

Sulphur Springs Independent School District

Barbara Bush Elementary

2026-2027 Campus Improvement Plan



Mission Statement

Mission Statement

We are Sulphur Springs Independent School District, an innovative, student centered, family-oriented district, preparing ALL students to adapt and excel as citizens of a fast-changing world.

In partnership with families and our community, we provide opportunities for ALL students to attain personal growth and become lifelong learners.

Vision

Educating students to their fullest potential.

Value Statement

Core Beliefs

We believe all children can learn.

We believe every student's basic needs must be met.

We believe every person should be and feel safe.

We believe every person is unique, valuable, and has worth.

We believe relationships are essential.

We believe in helping all students find success in a changing world.

We believe family and community partnerships are essential.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Barbara Bush Elementary will align campus performance targets, instructional priorities, professional learning, and resources to the needs identified through the Comprehensive Needs Assessment. The campus goal is to improve overall academic performance by increasing student achievement, accelerating academic growth, and closing achievement gaps among all student groups.

Campus priorities and measurable targets include:

Priority 1: Increase Student Achievement

BBES will increase student performance across Reading Language Arts, Mathematics, and Science, with an intentional focus on increasing the percentage of students achieving at the Meets and Masters Grade Level standards. Campus STAAR targets are 64% Approaches, 47% Meets, and 23% Masters in Reading; 65% Approaches, 50% Meets, and 30% Masters in Mathematics; and 71% Approaches, 45% Meets, and 26% Masters in Science.

Priority 2: Increase Academic Growth

BBES will target an Academic Growth score of 71 or higher. Teachers will utilize mCLASS, MAP Growth, district assessments, common formative assessments, student work, and other progress-monitoring data to identify students who are not demonstrating expected growth and provide timely instructional responses.

Priority 3: Improve Closing the Gaps

Closing the Gaps will remain a major campus priority. BBES will work toward achieving 75% of available points in Academic Achievement, 75% in Growth Status, 100% in English Language Proficiency, and 75% in Student Success Status. PLCs and campus data reviews will routinely disaggregate performance by student group to identify gaps and determine appropriate instructional responses.

Priority 4: Strengthen Tier 1 Instruction

BBES will strengthen implementation of high-quality Tier 1 instruction through deeper internalization of Bluebonnet Learning Reading Language Arts and Mathematics. Instructional priorities will include strategic student discourse, aggressive monitoring, purposeful scaffolding, increased student engagement, frequent checks for understanding, and intentional celebration of student learning and growth. Learning Walks, coaching, PLCs, and LASO Cycle III support will be utilized to monitor implementation and provide actionable feedback.

Priority 5: Strengthen Intervention, Enrichment, and Progress Monitoring

WIN time and MTSS will be used to provide targeted intervention and enrichment based on individual student needs. Student groups will be flexible and data-driven, with progress monitored regularly to determine the effectiveness of interventions and the need for instructional adjustments. Particular attention will be given to foundational literacy and numeracy skills and students performing below benchmark.

Priority 6: Strengthen School Culture, Attendance, and Engagement

BBES will maintain a safe, positive, and student-centered learning environment through consistent implementation of PBIS and PAX, student recognition and celebrations, attendance initiatives, student leadership opportunities, and family and community engagement. Fourth- and fifth-grade Student Ambassadors will provide additional opportunities for student voice, leadership, service, campus activities, and fundraising.

Progress toward campus targets will be monitored throughout the year through PLCs, leadership meetings, assessment cycles, Learning Walks, MTSS reviews, attendance and behavior data, and campus progress-monitoring systems. Strategies and resources will be adjusted as needed to ensure that campus actions remain directly aligned to identified

priorities and measurable student outcomes.

Demographics

Demographics Summary

Barbara Bush Elementary is a Kindergarten through Fifth 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 Elementary serves approximately 415 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 connection 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 classes, three Second grade classes, four Third grade classes, four Fourth grade classes, four Fifth grade classes, and two Self-contained Special Education 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 Elementary campus.

Barbara Bush Elementary serves an ethnically diverse student population with economically disadvantaged and at-risk students. The vision of Barbara Bush Elementary is "Educating all students to their full potential." This means that as a campus, we believe 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 lifelong learning strategies.

