

**Abilene Independent School District**  
**Bowie Elementary**  
**2023-2024 Campus Improvement Plan**



**Public Presentation Date:** July 10, 2023

# Mission Statement

AISD will equip learners to make a positive impact in their world through relevant, innovative, and challenging learning experiences.

## Vision

Equipped Learners. Brighter Futures.

## Core Beliefs

### CONNECT

- Each child, staff member and parent needs positive personal connections within the district.
- Respect, care and having high expectations for each student is the foundation for learning.

### LEAD

- Initiative, innovation, and a strong work-ethic are important life skills for students and staff.
- Developing partnerships throughout the Abilene community builds connections for future leaders to give back to the community.

### SUCCEED

- Intellectual, emotional, and physical safety are crucial components to a successful school environment.
- Critical thinking, collaboration and problem solving are essential for deep learning.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Bowie Elementary was established in 1951 and is a kindergarten through fifth grade Title 1 Campus in Abilene, Texas. We are proud of our school facility which opened in the fall of 2015. We have a large attendance zone and serve students primarily in the southeast section of town. Our student enrollment is 492. We currently have 4 kindergarten classes, 4 first grade classes, 4 second grade classes, 3 third grade classes, 3 fourth grade classes, 3 fifth grade classes, and 4 special needs PALS classes.

Our student population consists of:

GROUP	2017-18	2018-19	2019-20	2020-21	2021-22
African-American	8.6%	9%	8.7%	6.9%	7.1%
Hispanic	46.4%	47.3%	47.5%	50.3%	51.6%
White	40.9%	39.4%	39.4%	37.2%	36.8%
Two or More Races	3.7%	3.5%	3.5%	4.5%	2.8%
Asian	0%	0.7%	0.7%	0.4%	0.4%

Our student population includes the following indicators:

GROUP	2017-18	2018-19	2019-20	2020-21	2021-22
At-Risk	29%	33%	40.3%	35.8%	67.5%
Economically Disadvantaged	86.5%	82.8%	82.9%	77.3%	76.2%
Emergent Bilingual	1.6%	2.6%	3.7%	3.0%	1.8%
Special Education (includes speech and special needs classes)	19.4%	20.3%	22.5%	26.8%	22.8%
Homeless (includes Hendrick Home residents and students living "doubled up")	6.3%	10%	10%	7.8%	4.3%
Gifted and Talented	5.7%	6%	6.1%	4.8%	5.3%

GROUP	2017-18	2018-19	2019-20	2020-21	2021-22
Migrant	0%	0%	0%	0%	0%

Attendance rates for past years are:

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23 to date
95.8%	95.6%	94.8%	95.44%	98.6%	94.3%	91.49%	93.6%

Staff Demographics:

GROUP	2017-18	2018-19	2019-20	2020-21	2021-22
Hispanic	10.8%		13.4%	14.6%	19%
White	78.5%		78.6%	78%	75.2%
African-American	5.4%		0%	0%	0%
Two or More Races	5.4%		8%	7.4%	5.8%

Teaching Experience:

GROUP	2017-18	2018-19	2019-20	2020-21	2021-22
Beginning Teachers	5.4%		5.4%	4.7%	8.7%
1-5 Years	29.6%		34.8%	37%	37.6%
6-10 Years	13.5%		18.7%	24.7%	20.2%
11-20 Years	21.9%		29.5%	25.2%	23.1%
Over 20 Years	29.6%		11.6%	5.9%	7.4%
Over 30 Years	0%		0%	2.5%	2.9%

#### TRENDS BASED ON 5-YEAR CAMPUS DATA

- Our overall school enrollment decreased significantly after the Covid shutdown from 546 to 484, but our attendance is now trending

upward.

- Our economically disadvantaged population has been decreasing.
- Our Hispanic population is increasing while our white population is decreasing.
- Our largest teacher population continues to be those who are newer to the profession.

The Bowie community is diverse in race, culture, employment, and family structure. The languages spoken by our families include English, Spanish, Kirundi, Swahili, Arabic, French, Kinyarwanda, and Lingala.

The Bowie district consists primarily of the Original Town South area and South Treadaway area in Abilene. According to the most recent data published by the City of Abilene, the educational status of these areas for residents age 25 years and older is:

- 36% no diploma
- 33% high school diploma only
- 15% some college
- 12% associate's or bachelor's degree
- 4% graduate degree or higher

In our neighborhoods, service occupations are the highest reported employment type among employed persons age 16 and over.

