

Sulphur Springs Independent School District

Bowie Primary

2025-2026 Campus Improvement Plan

Accountability Rating: C



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

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.

Value Statement

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-eight-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, three first-grade classes, four second-grade classes, and four third-grade classes, with a total enrollment of 270 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 2025-2026

Ethnic Distribution	Percent		Sub-Demographic	Percent
African American	12%		Economically Disadvantaged	47%
Hispanic	20%		English Language Learners	3%
White	88%		At-Risk	48%
American Indian	3%		Gifted and Talented	6%
Asian	2%		Special Education	25%

Bowie Ethnic Distribution and Sub-Demographics for 2024-2025

Ethnic Distribution	Percent		Sub-Demographic	Percent
African American	11%		Economically Disadvantaged	61%
Hispanic	16%		English Language Learners	4%
White	66%		At-Risk	48%
American Indian	1%		Gifted and Talented	5%
Asian	2%		Special Education	21%

Ethnic Distribution	Percent		Sub-Demographic	Percent
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%
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%

Ethnic Distribution	Percent		Sub-Demographic	Percent
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%			

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.

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026 Goal
All Students	NA	NA	94%	94%	94%	95%	98%

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 providing stability and on-going student support.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 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 increasing high quality Tier 1 instructional strategies.

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 2025-2026, we will use Bluebonnet Learning 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 70% of each grade level reading on specific reading level goals

STAAR and mCLASS data from 2022–2025 indicates both progress and areas of continued need in reading and mathematics. STAAR results show a reduction in the percentage of 3rd grade students performing at the “Did Not Meet” level, with Reading declining from 38% in 2023–2024 to 28% in 2024–2025, and Math decreasing from 29% to 24% during the same period. The percentage of students achieving the “Meets” and “Masters” performance levels has increased, reflecting upward momentum in student achievement. mCLASS results further demonstrate growth in early literacy, with a decline in the percentage of kindergarten through second grade students scoring “Well Below” benchmark and corresponding increases in the percentage of students scoring “At” or “Above” benchmark by end-of-year assessments. Despite this progress, the data confirm that a significant proportion of students remain below grade-level expectations, particularly in early literacy. These findings underscore the need for continued, targeted instructional support and validate the implementation of Bluebonnet Learning beginning in 2025–2026 to accelerate growth toward the goal of 70% of students reading on grade level by the end of 3rd grade.

	Did Not Meet Grade Level Performance	Approaches Grade Level Performance	Meets Grade Level Performance	Masters Grade Level Performance
2024-2025 STAAR				
3rd grade Reading	28%	72%	51%	19%
3rd grade Math	24%	76%	52%	21%
2023-2024 STAAR				
3rd grade Reading	38%	62%	42%	18%
3rd grade Math	29%	71%	45%	22%
2022-2023 STAAR				
3rd grade Reading	18%	82%	53%	16%
3rd grade Math	20%	80%	41%	16%
2021-2022 STAAR				
3rd grade Reading	27%	73%	41%	24%

	Did Not Meet Grade Level Performance	Approaches Grade Level Performance	Meets Grade Level Performance	Masters Grade Level Performance
3rd grade Math	37%	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	41%	18%	16%	25%
EOY	35%	10%	30%	25%
First				
BOY	44%	21%	18%	17%
MOY	49%	19%	13%	19%
EOY	29%	21%	22%	28%
Second				
BOY	53%	13%	20%	14%
MOY	46%	19%	22%	17%
EOY	44%	21%	23%	22%

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%
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 Tier 1 blocks and 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 and weekly PLC opportunities will be implemented to ensure student data is analyzed and interventions planned for.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student reading scores on district and state assessments are below grade-level expectations.

Root Cause: There are gaps in comprehension, vocabulary, and fluency, combined with inconsistent instructional practices .

Problem Statement 2 (Prioritized): PBIS processes were not effective and behaviors were at a high level campus wide

Root Cause: Lack of consistent implementation and systems in place across the campus

Problem Statement 3 (Prioritized): 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 increasing high quality Tier 1 instructional strategies.

Problem Statement 4 (Prioritized): For the 2024-2025 school year, 75% Hispanics, 44% White and 64% High Focus subpopulations did not meet grade level on Reading STAAR

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

Problem Statement 5 (Prioritized): Based on beginning of the of the year MClass assessment for the 2025 school year, only 35% of Third Grade students began the school year at or above grade level in reading.