Barbara Bush Primary Ethnic Distribution and Sub-Demographics for 2026-2027

Ethnic Distribution	Percent		Sub-Demographic	Percent
African American	13%		Economically Disadvantaged	62%
Hispanic	24%		English Language Learners	5%
White	54%		At-Risk	29%
American Indian	-1 %		Gifted and Talented	5%
Asian	1%		Special Education	21%
Two or More Races	7%			

The district uses state compensatory and federal Title I funding to provide supplementary services for students who are economically disadvantaged and/or at risk. Ongoing use of these funding sources helps ensure 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 Goal 2026-2027	96%
Previous Attendance Rate 2025-2026	94.8%

Demographics Strengths

Barbara Bush Elementary recognizes the diversity of its student population as a campus strength. The varied backgrounds, experiences, and needs represented within the student body provide opportunities to build an inclusive learning environment that supports high expectations and academic success for all students.

As a Title I campus, Barbara Bush Elementary utilizes federal Title I and State Compensatory Education (SCE) funds to supplement the regular instructional program and provide additional academic supports, interventions, resources, and services for students who are economically disadvantaged and/or identified as at risk of not meeting state academic standards. Funding decisions are aligned with identified student needs and campus improvement priorities to increase student achievement, accelerate academic growth, and close performance gaps among student groups.

The Comprehensive Needs Assessment identified the following demographic and organizational strengths:

1. **Family and Community Engagement:** The campus benefits from families who value education and demonstrate a commitment to student success. Partnerships with parents, community organizations, and local businesses provide additional resources and support for students and staff.
2. **Teacher Support and Mentoring:** Campus and district mentoring systems provide structured support for new teachers. New staff members report that mentoring, collaboration, and professional learning opportunities assist them in transitioning successfully into the district and campus instructional systems.
3. **Strong PTO and Community Partnerships:** Barbara Bush Elementary maintains an active PTO and positive relationships with community partners and local businesses. These partnerships support campus initiatives, student activities, staff appreciation, and opportunities that enhance the overall educational experience.
4. **Continuity of Student and Family Relationships:** Serving students across multiple elementary grade levels provides increased continuity for students and families. Students who remain on the campus for multiple years have greater opportunities to establish sustained relationships with teachers, staff, and peers. This structure supports stronger school-to-home communication, increased family engagement, and a greater sense of belonging.
5. **Commitment to Equitable Student Support:** Campus systems and supplemental resources are designed to address identified academic and non-academic needs. The campus continues to use student performance, attendance, intervention, and demographic data to identify areas of need and determine appropriate supports for individual students and student groups.

These strengths provide a foundation for the campus to address identified areas of need, improve academic achievement and growth, strengthen school-family partnerships, and ensure that all students have access to the resources and support necessary for success.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Barbara Bush Elementary 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 2025-2026 school year, out of 25 Hispanic students, only 4 students mastered, 8 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 2025-2026 school year, out of 25 Hispanic students, only 4 student mastered, 7 students met, and 12 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 2025-2026 school year, Barbara Bush Elementary 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.

Problem Statement 7: Student achievement data indicate that too few students are performing at the Meets and Masters Grade Level standards, with achievement gaps continuing among identified student groups. Campus accountability data further indicate that Closing the Gaps (Domain 3) is an area of significant need, demonstrating the need for increased academic achievement and growth across all student populations.

Root Cause: Instructional practices and intervention systems have not been implemented with consistent fidelity across all grade levels and student groups. There is a need for more consistent use of data to differentiate high-quality Tier 1 instruction, identify and respond to learning gaps, provide targeted WIN/MTSS intervention and enrichment, and monitor student progress frequently and adjust instruction.

Student Learning

Student Learning Summary

The State of Texas Assessments of Academic Readiness (STAAR) provide an annual measure of student performance in required content areas and serve as one component of the Texas accountability system. Barbara Bush Elementary will utilize 2025–2026 STAAR results, including the Masters Grade Level, Meets Grade Level, Approaches Grade Level, and Did Not Meet Grade Level performance categories, to identify student strengths and areas of need and to guide instructional planning, intervention, and enrichment.

In addition to STAAR data, Barbara Bush Elementary will utilize multiple measures of student performance, including mCLASS, MAP assessments, district assessments, common formative assessments, TELPAS, and classroom-based data, to monitor student progress and make timely instructional adjustments. These multiple data sources will assist teachers and instructional teams in identifying learning gaps, planning differentiated instruction, establishing targeted WIN/MTSS supports, and monitoring student growth throughout the school year.