#### **Demographics Strengths**

1. Our diverse population is a rich mix of cultures and experiences.
2. Our faculty and staff are committed to meeting the diverse needs of our students through ongoing staff development, including training on culturally relevant teaching.
3. The PALS student population is an asset to our campus.
4. The student-to-teacher ratio is appropriate.
5. The location of Bowie encourages neighborhood community organizations to be involved in our school, including Aldersgate Methodist Church, McMurry University, and the Church of the Heavenly Rest.
6. Spanish speaking teachers and staff are available to translate documents and other correspondence.
7. Students at Bowie are generally supportive of one another; they are kind and accepting of differences.
8. Bowie teachers represent a range of teaching experience including fresh ideas from newer teachers and valued experience from others.

#### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Attendance is improving but has not returned to pre-shutdown levels. **Root Cause:** Education may not be a priority in all households.

# Student Achievement

## Student Achievement Summary

Based on STAAR, MAP Testing, and Benchmark data, a drop in 5th grade Math and Science scores is evident in the 2021-2022 school year. Growth was evident in 3rd-5th Reading and 3rd-4th Math. Our campus data shows a trend, that the most highest-achieving classrooms have the highest expectations and curricular fidelity.

## Student Achievement Strengths

- Students are making progress with phonics and phonemic awareness by utilizing the Amplify Intervention program.
- Kinder students who were in intervention class and received a combination of Amplify, Heggerty, and Foundations lessons made between 100 and 200 points of growth on their MClass scores.
- Identifying students at younger ages for intervention is helping those students make progress, close gaps, and get identified earlier for learning disabilities. This has served to increase accountability for their progress and ultimately to narrow or close gaps early.
- New math curriculum is helping target student needs by supporting higher-level thinking while preparing students for new, more open-ended, question types on STAAR.
- Students using hand motions from Foundations and Heggerty has helped students learn to decode and blend.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** Decodable readers aren't always being utilized in the classroom. **Root Cause:** Teachers need more training on how to utilize decodable readers

**Problem Statement 2 (Prioritized):** Students are struggling with phonics and phonemic awareness skills. SpEd resource students aren't always receiving support that aligns with Heggerty and Foundations. **Root Cause:** SpEd teachers haven't been trained in the use of the programs

**Problem Statement 3:** First graders generally showed lower student achievement and growth. **Root Cause:** Half of first grade students experienced teacher turnover during the school year

**Problem Statement 4 (Prioritized):** Not all teachers have a good understanding of how their standards vertically align with other grade levels. **Root Cause:** Vertical alignment took place this year during 3rd-5th grade Unit Design days, but not in K-2.

**Problem Statement 5:** Data shows low achievement scores from some at-risk populations. **Root Cause:** Teachers may not emphasize classroom culture, behavior, and campus expectations in the learning environment.

**Problem Statement 6 (Prioritized):** Absences are affecting student achievement and qualifications for specialized programs. Attendance recovery is effective but needs to be implemented earlier in the school year. **Root Cause:** Attendance has not rebounded since Covid experience.

**Problem Statement 7 (Prioritized):** New question types on STAAR are proving to be more difficult for our students. **Root Cause:** Teachers are not using the resources available to them or are not aware of them.



**Problem Statement 8 (Prioritized):** New reading test constructed responses are difficult for most students. Students are not comfortable using keyboards regularly for relevant practice. **Root Cause:** Students don't learn how to use a keyboard correctly before they develop limiting habits.

# School Culture and Climate

## School Culture and Climate Summary

According to the Measurable Results Assessment through Leader in Me, Bowie students and staff report experiencing a supportive campus environment. Staff see the worth and potential in every student and provide the support each student needs to develop personally and academically. Students report having a high-trust relationship with at least one teacher with whom they can connect. Students believe that they are cared about and understood by the people in their school and feel a sense of belonging. Staff members strongly believe that they are positively impacting others through meaningful work. Compared to the fall survey, most markers are holding steady with a very slight drop in Trusting Relationships and School Belonging, and a slight increase in Staff Voice.

