title I, Part A - \$300	Formative		Summative
	Nov	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 Problem Statements: Perceptions 2	Formative		Summative
	Nov	Mar	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 Problem Statements: Perceptions 2	Formative		Summative
	Nov	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 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 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 for resources for instruction. Staff Responsible for Monitoring: Principal 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: Demographics 1 - Demographics 3 - Student Achievement 3, 8 - School Processes & Programs 1 - School Culture and Climate 4 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 3, 7 - School Organization 1, 3 - Technology 1	Formative		Summative
	Nov	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:


Demographics
Problem Statement 1: Barbara Bush Primary School Special Education students are not making adequate yearly progress in Math and Reading as reflected on STAAR scores. Root Cause: Students are lacking foundational skills, making it difficult to progress to comprehension of text and understanding of math concepts. Students in Special Education with cognitive deficits need more time to acquire skills.
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 TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Perceptions 2		Formative		Summative
		Nov	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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: \$116,250.00

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
Linda Johnson	Academic Aide	1

Title I

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
Brent Copeland	Academic Paraprofessional	Title 1 Schoolwide	1.0
Jennifer Graves	Math Support Specialist	Title 1 Schoolwide	1.0
Krystal Sutton	Academic Paraprofessional	Title 1 Schoolwide	1.0

Plan Notes

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

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention			Amanda Fenton	8/28/2025
Child Abuse and Neglect			Amanda Fenton	8/28/2025
Coordinated Health Program			Amanda Fenton	8/28/2025
Disciplinary Alternative Education Program (DAEP)			Amanda Fenton	8/28/2025
Dyslexia Treatment Program	Lyndsay Anderson		Amanda Fenton	8/28/2025
Title I, Part C Migrant	Mandy Fenton		Amanda Fenton	8/28/2025
Recruiting Teachers and Paraprofessionals	Mandy Fenton		Amanda Fenton	8/28/2025