STAAR performance levels provide important information regarding students’ readiness for continued academic success. Approaches Grade Level indicates that students demonstrate some knowledge and skills but may require targeted academic intervention to be successful in the next grade level. Meets Grade Level indicates strong knowledge of grade-level content and a high likelihood of success in the next grade or course, while Masters Grade Level indicates mastery of grade-level knowledge and skills. Barbara Bush Elementary will maintain a strong instructional focus on increasing the percentage of students achieving at the Meets and Masters Grade Level standards while ensuring appropriate academic growth for all students and reducing achievement gaps among identified student groups

2025-2026 STAAR ALL STUDENTS	APPROACHES GRADE LEVEL PERFORMANCE	MEETS GRADE LEVEL PERFORMANCE	MASTERS GRADE LEVEL PERFORMANCE
3RD GRADE RLA	59%	42%	18%
3RD GRADE MATH	60%	45%	25%

Amplify mCLASS is an early literacy assessment and instructional support system used to identify students’ reading strengths and areas of need. The assessment provides data to guide instructional planning, differentiation, progress monitoring, and targeted intervention. Barbara Bush Elementary utilizes mCLASS data to monitor student growth, identify students requiring additional support, and make timely instructional adjustments to promote continued reading development and achievement.

mCLASS Benchmark (performance level composite score percentages)

2026-2027	Kindergarten			First Grade			Second Grade		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY

2026-2027	Kindergarten			First Grade			Second Grade		
% ABOVE Benchmark	9%			13%			17%		
% AT Benchmark	17%			24%			24%		
% BELOW Benchmark	17%			19%			19%		
% WELL BELOW Benchmark	57%			44%			35%		

During the 2026–2027 school year, Barbara Bush Elementary will utilize the MAP Growth assessments in Reading and Mathematics for students in grades 2 through 5. Assessments were administered at the beginning, middle, and end of the year to measure student achievement and academic growth over time. Teachers and instructional teams used MAP Growth data to identify individual student strengths and areas of need, establish academic goals, differentiate instruction, and plan targeted intervention and enrichment opportunities. Results were also used to monitor student progress and make data-informed instructional decisions throughout the school year.

Reading MAP

2026-2027	1-20 percentile	21-40 percentile	41-60 percentile	61-80 percentile	80- 100 percentile
Second					
BOY	12%	28%	28%	17%	15%
MOY					
EOY					
Third	27%	20%	23%	20%	10%
BOY					

2026-2027	1-20 percentile	21-40 percentile	41-60 percentile	61-80 percentile	80- 100 percentile
MOY					
EOY					
Fourth					
BOY	20%	17%	20%	31%	12%
MOY					
EOY					
Fifth					
BOY	17%	25%	19%	30%	9%
MOY					
EOY					

Math MAP

2026-2027	1-20 percentile	21-40 percentile	41-60 percentile	61-80 percentile	80- 100 percentile
Second					
BOY	17%	31%	20%	23%	9%
MOY					
EOY					
Third					
BOY	24%	26%	17%	19%	14%
MOY					
EOY					
Fourth					
BOY	12%	15%	38%	27%	8%
MOY					
EOY					
Fifth					

2026-2027	1-20 percentile	21-40 percentile	41-60 percentile	61-80 percentile	80- 100 percentile
BOY	22%	16%	23%	22%	17%
MOY					
EOY					

Student Learning Strengths

Barbara Bush Elementary has high expectations for all students. Some of the campus strengths include:

1. Barbara Bush Elementary 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 Elementary has a Math Instructional Interventionist/Coach and (2) Literacy Instructional Interventionist/Coaches 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, 46% of Barbara Bush Elementary School's Kindergarten through Second grade are performing well below benchmark level on the overall campus composite score.

Root Cause: Foundational literacy skills have not been consistently mastered by all students, indicating a need for more consistent implementation of high-quality Tier 1 foundational reading instruction, early identification of specific skill deficits, and timely, targeted intervention based on individual student needs.

Problem Statement 2 (Prioritized): For the 2025-2026 school year, Barbara Bush Elementary 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.

Problem Statement 3: Student achievement data indicate that too few students are performing at the Meets and Masters Grade Level standards, with achievement gaps continuing among identified student groups. Campus accountability data further indicate that Closing the Gaps (Domain 3) is an area of significant need, demonstrating the need for increased academic achievement and growth across all student populations.