## School Culture and Climate Strengths

- Staff feel they are making a difference in students' lives.
- Students have opportunities to grow in leadership competence and experience academic success.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1 (Prioritized):** Teachers and staff lack strong connections with their peers which could positively impact relationships with students. **Root Cause:** time is rarely dedicated to relationship development

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

The largest category of experience for Bowie teachers is between 1-5 years (37.6%). Most of the remaining teachers have between 6-10 years experience (20.2%) and 11-20 years experience (23.1%). The highest ethnic category is white (75.2%) followed by Hispanic (19%) and two or more races (5.8%). 97% of our teachers are female.

Our Measurable Results Assessment from Leader in Me reports that 80% of teachers believe that their collective actions can positively impact students and help them succeed. 85% of staff members believe they are positively impacting others through meaningful work and are provided with valuable opportunities to develop and grow in their role as well as use voice and choice in decisions that are important to them. 83% believe that Bowie provides a supportive staff environment.

## Staff Quality, Recruitment, and Retention Strengths

- Treat trolley and other goodies for staff members
- Early release days at 6 weeks end
- Sense of community on campus
- Welcoming environment
- Accommodating teacher needs when possible (appointments, etc.)

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1 (Prioritized):** Some teachers struggle to maintain the high level of structure needed. Staff meetings could focus on new teachers, and a google form could be used to gather input about what is addressed there. **Root Cause:** teaching is complex and not all campus guidelines can be addressed in August staff development days; student behavior issues can strain teachers beyond what they have prepared for at college or student teaching

**Problem Statement 2 (Prioritized):** The demographics of our teachers does not match that of our student population; cultural awareness training for teachers can help fill gaps in knowledge or experience **Root Cause:** teacher applicant pool contains relatively few persons of color

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Bowie teachers are expected to use the DDCD and the curriculum section of the Bowie Hub to deliver consistent curriculum, instruction, and assessment to ensure consistency campus-wide, while allowing some flexibility based on student needs. Lesson plans reflect the use of the district documents across the campus.

## Curriculum, Instruction, and Assessment Strengths

- PLC Meetings occur monthly and are used for analyzing data while making needed adjustments to instruction.
- The District Designated Curriculum Documents are easy to find and implement. The scope and sequence keeps us all on the same page, allows us foresight, and helps with annual, weekly, and daily planning.
- Buerk Rubrics offer students autonomy to achieve their own goals for learning.
- Engage to Learn coaching and Unit Design has helped instructors analyze, organize, and implement the TEKS in a productive manner.
- Grade level communication allows for better instruction, problem solving, cohesion of instruction, and support of peers.
- Kindergarten, 1st, and 2nd all implement the Foundations and Heggerty curriculums.
- Kindergarten through 5th grade all implement Eureka Math curriculum.
- The Eureka Math trainings that are held each six weeks are beneficial for the teachers in the district to be able to plan out the upcoming modules and instruction.
- mCLASS, MAP, district benchmarks, and CFAs provide valuable data used to support student needs.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1 (Prioritized):** Teachers sometimes don't know how their current students performed on last year's STAAR test. They want to analyze the previous year's data to inform their instruction. **Root Cause:** teacher views on eduphoria may be limited to the current year

**Problem Statement 2:** The DDCD pacing guide doesn't account for student needs. **Root Cause:** schedule reflects best practice in ideal circumstances

**Problem Statement 3:** Not all teachers use the DDCD consistently as their primary source for lesson planning. **Root Cause:** low accountability due to few classroom visits by administration

**Problem Statement 4:** We lost two reading intervention positions this year, but the number of students needing intervention has not significantly decreased. **Root Cause:** budget cuts

**Problem Statement 5 (Prioritized):** HB4545 groups are not leveled to ensure students are tutored appropriately. **Root Cause:** compatibility of students is weighed heavily in

organization of tutoring groups

# Parent and Community Engagement

## Parent and Community Engagement Summary

Parent, family, and community engagement is imperative for student learning and achievement. Bowie seeks to connect with families and the community to ensure that our students have a strong support system. Not only do we work to meet the physical and mental health needs of our students, we also work to ensure our students are making academic progress and rewarded for their success. Bowie staff and teachers build intentional relationships with students and their families. Our school culture is built on the belief that when students and their families feel valued, heard, and connected, everyone can succeed academically, socially, and emotionally.