Root Cause: Teachers lacked experience of planning and implementing effective small group interventions and high quality Tier 1 instruction.

Problem Statement 6 (Prioritized): Student reading scores on district and state assessments are below grade-level expectations.

Root Cause: There are gaps in comprehension, vocabulary, and fluency, combined with inconsistent instructional practices .

Problem Statement 7: Student discipline data reveals an increase in repeated, disruptive behaviors during learning time.

Root Cause: Inconsistent implementation of campus-wide behavior system and lack of parent communication.

Problem Statement 8: Based on beginning of the of the year MClass assessment for the 2025 school year, only 35% of Third Grade students began the school year at or above grade level in reading.

Root Cause: Teachers lacked experience of planning and implementing effective small group interventions and high quality Tier 1 instruction.

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 90 minutes. 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 (K-2), Chromebooks (3rd grade) 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/Chromebooks. All general education classrooms are equipped with Promethean boards.

Bowie implements the MTSS (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): PBIS processes were not effective and behaviors were at a high level campus wide

Root Cause: Lack of consistent implementation and systems in place across the campus

Problem Statement 2 (Prioritized): Student reading scores on district and state assessments are below grade-level expectations.

Root Cause: There are gaps in comprehension, vocabulary, and fluency, combined with inconsistent instructional practices .

Problem Statement 3 (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 4: Student discipline data reveals an increase in repeated, disruptive behaviors during learning time.

Root Cause: Inconsistent implementation of campus-wide behavior system and lack of parent communication.

Problem Statement 5 (Prioritized): Staff moral was low last year due to many factors.

Root Cause: Inconsistent leadership and lack of uncertified staff and staff who left.

Problem Statement 6 (Prioritized): End of the year survey indicated a lack of parent communication throughout the 2024-2025 school year

Root Cause: Inconsistent communication and leadership

Problem Statement 7 (Prioritized): Fifty percent of teaching staff at Bowie Primary did not return for the 2025-2026

Root Cause: Inconsistent leadership present on campus.

Problem Statement 8: Fifty percent of teaching staff at Bowie Primary did not return for the 2025-2026

Root Cause: Inconsistent leadership present on campus.

Problem Statement 9: End of the year survey indicated a lack of parent communication throughout the 2024-2025 school year

Root Cause: Inconsistent communication and leadership

Problem Statement 10: Student discipline data reveals an increase in repeated, disruptive behaviors during learning time.

Root Cause: Inconsistent implementation of campus-wide behavior system and lack of parent communication.

Problem Statement 11: Staff moral was low last year due to many factors.

Root Cause: Inconsistent leadership and lack of uncertified staff and staff who left.

Problem Statement 12: Based on beginning of the of the year MClass assessment for the 2025 school year, only 35% of Third Grade students began the school year at or above grade level in reading.

Root Cause: Teachers lacked experience of planning and implementing effective small group interventions and high quality Tier 1 instruction.

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): 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 2 (Prioritized): For the 2024-2025 school year, 75% Hispanics, 44% White and 64% High Focus subpopulations did not meet grade level on Reading STAAR

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

Problem Statement 3 (Prioritized): Based on beginning of the of the year MClass assessment for the 2025 school year, only 35% of Third Grade students began the school year at or above grade level in reading.

Root Cause: Teachers lacked experience of planning and implementing effective small group interventions and high quality Tier 1 instruction.

Problem Statement 4 (Prioritized): Student reading scores on district and state assessments are below grade-level expectations.

Root Cause: There are gaps in comprehension, vocabulary, and fluency, combined with inconsistent instructional practices .

Problem Statement 5: Student discipline data reveals an increase in repeated, disruptive behaviors during learning time.

Root Cause: Inconsistent implementation of campus-wide behavior system and lack of parent communication.

Problem Statement 6 (Prioritized): Staff moral was low last year due to many factors.

Root Cause: Inconsistent leadership and lack of uncertified staff and staff who left.

Problem Statement 7 (Prioritized): End of the year survey indicated a lack of parent communication throughout the 2024-2025 school year

Root Cause: Inconsistent communication and leadership

Problem Statement 8 (Prioritized): Fifty percent of teaching staff at Bowie Primary did not return for the 2025-2026

Root Cause: Inconsistent leadership present on campus.