Root Cause: Instructional practices and intervention systems have not been implemented with consistent fidelity across all grade levels and student groups. There is a need for more

consistent use of data to differentiate high-quality Tier 1 instruction, identify and respond to learning gaps, provide targeted WIN/MTSS intervention and enrichment, and monitor student progress frequently and adjust instruction.

School Processes & Programs

School Processes & Programs Summary

Barbara Bush Elementary is committed to ensuring that all students are encouraged, supported, and challenged to reach their full academic potential through a rigorous, TEKS-aligned curriculum. Instruction is designed to provide appropriate depth, complexity, and rigor while addressing the diverse academic needs of students in Kindergarten through fifth grade. The campus provides supplemental instruction, intervention, acceleration, and enrichment opportunities in Reading Language Arts, Mathematics, Writing, Science, and Social Studies. Additional learning opportunities, including summer programming, are provided for students demonstrating identified academic needs.

A primary instructional focus for the 2026–2027 school year is strengthening the implementation of high-quality Tier 1 instruction through deeper internalization of the Bluebonnet Learning Reading Language Arts and Mathematics curricula. Teachers will engage in intentional lesson internalization to develop a deeper understanding of lesson objectives, standards, instructional tasks, anticipated student responses, misconceptions, and opportunities for differentiation. Campus instructional priorities include strategic student discourse, aggressive monitoring of student understanding, increased student engagement, purposeful scaffolding, frequent checks for understanding, and intentional celebration of student learning and growth. These practices are designed to increase student ownership of learning while ensuring that teachers respond effectively to student needs during instruction.

Barbara Bush Elementary utilizes a variety of district-adopted and supplemental instructional resources to support student learning. Instructional resources and strategies include Bluebonnet Learning Reading Language Arts and Mathematics, Amplify Skills, Heggerty, Fundamental Five, technology-based resources, and other evidence-based programs aligned with identified student needs. Critical supplemental and assessment programs CogAT, mCLASS, MAP Growth, Reflex Math, Waggle for grades 2–5, Zearn for grade 2, Read 180 for grades 3–5 RLA, Flex 180 for grades 3–5 Mathematics, Writable for grades 2–5, and Boost for grades K–1. These resources are used to supplement Tier 1 instruction and provide targeted intervention, practice, acceleration, and enrichment based on student performance data.

Professional Learning Communities are an essential component of the campus instructional framework. Teachers participate in dedicated PLC time each week for Reading Language Arts and Mathematics. PLCs provide structured opportunities for teachers to internalize upcoming Bluebonnet lessons, analyze student work and assessment data, identify misconceptions and learning gaps, plan instructional responses, and determine appropriate differentiation, intervention, and enrichment. Assessment data from STAAR, mCLASS, MAP Growth, district assessments, common formative assessments, TELPAS, and classroom-based measures are utilized to monitor student progress and guide instructional decisions. The campus will emphasize consistent use of data to move beyond identification of student needs to timely instructional action and ongoing progress monitoring.

Barbara Bush Elementary implements a Multi-Tiered System of Supports (MTSS) to identify, intervene, and monitor students demonstrating academic or behavioral needs. WIN time provides targeted opportunities for intervention and enrichment based on current student data. Teachers and support staff collaborate to establish flexible student groups, implement targeted instruction, monitor progress, and adjust supports based on student response. The campus will continue strengthening the connection among Tier 1 instruction, assessment results, WIN time, and MTSS to ensure that students receive appropriate support before learning gaps become more significant.

The Cognitive Abilities Test (CogAT) is administered to students as designated by district identification procedures and is utilized as one source of data in the identification process for Gifted and Talented services. CogAT data provide information regarding students' reasoning and problem-solving abilities and, when considered with other measures, assist educators in identifying students who may benefit from advanced academic services and enrichment opportunities.

Barbara Bush Elementary received the LASO Cycle III grant for the 2026–2027 school year. Through this initiative, the campus will collaborate with Region 8 Education Service Center and the SSISD Curriculum and Instruction team to strengthen implementation of Bluebonnet Learning instructional materials. Professional learning, lesson internalization, Learning Walks, observation protocols, coaching, and feedback will be utilized to support implementation with fidelity. Campus administrators, district instructional staff, and Region 8 personnel will collaborate with teachers to identify strengths, provide actionable feedback, and determine next steps for continued instructional improvement.