## Parent and Community Engagement Strengths

- According to the Leader in Me Measurable Results Assessments, we made growth in 2 of the 3 categories, Culture and Academics.
- We offer opportunities for all families and community members to be involved in meaningful activities that support students learning such as:
  - Student-Led Conference Night
  - Science Night
  - Bowie Family Picnic with PTO and Aldersgate
  - Fall Festival with PTO
  - Storybook Character Dress Up Day
  - 8 Habits Learning Activities
  - Bowie Family Skate Nights
  - Student-Led Leadership Pep Rallies each six weeks
  - Lighthouse Family activities and hallway display
- Families and community members are encouraged to complete the LIM Family Survey (BOY & EOY) and the Title 1 Survey which allows their voice to be heard and guides campus decision-making throughout the school year.
- An abundance of services and personnel are available to support families, community members, and students to encourage healthy family relationships. These include school counselors, district social workers, positive behavior support liaisons, behavior support coordinators, district Licensed Professional Counselors, parent coordinators, as well as the many services provided with Darrin Cox, Title 1 - Homeless and Foster Care Liaison.
- Qualifying students in special programs benefit from additional services, such as:
  - Gifted and Talented
  - Special Education
  - Dyslexia Services
  - Section 504
  - Response to Intervention
  - Homeless/Foster Care/Unaccompanied Youth
  - Emergent Bilingual/English Language Learners
- Bowie partners with agencies, such as Big Country CASA, Betty Hardwick Center, New Horizons and Pathways, Child Protective Services, and local law enforcement to ensure that our students are safe and supported at school and at home.
- Bowie has two local churches who sponsor our campus - Aldersgate Abilene MC and the Episcopal Church of the Heavenly Rest. Both churches often provide much needed school supplies, reward parties for 4th and 5th grade students, and STAAR test snacks. Aldersgate Abilene MC also welcomes our students back to school in the fall with a meal, offers Christmas assistance to families in need, and provides a meal at our Bowie family

picnic in May.

- Many families are eager to volunteer and be involved in their child's education in ways that include:
  - Volunteering for field trips
  - Lunch visits with students
  - Bowie special events such as Fall Festival, Skate Nights, and Science Night
  - Volunteer opportunities with the PTO

### **Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1:** Providing Quarterly LIM Newsletters did not occur this year. **Root Cause:** Lack of staff to help, as well as time to complete the task.

**Problem Statement 2:** Finding a translator for non-Spanish or English speaking families can be challenging. **Root Cause:** Translators are few and far between, and have other responsibilities during the school day.

**Problem Statement 3 (Prioritized):** There are a few parents consistently involved in the PTO. **Root Cause:** PTO meeting attendance is low, possibly because the meetings occur in isolation rather than in connection with a school event.

**Problem Statement 4 (Prioritized):** Volunteers are not always used effectively. **Root Cause:** No system is in place for connecting parents with school staff and volunteer opportunities.

# School Context and Organization

## School Context and Organization Summary

Bowie Elementary strives to provide a positive learning environment for all students and staff. This includes an inviting physical environment with accessible areas where student work is displayed and classroom goals are tracked. Bowie prioritizes communication and utilizes a variety of means to make sure all stakeholders have information they need.

## School Context and Organization Strengths

- Parent communication occurs in a variety of ways- Remind messages, email, phone calls, and notes home.
- Staff communication occurs through faculty meetings, emails, PLC meetings, texts, and consistent morning announcements.
- The Bowie information Hub contains organized links to important district and campus documents, schedules, and sites.
- Our dismissal procedure is efficient and safe.
- Hallway expectations are clear and consistent with visual reminders of stopping points for all classes to recognize.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1 (Prioritized):** Many parents pick up their children during the last half hour of the school day. If a parent comes to pick up their child from the office after 3:05 younger students are tempted to go where they normally do instead of the office and can get confused/lost. **Root Cause:** some parents prefer picking up early instead of waiting in the car line

**Problem Statement 2 (Prioritized):** The SPED/Resource room can become overcrowded at multiple times throughout the day which makes instruction more difficult. **Root Cause:** our Special Education population is growing

**Problem Statement 3 (Prioritized):** Greater supervision is needed in the cafeteria during lunch **Root Cause:** adults assigned to the cafeteria often get pulled to cover other classes