Problem Statement 9: Fifty percent of teaching staff at Bowie Primary did not return for the 2025-2026

Root Cause: Inconsistent leadership present on campus.

Problem Statement 10: End of the year survey indicated a lack of parent communication throughout the 2024-2025 school year

Root Cause: Inconsistent communication and leadership

Priority Problem Statements

Problem Statement 1: PBIS processes were not effective and behaviors were at a high level campus wide

Root Cause 1: Lack of consistent implementation and systems in place across the campus

Problem Statement 1 Areas: Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Student Learning - School Processes & Programs

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 2: 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 2 Areas: Family and Community Engagement - School Organization - School Processes & Programs - Perceptions

Problem Statement 3: An increase in students receiving special services in 504, RtI and Special Education.

Root Cause 3: A significant increase in SPED and special services (504/RtI) student population shows that our staff needs to focus on increasing high quality Tier 1 instructional strategies.

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment - Demographics - Student Learning

Problem Statement 4: Student reading scores on district and state assessments are below grade-level expectations.

Root Cause 4: There are gaps in comprehension, vocabulary, and fluency, combined with inconsistent instructional practices .

Problem Statement 4 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning - School Processes & Programs

Problem Statement 5: End of the year survey indicated a lack of parent communication throughout the 2024-2025 school year

Root Cause 5: Inconsistent communication and leadership

Problem Statement 5 Areas: School Culture and Climate - Family and Community Engagement - School Processes & Programs - Perceptions

Problem Statement 6: Staff moral was low last year due to many factors.

Root Cause 6: Inconsistent leadership and lack of uncertified staff and staff who left.

Problem Statement 6 Areas: Staff Quality, Recruitment, and Retention - School Processes & Programs - Perceptions

Problem Statement 7: Based on beginning of the of the year MClass assessment for the 2025 school year, only 35% of Third Grade students began the school year at or above grade level in reading.

Root Cause 7: Teachers lacked experience of planning and implementing effective small group interventions and high quality Tier 1 instruction.

Problem Statement 7 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning - Perceptions

Problem Statement 8: Fifty percent of teaching staff at Bowie Primary did not return for the 2025-2026

Root Cause 8: Inconsistent leadership present on campus.

Problem Statement 8 Areas: Staff Quality, Recruitment, and Retention - School Processes & Programs - Perceptions

Problem Statement 9: For the 2024-2025 school year, 75% Hispanics, 44% White and 64% High Focus subpopulations did not meet grade level on Reading STAAR

Root Cause 9: Students are lacking foundational skills, making it difficult to progress to comprehension of text.

Problem Statement 9 Areas: Demographics - Student Achievement - Student Learning - Perceptions

Problem Statement 10: Student reading scores on district and state assessments are below grade-level expectations.

Root Cause 10: There are gaps in comprehension, vocabulary, and fluency, combined with inconsistent instructional practices .

Problem Statement 10 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning - Perceptions

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
- 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: Seventy percent of all students will read on or above grade level, based on district goals, by end of year benchmark assessments.


High Priority


Evaluation Data Sources: Amplify (MCLASS) Reading Data, MAP data

Strategy 1 Details	Reviews		
<p>Strategy 1: Bowie will implement Bluebonnet HQIM during Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Student reading levels/proficiency will increase. Increase in student's academic achievement as demonstrated by:</p> <ul style="list-style-type: none"> (3) the use of data assessment from the Universal Reading screener for Kindergarten (4) teacher implementation of HMH and Mclass intervention to student needs. 5) the use of Amplify (Mclass)/Map data and interventions 6) utilize District Primary Literacy Coach to support ELAR instructional practices 7) Interventions and support from our campus Math Interventionist/Coach <p>Staff Responsible for Monitoring: Principal Academic Specialist Literacy Support Specialist ELAR teachers</p> <p>Title I: 2.51, 2.535</p> <ul style="list-style-type: none"> - 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 <p>Problem Statements: Demographics 1 - Student Learning 1, 4 - Student Achievement 2, 3 - School Processes & Programs 2 - Perceptions 2 - Curriculum, Instruction, and Assessment 1</p>	Formative		Summative
	Nov	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Student reading scores on district and state assessments are below grade-level expectations. **Root Cause:** There are gaps in comprehension, vocabulary, and fluency, combined with inconsistent instructional practices .