Professional learning will be intentionally aligned with campus and student needs. Faculty and staff will participate in required district and state professional development as well as targeted learning related to curriculum implementation, effective instructional practices, data analysis, differentiation, intervention, student engagement, and technology integration. Barbara Bush Elementary will continue to utilize Wisdom Walks, PLCs, coaching, collaborative planning, and professional learning opportunities to allow teachers to observe effective practices, reflect on instruction, and learn from colleagues. New teachers will receive additional support through SSISD's New Teacher Academy, mentoring programs,

campus leadership, and collaborative professional learning structures.

Technology is integrated as a tool to enhance instruction, engagement, differentiation, assessment, and student learning. Teachers and staff receive training in the effective use of instructional technology, including Newline interactive boards, iPads, Chromebooks, and approved instructional software. The district provides students with access to digital learning resources. Faculty and staff also utilize Skyward and Eduphoria to support student information management, assessment, data analysis, and instructional planning. District policies and procedures are in place to promote appropriate digital citizenship and address cybersecurity, web filtering, and responsible technology use.

Barbara Bush Elementary recognizes that academic success is strengthened when students' social, emotional, behavioral, and basic needs are addressed. The campus Communities In Schools social worker assists students and families in accessing community resources and provides support related to academics, attendance, behavior, and other barriers to student success. The school counselor and Communities In Schools social worker collaborate to provide guidance and social-emotional learning opportunities designed to equip students with skills that support success in school and beyond. Students also participate in programs and activities that promote health, wellness, leadership, and career awareness, including Career Day and FitnessGram.

Barbara Bush Elementary is committed to recruiting, developing, supporting, and retaining highly qualified educators while building a culture of continuous improvement. Strong relationships among students, staff, families, and the community remain foundational to the campus instructional program. Through consistent implementation of high-quality Tier 1 instruction, deeper curriculum internalization, strategic student discourse, aggressive monitoring, purposeful scaffolding, increased student engagement, celebration of learning, targeted intervention, and continuous analysis of student data, Barbara Bush Elementary will work toward improved outcomes in Student Achievement, School Progress, and Closing the Gaps.

School Processes & Programs Strengths

Barbara Bush Elementary 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.
4. On-going communication with campus stakeholders through our Barbara Bush Leadership Team, Campus Instructional Leadership Team, and Campus Advisory Committee.
5. Mini Professional Development in Staff Meetings

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 2025-2026 school year, Barbara Bush Elementary 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.

Problem Statement 3: Student achievement data indicate that too few students are performing at the Meets and Masters Grade Level standards, with achievement gaps continuing among identified student groups. Campus accountability data further indicate that Closing the Gaps (Domain 3) is an area of significant need, demonstrating the need for increased academic achievement and growth across all student populations.

Root Cause: Instructional practices and intervention systems have not been implemented with consistent fidelity across all grade levels and student groups. There is a need for more consistent use of data to differentiate high-quality Tier 1 instruction, identify and respond to learning gaps, provide targeted WIN/MTSS intervention and enrichment, and monitor student progress frequently and adjust instruction.

Perceptions

Perceptions Summary

Barbara Bush Elementary recognizes that strong partnerships among the school, families, and community are essential to student success. The campus is committed to strengthening the home-school connection by providing meaningful opportunities for parents and guardians to participate in and support the educational process. Family engagement opportunities include the Campus Advisory Council, Meet the Teacher, parent orientation and conferences, family engagement events, Title I meetings, PTO programs and activities, and other campus events. Parent and stakeholder surveys are utilized to gather feedback regarding campus programs, services, communication, school climate, and areas for continued improvement. Survey results and stakeholder input are considered as part of the campus needs assessment and improvement planning process.

Barbara Bush Elementary welcomes and encourages parent, guardian, and community involvement in campus activities. Community partnerships provide additional academic, social, and enrichment opportunities for students. Partnerships include student organizations and programs from other SSISD campuses, community volunteers, local businesses, churches, and organizations. The campus Book Buddy program provides students with additional opportunities to build positive relationships with adult volunteers and strengthen literacy skills. Community partners have included Grace Methodist Church, League Street Church of Christ, Heritage Bank, Grocery Supply Inc., PTO members, and other local organizations and volunteers. The campus also utilizes district-approved communication systems, newsletters, social media, and other communication methods to provide families with timely information and maintain consistent school-to-home communication.