**Problem Statement 4 (Prioritized):** Substitutes don't know when drills are scheduled or what procedures are in place. Sometimes they do not know the phone extension to call the office. **Root Cause:** this information is not included in sub plans by teachers



# Technology

## Technology Summary

Bowie has a 1:1 student to device ratio in every grade level. Grades K & 1 and PALS use student iPads, while grades 2-5 use Chromebooks that are housed in a cart in each classroom. Each classroom contains a Promethean smartboard. All teachers have a teacher chromebook as well as a desktop computer. We have a computer lab used by classes weekly for computer instruction as well as an intervention lab that is available for teachers to use as requested. All classrooms contain a bluetooth speaker and headset. The Bowie hub contains a technology menu of commonly accessed sites, and our technology liaison provides efficient and effective technology support and training.

## Technology Strengths

- MAP testing is easily administered since we don't have to schedule the use of devices.
- Two of the three technology needs from last year's CNA were met.
- Students have access to research resources within the classroom.
- The Bowie Hub is well organized, helps teachers, and is amazing!
- Shared Google Drives makes it easy for teachers to share and communicate ideas and resources.
- Classlink organizes all our apps for easy access.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Subs, especially long term, haven't had training on technology and can't always access emails or other ways to communicate with teachers . For example: access to BrainPop **Root Cause:** sufficient specific training isn't provided for subs

**Problem Statement 2 (Prioritized):** Headphones are unreliable and break quickly **Root Cause:** headphones get almost constant use and are not always stored well; not all teachers show students how to maintain headphone cords

# Priority Problem Statements

**Problem Statement 1:** Attendance is improving but has not returned to pre-shutdown levels.

**Root Cause 1:** Education may not be a priority in all households.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Students are struggling with phonics and phonemic awareness skills. SpEd resource students aren't always receiving support that aligns with Heggerty and Foundations.

**Root Cause 2:** SpEd teachers haven't been trained in the use of the programs

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** Decodable readers aren't always being utilized in the classroom.

**Root Cause 3:** Teachers need more training on how to utilize decodable readers

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** Not all teachers have a good understanding of how their standards vertically align with other grade levels.

**Root Cause 4:** Vertical alignment took place this year during 3rd-5th grade Unit Design days, but not in K-2.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 5:** Absences are affecting student achievement and qualifications for specialized programs. Attendance recovery is effective but needs to be implemented earlier in the school year.

**Root Cause 5:** Attendance has not rebounded since Covid experience.

**Problem Statement 5 Areas:** Student Achievement

**Problem Statement 6:** New question types on STAAR are proving to be more difficult for our students.

**Root Cause 6:** Teachers are not using the resources available to them or are not aware of them.

**Problem Statement 6 Areas:** Student Achievement

**Problem Statement 7:** New reading test constructed responses are difficult for most students. Students are not comfortable using keyboards regularly for relevant practice.

**Root Cause 7:** Students don't learn how to use a keyboard correctly before they develop limiting habits.

**Problem Statement 7 Areas:** Student Achievement

**Problem Statement 8:** Teachers and staff lack strong connections with their peers which could positively impact relationships with students.

**Root Cause 8:** time is rarely dedicated to relationship development

**Problem Statement 8 Areas:** School Culture and Climate

**Problem Statement 9:** Some teachers struggle to maintain the high level of structure needed. Staff meetings could focus on new teachers, and a google form could be used to gather input about what is addressed there.

**Root Cause 9:** teaching is complex and not all campus guidelines can be addressed in August staff development days; student behavior issues can strain teachers beyond what they have prepared for at college or student teaching

**Problem Statement 9 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 10:** The demographics of our teachers does not match that of our student population; cultural awareness training for teachers can help fill gaps in knowledge or experience

**Root Cause 10:** teacher applicant pool contains relatively few persons of color

**Problem Statement 10 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 11:** Teachers sometimes don't know how their current students performed on last year's STAAR test. They want to analyze the previous year's data to inform their instruction.

**Root Cause 11:** teacher views on eduphoria may be limited to the current year

**Problem Statement 11 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 12:** HB4545 groups are not leveled to ensure students are tutored appropriately.

**Root Cause 12:** compatibility of students is weighed heavily in organization of tutoring groups

**Problem Statement 12 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 13:** There are a few parents consistently involved in the PTO.