Problem Statement 4: For the 2024-2025 school year, 75% Hispanics, 44% White and 64% High Focus subpopulations did not meet grade level on Reading STAAR **Root Cause** : Students are lacking foundational skills, making it difficult to progress to comprehension of text.

School Processes & Programs

Problem Statement 2: Student reading scores on district and state assessments are below grade-level expectations. **Root Cause:** There are gaps in comprehension, vocabulary, and fluency, combined with inconsistent instructional practices .

Perceptions

Problem Statement 2: For the 2024-2025 school year, 75% Hispanics, 44% White and 64% High Focus subpopulations did not meet grade level on Reading STAAR **Root Cause** : Students are lacking foundational skills, making it difficult to progress to comprehension of text.

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 82% of students will score approaches on district assessments, 56% will score at the meets level, and 25% will score at master's level.





High Priority

HB3 Goal

Evaluation Data Sources: District based assessments

Strategy 1 Details	Reviews		
<p>Strategy 1: Bowie Primary classroom teachers will implement Bluebonnet HQIM in Reading and Math with fidelity.</p> <p>Strategy's Expected Result/Impact: Student sub-populations will increase their academic achievement in all content areas.</p> <p>Staff Responsible for Monitoring: Principal Academic Specialist Literacy Support Specialist</p> <p>Title I: 2.51, 2.532</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 3 - Student Achievement 2 - School Processes & Programs 2 - Curriculum, Instruction, and Assessment 1, 2</p>	Formative		Summative
	Nov	Mar	June

Strategy 2 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Students will receive targeted instruction in a small group setting allowing interventions to be achieved for all students.</p> <p>Staff Responsible for Monitoring: Principal Academic Specialist Literacy Support Math Interventionist</p> <p>Title I: 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - Student Achievement 2 - School Processes & Programs 2 - Curriculum, Instruction, and Assessment 1</p>	Formative		Summative
	Nov	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: 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 increasing high quality Tier 1 instructional strategies.</p>
Student Learning
<p>Problem Statement 1: Student reading scores on district and state assessments are below grade-level expectations. Root Cause: There are gaps in comprehension, vocabulary, and fluency, combined with inconsistent instructional practices .</p>
<p>Problem Statement 3: 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 increasing high quality Tier 1 instructional strategies.</p>
School Processes & Programs
<p>Problem Statement 2: Student reading scores on district and state assessments are below grade-level expectations. Root Cause: There are gaps in comprehension, vocabulary, and fluency, combined with inconsistent instructional practices .</p>

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 White, Hispanic and High Focus subpops.





High Priority

HB3 Goal

Evaluation Data Sources: 2026 STAAR results

Strategy 1 Details	Reviews		
<p>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</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal Academic Specialist Classroom teachers Math Interventionist Literacy Support</p> <p>Title I: 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 5 - Student Achievement 2, 4 - School Processes & Programs 2 - Perceptions 3 - Curriculum, Instruction, and Assessment 1, 4</p>	Formative		Summative
	Nov	Mar	June

Strategy 2 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Principal Academic Specialist Reading Support Math Support</p> <p>Title I: 2.534</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 6 - Student Achievement 5 - Perceptions 4 - Curriculum, Instruction, and Assessment 5</p>	Formative		Summative
	Nov	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Student reading scores on district and state assessments are below grade-level expectations. Root Cause: There are gaps in comprehension, vocabulary, and fluency, combined with inconsistent instructional practices .</p>
<p>Problem Statement 5: Based on beginning of the of the year MClass assessment for the 2025 school year, only 35% of Third Grade students began the school year at or above grade level in reading. Root Cause: Teachers lacked experience of planning and implementing effective small group interventions and high quality Tier 1 instruction.</p>
<p>Problem Statement 6: Student reading scores on district and state assessments are below grade-level expectations. Root Cause: There are gaps in comprehension, vocabulary, and fluency, combined with inconsistent instructional practices .</p>
School Processes & Programs
<p>Problem Statement 2: Student reading scores on district and state assessments are below grade-level expectations. Root Cause: There are gaps in comprehension, vocabulary, and fluency, combined with inconsistent instructional practices .</p>
Perceptions
<p>Problem Statement 3: Based on beginning of the of the year MClass assessment for the 2025 school year, only 35% of Third Grade students began the school year at or above grade level in reading. Root Cause: Teachers lacked experience of planning and implementing effective small group interventions and high quality Tier 1 instruction.</p>
<p>Problem Statement 4: Student reading scores on district and state assessments are below grade-level expectations. Root Cause: There are gaps in comprehension, vocabulary, and fluency, combined with inconsistent instructional practices .</p>

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

Performance Objective 4: Third grade students will set academic goals and track their own progress using an individualized data folder.