Barbara Bush Elementary implements Positive Behavioral Interventions and Supports (PBIS) and PAX as complementary campus-wide systems for creating a safe, positive, predictable, and productive learning environment. Campus expectations are centered on the Wildcat Way: Be Safe, Be Respectful, and Be Responsible. These expectations are explicitly taught, modeled, practiced, reinforced, and monitored across classrooms and common areas, including hallways, the cafeteria, restrooms, arrival and dismissal areas, specials, and the playground. PAX strategies and common language are incorporated within the campus PBIS framework to strengthen self-regulation, cooperation, student responsibility, and positive classroom environments. Consistent expectations and common practices across the campus support increased instructional time and promote student readiness for learning.

Positive behavior and citizenship are reinforced through a variety of campus recognition systems. Students may earn Emerald and Golden Tickets for demonstrating the Wildcat Way and use those tickets to participate in the PBIS store. Additional recognition opportunities include positive office referrals, the 100s Club, Students of the Month, Super Star Students, Golden Tickets, the Golden Spatula for demonstrating expectations in the cafeteria, and the Spirit Stick for positive behavior during specials. Campus celebrations and incentives are designed to recognize individual and collective success, reinforce positive choices, and build a strong sense of belonging. Attendance incentives and recognition are also utilized to emphasize the importance of regular attendance and maximizing instructional time.

In addition to academic standards, Barbara Bush Elementary recognizes the importance of developing the social, emotional, behavioral, and interpersonal skills students need to become responsible and productive citizens. Students receive explicit instruction and support in areas such as self-regulation, responsibility, cooperation, perseverance, problem-solving, and positive decision-making. Staff utilize strategies and resources including PAX, brain breaks, Zones of Regulation, PBIS practices, and relationship-building strategies to respond proactively to student needs and create classroom environments conducive to learning.

Barbara Bush Elementary is committed to providing a safe, supportive, drug-free, and orderly learning environment for all students and staff. Campus and district personnel regularly review safety procedures, conduct required drills, and implement established emergency management protocols. A School Resource Officer provides an additional layer of campus safety and works collaboratively with administrators, district personnel, students, and staff. Campus personnel also work proactively to prevent and address bullying through education, supervision, reporting procedures, and appropriate interventions. District reporting systems provide students and families with methods for reporting bullying and other safety concerns.

Through strong family and community partnerships, consistent implementation of PBIS and PAX, recognition of positive student behavior, proactive student supports, and comprehensive safety practices, Barbara Bush Elementary strives to maintain a culture in which students feel safe, valued, connected, and prepared to learn. These systems support

the campus goal of developing students academically, socially, emotionally, and behaviorally while promoting a positive school climate for all students.

Perceptions Strengths

Barbara Bush Elementary 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 Elementary.

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 2025-2026 school year, Barbara Bush Elementary 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.

Problem Statement 4: Student achievement data indicate that too few students are performing at the Meets and Masters Grade Level standards, with achievement gaps continuing among identified student groups. Campus accountability data further indicate that Closing the Gaps (Domain 3) is an area of significant need, demonstrating the need for increased academic achievement and growth across all student populations.

Root Cause: Instructional practices and intervention systems have not been implemented with consistent fidelity across all grade levels and student groups. There is a need for more consistent use of data to differentiate high-quality Tier 1 instruction, identify and respond to learning gaps, provide targeted WIN/MTSS intervention and enrichment, and monitor student progress frequently and adjust instruction.

Priority Problem Statements

Problem Statement 1: For the 2025-2026 school year, out of 25 Hispanic students, only 4 students mastered, 8 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, 46% of Barbara Bush Elementary School's Kindergarten through Second grade are performing well below benchmark level on the overall campus composite score.

Root Cause 4: Foundational literacy skills have not been consistently mastered by all students, indicating a need for more consistent implementation of high-quality Tier 1 foundational reading instruction, early identification of specific skill deficits, and timely, targeted intervention based on individual student needs.

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 Elementary 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 2025-2026 school year, out of 25 Hispanic students, only 4 student mastered, 7 students met, and 12 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 2025-2026 school year, Barbara Bush Elementary 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

Revised/Approved: October 19, 2026

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 Assistant Principal Literacy Instructional Specialists Title I: 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 1 - Demographics 3 - Student Achievement 3 - Curriculum, Instruction, and Assessment 3 - School Organization 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 Staff Responsible for Monitoring: Principal Assistant Principal RLA Instructional Specialists Math Instructional Specialist 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: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 1, 2, 4, 6 - Demographics 2, 3, 4, 6 - Student Learning 2 - Student Achievement 2, 3, 4, 6 - School Processes & Programs 2 - School Culture and Climate 1 - Perceptions 3 - Curriculum, Instruction, and Assessment 2, 3, 4, 6 - School Organization 1, 2 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 Elementary 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 2025-2026 school year, out of 25 Hispanic students, only 4 students mastered, 8 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 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.