**Root Cause 13:** PTO meeting attendance is low, possibly because the meetings occur in isolation rather than in connection with a school event.

**Problem Statement 13 Areas:** Parent and Community Engagement

**Problem Statement 14:** Volunteers are not always used effectively.

**Root Cause 14:** No system is in place for connecting parents with school staff and volunteer opportunities.

**Problem Statement 14 Areas:** Parent and Community Engagement

**Problem Statement 15:** The SPED/Resource room can become overcrowded at multiple times throughout the day which makes instruction more difficult.

**Root Cause 15:** our Special Education population is growing

**Problem Statement 15 Areas:** School Context and Organization

**Problem Statement 16:** Greater supervision is needed in the cafeteria during lunch

**Root Cause 16:** adults assigned to the cafeteria often get pulled to cover other classes

**Problem Statement 16 Areas:** School Context and Organization

**Problem Statement 17:** Substitutes don't know when drills are scheduled or what procedures are in place. Sometimes they do not know the phone extension to call the office.

**Root Cause 17:** this information is not included in sub plans by teachers

**Problem Statement 17 Areas:** School Context and Organization

**Problem Statement 18:** Headphones are unreliable and break quickly

**Root Cause 18:** headphones get almost constant use and are not always stored well; not all teachers show students how to maintain headphone cords

**Problem Statement 18 Areas:** Technology

**Problem Statement 19:** Many parents pick up their children during the last half hour of the school day. If a parent comes to pick up their child from the office after 3:05 younger students are tempted to go where they normally do instead of the office and can get confused/lost.

**Root Cause 19:** some parents prefer picking up early instead of waiting in the car line




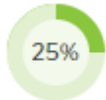


**Problem Statement 19 Areas:** School Context and Organization

# Goals

**Goal 1:** Establish a culture of collaboration between students, teachers, administrators and the AISD community.

**Performance Objective 1:** Bowie families will have opportunities to connect to learning and leadership through the Leader in Me model.

**Evaluation Data Sources:** attendance at training events, Lighthouse Family participants

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Lighthouse Family mission statement work pages will be distributed to all Bowie families for completion. Completed work pages will be rewarded with Bowie Lighthouse Family car stickers. Family pictures will be displayed on the Lighthouse Family wall. <b>Strategy's Expected Result/Impact:</b> Bowie families will understand and apply 8 Habits principles as they build a leadership culture at home. <b>Staff Responsible for Monitoring:</b> IC, Lighthouse Team  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Parent and Community Engagement 3	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Fall Leadership Event and Spring Student-Led Conference Event will offer 8 Habits training to families. <b>Strategy's Expected Result/Impact:</b> Bowie parents will connect to student learning. <b>Staff Responsible for Monitoring:</b> IC, Lighthouse Team  <b>Title I:</b> 2.6, 4.1, 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Parent and Community Engagement 3	Formative			Summative
	Oct	Jan	Apr	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 1 Problem Statements:






#### Parent and Community Engagement









**Problem Statement 3:** There are a few parents consistently involved in the PTO. **Root Cause:** PTO meeting attendance is low, possibly because the meetings occur in isolation rather than in connection with a school event.

**Goal 1:** Establish a culture of collaboration between students, teachers, administrators and the AISD community.








**Performance Objective 2:** 100% of Bowie teachers will collaborate to improve instruction.

**Evaluation Data Sources:** faculty meeting attendance, PLC schedule

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers new to Bowie will be assigned a mentor. Meetings will occur regularly in faculty meeting rotation. <b>Strategy's Expected Result/Impact:</b> New teachers will experience success in organizing, planning, and implementing lessons. New teachers will positively connect to the campus. <b>Staff Responsible for Monitoring:</b> IC  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 100% of Bowie general education teachers will address vertical alignment of TEKS in PLC or other meetings to foster a robust understanding of essential standards and academic expectations. <b>Strategy's Expected Result/Impact:</b> Teachers will develop a greater understanding of the depth and complexity of the TEKS as well as the level of mastery needed for students to be successful in future grades. <b>Staff Responsible for Monitoring:</b> IC  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 4	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 100% of Bowie teachers will work with their appraiser to create goals within the framework of the T-TESS Appraisal System. <b>Strategy's Expected Result/Impact:</b> Teachers will improve in targeted areas. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Teachers will participate in 8 Habits trainings led by Lighthouse Team members two times per semester. <b>Strategy's Expected Result/Impact:</b> Teachers will collaborate to reinforce and improve campus Leader in Me implementation. <b>Staff Responsible for Monitoring:</b> IC, Lighthouse Team  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Teachers will participate in CHAMPS refreshers presented by members of the Foundations Team. <b>Strategy's Expected Result/Impact:</b> Teachers will collaborate to reinforce and improve CHAMPS implementation on campus. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Foundations Team  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				



Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Campus teacher training will be geared toward meeting the needs of new teachers and dedicated to helping build and maintain a high level of structure in classrooms. Teachers will give input about specific topics that should be addressed. <b>Strategy's Expected Result/Impact:</b> Teachers will be better equipped to build and maintain a high level of classroom structure, ultimately resulting in fewer discipline issues. <b>Staff Responsible for Monitoring:</b> behavior liaison, assistant principal, principal  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				











## Performance Objective 2 Problem Statements:

Student Achievement
<b>Problem Statement 4:</b> Not all teachers have a good understanding of how their standards vertically align with other grade levels. <b>Root Cause:</b> Vertical alignment took place this year during 3rd-5th grade Unit Design days, but not in K-2.
Staff Quality, Recruitment, and Retention
<b>Problem Statement 1:</b> Some teachers struggle to maintain the high level of structure needed. Staff meetings could focus on new teachers, and a google form could be used to gather input about what is addressed there. <b>Root Cause:</b> teaching is complex and not all campus guidelines can be addressed in August staff development days; student behavior issues can strain teachers beyond what they have prepared for at college or student teaching

**Goal 1:** Establish a culture of collaboration between students, teachers, administrators and the AISD community.

**Performance Objective 3:** Title 1 Staff will support the needs of students and families.

**Evaluation Data Sources:** ELL instruction, parent coordinator records

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Bowie Parent Coordinator will be utilized to assist students and families in need and communicate with families regarding school events, attendance, and additional Title 1 information. <b>Strategy's Expected Result/Impact:</b> Families in need will receive assistance with food, school supplies, and other necessities; attendance will improve. <b>Staff Responsible for Monitoring:</b> Principal, Parent Coordinator  <b>Title I:</b> 2.6, 4.1, 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Parent and Community Engagement 3, 4	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Reading interventionists will support early readers (primarily grades K and 1) by building a solid foundation of phonics. <b>Strategy's Expected Result/Impact:</b> Students will experience fewer learning gaps in reading. <b>Staff Responsible for Monitoring:</b> Principal, IC  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 8 - Curriculum, Instruction, and Assessment 5	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				







### Performance Objective 3 Problem Statements:







Student Achievement
<b>Problem Statement 8:</b> New reading test constructed responses are difficult for most students. Students are not comfortable using keyboards regularly for relevant practice. <b>Root Cause:</b> Students don't learn how to use a keyboard correctly before they develop limiting habits.
Curriculum, Instruction, and Assessment
<b>Problem Statement 5:</b> HB4545 groups are not leveled to ensure students are tutored appropriately. <b>Root Cause:</b> compatibility of students is weighed heavily in organization of tutoring groups
Parent and Community Engagement
<b>Problem Statement 3:</b> There are a few parents consistently involved in the PTO. <b>Root Cause:</b> PTO meeting attendance is low, possibly because the meetings occur in isolation rather than in connection with a school event.
<b>Problem Statement 4:</b> Volunteers are not always used effectively. <b>Root Cause:</b> No system is in place for connecting parents with school staff and volunteer opportunities.

**Goal 1:** Establish a culture of collaboration between students, teachers, administrators and the AISD community.

**Performance Objective 4:** Develop school culture that fosters inclusivity and values diversity.

**Evaluation Data Sources:** book study attendance, newsletters, classroom teacher mailboxes

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Commit to inclusive language and graphics on all internal and public communication. <b>Strategy's Expected Result/Impact:</b> Foster sense of belonging for all Bowie stakeholders. <b>Staff Responsible for Monitoring:</b> Counselor, Secretary, Principal, IC, Assistant Principal  <b>Title I:</b> 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teacher mailboxes will be present in every classroom as part of an established school system. <b>Strategy's Expected Result/Impact:</b> Students are encouraged to communicate with their teachers, including acts of intolerance. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal  <b>Title I:</b> 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Investigate and select common professional learning for employees that promotes inclusiveness. <b>Strategy's Expected Result/Impact:</b> Teachers will grow a greater understanding of the importance of culturally responsive teaching. <b>Staff Responsible for Monitoring:</b> IC  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2	Formative			Summative
	Oct	Jan	Apr	June
	N/A			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				