Evaluation Data Sources: Goal setting folders and data discussions

Strategy 1 Details	Reviews		
<p>Strategy 1: Students will update their data folders after each MAP assessment.</p> <p>Strategy's Expected Result/Impact: Students set personal goals and reflect on their progress.</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>Problem Statements: Student Learning 1 - Student Achievement 2 - School Processes & Programs 2 - Curriculum, Instruction, and Assessment 1</p>	Formative		Summative
	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 1: Student reading scores on district and state assessments are below grade-level expectations. Root Cause: There are gaps in comprehension, vocabulary, and fluency, combined with inconsistent instructional practices .</p>
School Processes & Programs
<p>Problem Statement 2: Student reading scores on district and state assessments are below grade-level expectations. Root Cause: There are gaps in comprehension, vocabulary, and fluency, combined with inconsistent instructional practices .</p>





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

Performance Objective 1: During the 2025-2026 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.

High Priority

Evaluation Data Sources: Emergency Preparedness Manual/Logs

Strategy 1 Details	Reviews		
<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>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 7 - Perceptions 8 - Staff Quality, Recruitment, and Retention 3</p>	Formative		Summative
	Nov	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 7: Fifty percent of teaching staff at Bowie Primary did not return for the 2025-2026 Root Cause: Inconsistent leadership present on campus.</p>
Perceptions
<p>Problem Statement 8: Fifty percent of teaching staff at Bowie Primary did not return for the 2025-2026 Root Cause: Inconsistent leadership present on campus.</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: The Principal will send a monthly staff "Care" survey assessing staff well-being. The Counselor will conduct monthly social emotional learning lessons. Classroom teachers will conduct daily Morning Meetings with their students.

Strategy 1 Details	Reviews		
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Counselor Communities in Schools (CIS) staff</p> <p>Title I: 2.531</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 2 - Student Achievement 7 - School Processes & Programs 1 - School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 5</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: The principal will send a review a monthly staff CARE survey to assess staff well-being.</p> <p>Strategy's Expected Result/Impact: Staff will reflect and have a voice in maintaining a positive school culture.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Student Learning 2 - Student Achievement 7 - School Processes & Programs 1, 5 - School Culture and Climate 3 - Perceptions 6 - Staff Quality, Recruitment, and Retention 2, 5</p>	Formative		Summative
	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: PBIS processes were not effective and behaviors were at a high level campus wide **Root Cause:** Lack of consistent implementation and systems in place across the campus

School Processes & Programs

Problem Statement 1: PBIS processes were not effective and behaviors were at a high level campus wide **Root Cause:** Lack of consistent implementation and systems in place across the campus

Problem Statement 5: Staff moral was low last year due to many factors. **Root Cause:** Inconsistent leadership and lack of uncertified staff and staff who left.

Perceptions





Problem Statement 6: Staff moral was low last year due to many factors. **Root Cause:** Inconsistent leadership and lack of uncertified staff and staff who left.

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

Performance Objective 3: At the beginning of the 2025-2026 school year, Bowie Primary staff will implement PBIS systems and protocols to promote a positive learning environment which enhances student behavior and a positive school culture.

High Priority

Evaluation Data Sources: PBIS monthly meetings, classroom managed discipline logs, office referrals, monthly student celebrations (Bowie Live), Region 8 PBIS cohort participation, monthly attendance tracking and celebration of perfect attendance.