Demographics

Problem Statement 6: For the 2025-2026 school year, Barbara Bush Elementary 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 2: For the 2025-2026 school year, Barbara Bush Elementary 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 2: For the 2025-2026 school year, Barbara Bush Elementary 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 3: For the 2025-2026 school year, Barbara Bush Elementary 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 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 Assistant Principal RLA Instructional Specialists Math Instructional Specialist TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 2, 4, 6 - Demographics 2, 4, 6 - Student Learning 2 - Student Achievement 2, 4, 6 - School Processes & Programs 2 - School Culture and Climate 1 - Perceptions 2, 3 - Curriculum, Instruction, and Assessment 2, 4, 6 - School Organization 2 Funding Sources: 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 Assistant Principal RLA Instructional Specialists Math Instructional Specialist TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials Problem Statements: Demographics 2, 4, 6 - Demographics 2, 4, 6 - Student Learning 2 - Student Achievement 2, 4, 6 - School Processes & Programs 2 - School Culture and Climate 1 - Perceptions 2, 3 - Curriculum, Instruction, and Assessment 2, 4, 6 - School Organization 2		Formative		Summative
		Nov	Mar	June
Strategy 3 Details		Reviews		
Strategy 3: All students in grades K-5 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 RLA Instructional Specialists Math Instructional Specialist TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 6 - Demographics 2 - Student Learning 2 - Student Achievement 2 - School Processes & Programs 2 - Perceptions 3 - Curriculum, Instruction, and Assessment 2		Formative		Summative
		Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: For the 2025-2026 school year, out of 25 Hispanic students, only 4 students mastered, 8 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 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 6: For the 2025-2026 school year, Barbara Bush Elementary 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 2: For the 2025-2026 school year, Barbara Bush Elementary 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 2: For the 2025-2026 school year, Barbara Bush Elementary 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 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 2025-2026 school year, Barbara Bush Elementary 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 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 2027 STAAR.

High Priority
HB3 Goal
Evaluation Data Sources: 2027 STAAR results

Strategy 1 Details		Reviews		
Strategy 1: Grades 3-5 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 Assistant Principal Instructional Specialists TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building 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 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 Elementary 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 2025-2026 school year, out of 25 Hispanic students, only 4 students mastered, 8 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 2025-2026 school year, out of 25 Hispanic students, only 4 student mastered, 7 students met, and 12 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 2025-2026 school year, Barbara Bush Elementary 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, 46% of Barbara Bush Elementary School's Kindergarten through Second grade are performing well below benchmark level on the overall campus composite score. **Root Cause:** Foundational literacy skills have not been consistently mastered by all students, indicating a need for more consistent implementation of high-quality Tier 1 foundational reading instruction, early identification of specific skill deficits, and timely, targeted intervention based on individual student needs.

Problem Statement 2: For the 2025-2026 school year, Barbara Bush Elementary 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 2025-2026 school year, Barbara Bush Elementary 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 3: For the 2025-2026 school year, Barbara Bush Elementary 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 2026-2027 school year, Barbara Bush Elementary will sustain a focus on maintaining safety as measured by 100% of all staff receiving training in the district's behavioral/safety initiatives.