Strategy 1 Details	Reviews		
<p>Strategy 1: Bowie will create a PBIS committee and attend trainings through the Region 8 cohort.</p> <p>Strategy's Expected Result/Impact: Office referrals will decrease and the school culture and climate will be impacted in a positive way.</p> <p>Staff Responsible for Monitoring: The PBIS Committee</p> <p>Title I: 2.53, 2.533</p> <p>Problem Statements: Student Learning 2 - Student Achievement 7 - School Processes & Programs 1 - School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 5</p>	Formative		Summative
	Nov	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 2: PBIS processes were not effective and behaviors were at a high level campus wide Root Cause: Lack of consistent implementation and systems in place across the campus</p>
School Processes & Programs
<p>Problem Statement 1: PBIS processes were not effective and behaviors were at a high level campus wide Root Cause: Lack of consistent implementation and systems in place across the campus</p>

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

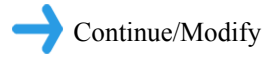
Strategy 1 Details	Reviews		
<p>Strategy 1: Continue to provide on-going PLC conversations and support regarding teacher implementation of high-yield instructional practices.</p> <p>Strategy's Expected Result/Impact: Increase in overall student performance across all content areas</p> <p>Staff Responsible for Monitoring: Principal Academic Specialist Literacy Support Specialist</p> <p>Title I: 2.52, 2.534</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>-</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 3 - Student Achievement 2 - School Processes & Programs 2, 7 - Perceptions 8 - Staff Quality, Recruitment, and Retention 3 - Curriculum, Instruction, and Assessment 1, 2</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Provide staff with appropriate high-quality professional development opportunities to ensure effective delivery of instructional strategies.</p> <p>Strategy's Expected Result/Impact: Staff members will effectively use the instructional delivery processes to reach students of all levels.</p> <p>Staff Responsible for Monitoring: Principal Academic Specialist</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 5, 7 - Perceptions 6, 8 - Staff Quality, Recruitment, and Retention 2, 3</p>	Formative		Summative
	Nov	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: 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 increasing high quality Tier 1 instructional strategies.

Student Learning

Problem Statement 1: Student reading scores on district and state assessments are below grade-level expectations. **Root Cause:** There are gaps in comprehension, vocabulary, and fluency, combined with inconsistent instructional practices .

Problem Statement 3: 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 increasing high quality Tier 1 instructional strategies.

School Processes & Programs

Problem Statement 2: Student reading scores on district and state assessments are below grade-level expectations. **Root Cause:** There are gaps in comprehension, vocabulary, and fluency, combined with inconsistent instructional practices .

Problem Statement 5: Staff moral was low last year due to many factors. **Root Cause:** Inconsistent leadership and lack of uncertified staff and staff who left.

Problem Statement 7: Fifty percent of teaching staff at Bowie Primary did not return for the 2025-2026 **Root Cause:** Inconsistent leadership present on campus.

Perceptions

Problem Statement 6: Staff moral was low last year due to many factors. **Root Cause:** Inconsistent leadership and lack of uncertified staff and staff who left.





Problem Statement 8: Fifty percent of teaching staff at Bowie Primary did not return for the 2025-2026 **Root Cause:** Inconsistent leadership present on campus.

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		
<p>Strategy 1: Implementation of supports through New Teacher Academy and SSISD Mentor Program.</p> <p>Strategy's Expected Result/Impact: Continue to retain exceptional staff, while giving support to newly hired and retained staff members.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 1 - Student Achievement 2 - School Processes & Programs 2, 5, 7 - Perceptions 6, 8 - Staff Quality, Recruitment, and Retention 2, 3 - Curriculum, Instruction, and Assessment 1</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Complete individualized training based on teacher's specific needs</p> <p>Strategy's Expected Result/Impact: Increase teacher instructional knowledge and ability within their content area as well as classroom management skills</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>-</p> <p>Problem Statements: Student Learning 1, 2 - Student Achievement 2, 7 - School Processes & Programs 1, 2, 7 - School Culture and Climate 3 - Perceptions 8 - Staff Quality, Recruitment, and Retention 3, 5 - Curriculum, Instruction, and Assessment 1</p>	Formative		Summative
	Nov	Mar	June

Strategy 3 Details	Reviews		
<p>Strategy 3: Teacher recognition during Bowie Live.</p> <p>Strategy's Expected Result/Impact: Teacher retention</p> <p>Staff Responsible for Monitoring: Principal Academic Specialist</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 2 - Student Achievement 7 - School Processes & Programs 1, 7 - School Culture and Climate 3 - Perceptions 8 - Staff Quality, Recruitment, and Retention 3, 5</p>	Formative		Summative
	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:





Student Learning
<p>Problem Statement 1: Student reading scores on district and state assessments are below grade-level expectations. Root Cause: There are gaps in comprehension, vocabulary, and fluency, combined with inconsistent instructional practices .</p>
<p>Problem Statement 2: PBIS processes were not effective and behaviors were at a high level campus wide Root Cause: Lack of consistent implementation and systems in place across the campus</p>
School Processes & Programs
<p>Problem Statement 1: PBIS processes were not effective and behaviors were at a high level campus wide Root Cause: Lack of consistent implementation and systems in place across the campus</p>
<p>Problem Statement 2: Student reading scores on district and state assessments are below grade-level expectations. Root Cause: There are gaps in comprehension, vocabulary, and fluency, combined with inconsistent instructional practices .</p>
<p>Problem Statement 5: Staff moral was low last year due to many factors. Root Cause: Inconsistent leadership and lack of uncertified staff and staff who left.</p>
<p>Problem Statement 7: Fifty percent of teaching staff at Bowie Primary did not return for the 2025-2026 Root Cause: Inconsistent leadership present on campus.</p>
Perceptions
<p>Problem Statement 6: Staff moral was low last year due to many factors. Root Cause: Inconsistent leadership and lack of uncertified staff and staff who left.</p>
<p>Problem Statement 8: Fifty percent of teaching staff at Bowie Primary did not return for the 2025-2026 Root Cause: Inconsistent leadership present on campus.</p>

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 3: Bowie Primary will mentor and coach all staff to enhance and retain highly qualified staff.

High Priority

Evaluation Data Sources: Instructional coaches and principal walkthrough documentation, mentor documentation.

Strategy 1 Details	Reviews		
<p>Strategy 1: The principal and instructional coaches will attend training through Simply Coaching and Region 8 - Bluebonnet LASO Grant implementation and implement coaching practices.</p> <p>Strategy's Expected Result/Impact: Teacher retention and effective teacher practices.</p> <p>Staff Responsible for Monitoring: Principal Instructional Coaches</p> <p>Title I: 2.52, 2.53</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - Student Achievement 2, 7 - School Processes & Programs 1, 2, 7 - School Culture and Climate 3 - Perceptions 8 - Staff Quality, Recruitment, and Retention 3, 5 - Curriculum, Instruction, and Assessment 1, 2</p>	Formative		Summative
	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: 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 increasing high quality Tier 1 instructional strategies.</p>
Student Learning
<p>Problem Statement 1: Student reading scores on district and state assessments are below grade-level expectations. Root Cause: There are gaps in comprehension, vocabulary, and fluency, combined with inconsistent instructional practices .</p>
<p>Problem Statement 2: PBIS processes were not effective and behaviors were at a high level campus wide Root Cause: Lack of consistent implementation and systems in place across the campus</p>
<p>Problem Statement 3: 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 increasing high quality Tier 1 instructional strategies.</p>

School Processes & Programs

Problem Statement 1: PBIS processes were not effective and behaviors were at a high level campus wide **Root Cause:** Lack of consistent implementation and systems in place across the campus

Problem Statement 2: Student reading scores on district and state assessments are below grade-level expectations. **Root Cause:** There are gaps in comprehension, vocabulary, and fluency, combined with inconsistent instructional practices .

Problem Statement 7: Fifty percent of teaching staff at Bowie Primary did not return for the 2025-2026 **Root Cause:** Inconsistent leadership present on campus.

Perceptions





Problem Statement 8: Fifty percent of teaching staff at Bowie Primary did not return for the 2025-2026 **Root Cause:** Inconsistent leadership present on campus.

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.

High Priority

Evaluation Data Sources: The Principal will send bimonthly parent newsletters. Bowie Primary Parent and Staff Surveys will be conducted and reviewed.

Strategy 1 Details	Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in overall support and positive interaction with all stakeholders.</p> <p>Staff Responsible for Monitoring: Principal Academic Specialist</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 6 - School Culture and Climate 5 - Perceptions 7 - Family and Community Engagement 2</p>	Formative		Summative
	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:





School Processes & Programs
<p>Problem Statement 6: End of the year survey indicated a lack of parent communication throughout the 2024-2025 school year Root Cause: Inconsistent communication and leadership</p>
Perceptions
<p>Problem Statement 7: End of the year survey indicated a lack of parent communication throughout the 2024-2025 school year Root Cause: Inconsistent communication and leadership</p>

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

Performance Objective 2: Campus will hold 2 Family Engagement events during the 2025-2026 school year to promote Family and Community partnerships.

High Priority

Evaluation Data Sources: Staff monthly committee meeting action plans. Community and parent involvement sign-in sheets.

Strategy 1 Details	Reviews		
<p>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</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 6 - School Culture and Climate 5 - Perceptions 7 - Family and Community Engagement 2</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Utilize monthly Bowie Live Assemblies to showcase student learning and positive behavior. 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</p> <p>ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 2 - Student Achievement 7 - School Processes & Programs 1 - School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 5</p>	Formative		Summative
	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: PBIS processes were not effective and behaviors were at a high level campus wide **Root Cause:** Lack of consistent implementation and systems in place across the campus

School Processes & Programs

Problem Statement 1: PBIS processes were not effective and behaviors were at a high level campus wide **Root Cause:** Lack of consistent implementation and systems in place across the campus

Problem Statement 6: End of the year survey indicated a lack of parent communication throughout the 2024-2025 school year **Root Cause:** Inconsistent communication and leadership

Perceptions





Problem Statement 7: End of the year survey indicated a lack of parent communication throughout the 2024-2025 school year **Root Cause:** Inconsistent communication and leadership

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 will be maintained and all spending will be related to student and campus needs.

Strategy 1 Details	Reviews		
<p>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</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 3, 5, 7 - Perceptions 1, 6, 8 - Staff Quality, Recruitment, and Retention 2, 3 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 3 - School Organization 1</p>	Formative		Summative
	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: 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 increasing high quality Tier 1 instructional strategies.</p>
Student Learning
<p>Problem Statement 3: 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 increasing high quality Tier 1 instructional strategies.</p>
School Processes & Programs
<p>Problem Statement 3: 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>
<p>Problem Statement 5: Staff moral was low last year due to many factors. Root Cause: Inconsistent leadership and lack of uncertified staff and staff who left.</p>

School Processes & Programs

Problem Statement 7: Fifty percent of teaching staff at Bowie Primary did not return for the 2025-2026 **Root Cause:** Inconsistent leadership present on campus.

Perceptions

Problem Statement 1: 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 6: Staff moral was low last year due to many factors. **Root Cause:** Inconsistent leadership and lack of uncertified staff and staff who left.

Problem Statement 8: Fifty percent of teaching staff at Bowie Primary did not return for the 2025-2026 **Root Cause:** Inconsistent leadership present on campus.

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

Performance Objective 1: We will plan for regular maintenance and upkeep of school facilities.

Evaluation Data Sources: Staff and parent surveys/input

Strategy 1 Details	Reviews		
<p>Strategy 1: Regular inspection of the building through daily walkthroughs will inform needed maintenance requests through the district. Strategy's Expected Result/Impact: The building will be maintained Staff Responsible for Monitoring: District and campus administrators</p> <p>Problem Statements: School Processes & Programs 3 - Perceptions 1 - Family and Community Engagement 3 - School Organization 1</p>	Formative		Summative
	Nov	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 3: 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>
Perceptions
<p>Problem Statement 1: 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>

State Compensatory

Budget for Bowie Primary

Total SCE Funds: \$118,250.00

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 Bowie Primary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Irene Bautista	Instructional Aide	1
Kodeann Crawford	Math Specialist	1

Title I

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Barbara Bloodgood	Academic Paraprofessional	Title I Schoolwide	1.0
Joan Stowater	Academic Paraprofessional	Title I Schoolwide	1.0
Rylee Cortez	Academic Paraprofessional	Title I Schoolwide	1.0

2025-2026 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	Dylan Blair	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	Lexi Hogue	Classroom Teacher
Classroom Teacher	Summer Hauerwas	Classroom Teacher
Classroom Teacher	Angela France	Classroom Teacher
Business Representatives	Collin Stroud	Business Representatives
Business Representatives	Morris Weston	Business Representatives
Community Member	Shelley Burton	Community Member
Community Member	BJ Teer	Community Member
Parent	Chelsea Delorge	Parent
Parent	Kali Cox	Parent

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