High Priority

Evaluation Data Sources: Emergency Preparedness Manual/Logs

Strategy 1 Details		Reviews		
Strategy 1: Continue utilizing the safety support systems, including but not limited to the school officer, safety drills, the Raptor System, security cameras, two-way radios, Safety Audit / District Emergency Management Plan, Anonymous Bully Reporter, and Standard Response Protocol. Strategy's Expected Result/Impact: (1)The SSISD Police Department and Campus SRO will protect the campus and serve as a deterrent to criminal activity. (2) Campus Administration and Campus SRO will ensure a safe and secure campus for all students and staff. Staff Responsible for Monitoring: School Security Officer Principal Assistant Principal School Nurse TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Integrated Student Support Systems Problem Statements: Demographics 6 - Demographics 2 - Student Learning 2 - Student Achievement 2 - School Processes & Programs 2 - Perceptions 1, 2, 3 - Curriculum, Instruction, and Assessment 2		Formative		Summative
		Nov	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 6: For the 2025-2026 school year, Barbara Bush Elementary 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 2: For the 2025-2026 school year, Barbara Bush Elementary 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 2: For the 2025-2026 school year, Barbara Bush Elementary 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 2025-2026 school year, Barbara Bush Elementary 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 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-5 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 - 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: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building 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 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Integrated Student Support Systems Problem Statements: Student Achievement 8 - School Processes & Programs 1 - School Culture and Climate 4 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 7 - School Organization 3 - Technology 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 - TEA Priorities: Improve low-performing schools Problem Statements: Perceptions 1, 2 Funding Sources: CIS - 199 General Fund - \$32,500		Formative		Summative
		Nov	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Barbara Bush classroom teachers need more training on utilizing data, tracking data, disaggregating data and allowing data to drive instructional decisions for re-teaching. Root Cause: Teachers have had limited training on data analysis and the use of data tools and methods used for tracking students.
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 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 Assistant Principal Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials 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

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 Assistant Principal Title I: 2.51 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Achievement 8 - School Processes & Programs 1 - School Culture and Climate 4 - Perceptions 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 7 - School Organization 3 - Technology 1		Formative		Summative
		Nov	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Barbara Bush classroom teachers need more training on utilizing data, tracking data, disaggregating data and allowing data to drive instructional decisions for re-teaching. Root Cause: Teachers have had limited training on data analysis and the use of data tools and methods used for tracking students.
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 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, Assistant Principal, Instructional Specialists TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Talent Retention and Strategic Staffing 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
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

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

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

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

Evaluation Data Sources: Barbara Bush Elementary 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 Assistant Prinicipal - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Integrated Student Support Systems 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 Assistant Principal Problem Statements: Perceptions 2 Funding Sources: Blackboard - 211 Title I, Part A - \$300	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.

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: Continue implementing Campus Student Book Buddies and Principal's Pride/Student of the Month initiatives. Strategy's Expected Result/Impact: Increase student opportunities to create campus, family, and community support. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Specialists Problem Statements: Demographics 1 - Demographics 1, 3 - Student Learning 1 - Student Achievement 1, 3 - Perceptions 2 - Curriculum, Instruction, and Assessment 1, 3 - School Organization 1	Formative		Summative
	Nov	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Barbara Bush Elementary 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, 46% of Barbara Bush Elementary School's Kindergarten through Second grade are performing well below benchmark level on the overall campus composite score. **Root Cause:** Foundational literacy skills have not been consistently mastered by all students, indicating a need for more consistent implementation of high-quality Tier 1 foundational reading instruction, early identification of specific skill deficits, and timely, targeted intervention based on individual student needs.

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: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials Problem Statements: Demographics 6 - Demographics 2 - Student Learning 2 - Student Achievement 2 - School Processes & Programs 2 - Perceptions 3 - Curriculum, Instruction, and Assessment 2		Formative		Summative
		Nov	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 6: For the 2025-2026 school year, Barbara Bush Elementary 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 2: For the 2025-2026 school year, Barbara Bush Elementary 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 2: For the 2025-2026 school year, Barbara Bush Elementary 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 3: For the 2025-2026 school year, Barbara Bush Elementary 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 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: Campus will work closely with district and contracted services in order to address facility needs. Strategy's Expected Result/Impact: Effective planning and communication will allow the campus to remain clean, safe and adequate for all stakeholders. Staff Responsible for Monitoring: Principal Assistant Principal Director of Maintenance TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Talent Retention and 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 Elementary

Total SCE Funds: \$116,250.00

Total FTEs Funded by SCE: 3

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 Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Holly Willis	Reading Interventionist	1
Linda Johnson	Academic Aide	1
Sharon Kruit	Reading Interventionist	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
Elizabeth Harvey	Math Interventionist	Title 1 Schoolwide	1.0
Jodi Goodman	Assistant Principal	Title I Schoolwide	1.0
Maria DeWitte	Academic Paraprofessional	Title 1 Schoolwide	1.0
Nina Robinson	Academic Paraprofessional	Title 1 Schoolwide	1.0

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	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					\$251,511.00
Budgeted Fund Source Amount					\$258,186.00
+/- Difference					\$6,675.00
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
Sub-Total					\$0.00

263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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					\$344,967.00
+/- Difference					\$6,876.00

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