#### Performance Objective 4 Problem Statements:

Staff Quality, Recruitment, and Retention
<b>Problem Statement 2:</b> The demographics of our teachers does not match that of our student population; cultural awareness training for teachers can help fill gaps in knowledge or experience <b>Root Cause:</b> teacher applicant pool contains relatively few persons of color

**Goal 1:** Establish a culture of collaboration between students, teachers, administrators and the AISD community.

**Performance Objective 5:** Teachers will collaborate with the campus Instructional Coordinator to improve tier 1 instruction and the use of instructional best practices.

**Evaluation Data Sources:** coaching logs in eSuite website

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Select teachers will participate in Engage2Learn coaching six times during school year. <b>Strategy's Expected Result/Impact:</b> improve teacher effectiveness <b>Staff Responsible for Monitoring:</b> I.C.  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 7	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Performance Objective 5 Problem Statements:**

Student Achievement
<b>Problem Statement 7:</b> New question types on STAAR are proving to be more difficult for our students. <b>Root Cause:</b> Teachers are not using the resources available to them or are not aware of them.

**Goal 1:** Establish a culture of collaboration between students, teachers, administrators and the AISD community.

**Performance Objective 6:** Improve and develop relationships between teaching peers on campus.

**Evaluation Data Sources:** MRA survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Hold one outside event each semester designed to foster teacher relationships. <b>Strategy's Expected Result/Impact:</b> greater collaboration, improved morale <b>Staff Responsible for Monitoring:</b> principal, counselor  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> School Culture and Climate 1	Formative			Summative
	Oct	Jan	Apr	June
	N/A	✗	✗	
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>➔</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				








**Performance Objective 6 Problem Statements:**

School Culture and Climate
<b>Problem Statement 1:</b> Teachers and staff lack strong connections with their peers which could positively impact relationships with students. <b>Root Cause:</b> time is rarely dedicated to relationship development

**Goal 2:** Expect and support active learner engagement in classrooms.

**Performance Objective 1:** 100% of Bowie teachers will engage students through the use of technology.

**Evaluation Data Sources:** lesson plans, attendance at campus technology trainings










Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will utilize iPads and Chromebooks during instruction as appropriate for instruction <b>Strategy's Expected Result/Impact:</b> increase student engagement/performance <b>Staff Responsible for Monitoring:</b> Classroom teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				



**Goal 2:** Expect and support active learner engagement in classrooms.

**Performance Objective 2:** Bowie students will be exposed to the importance of higher education as it is widely visible on our campus.





**Evaluation Data Sources:** College logos of each teacher will be posted by their classrooms; Cafeteria will continue to display college logos.


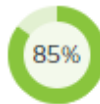







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> College logos of each teacher will be posted by their classrooms. <b>Strategy's Expected Result/Impact:</b> Increase student awareness of secondary education opportunities <b>Staff Responsible for Monitoring:</b> Counselor  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Display college/university banners in cafeteria common area <b>Strategy's Expected Result/Impact:</b> Increase student awareness of secondary education opportunities <b>Staff Responsible for Monitoring:</b> I.C.  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** Expect and support active learner engagement in classrooms.

**Performance Objective 3:** 100% of Bowie students will utilize strategies for responsible learning, leadership, and behavior.

**Evaluation Data Sources:** Leadership notebooks; teacher/student conferences






Strategy 1 Details	Reviews			
<b>Strategy 1:</b> With teacher guidance, all students will set and track goals within a personal leadership notebook throughout the school year. <b>Strategy's Expected Result/Impact:</b> student ownership of academic/behavioral goals, increased achievement <b>Staff Responsible for Monitoring:</b> Teachers  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> notebooks and tabs for Leadership Notebooks - Title I, Part A - \$1,476	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All teachers will engage students in a pre/post MAP test conference to assess progress and set goals after each test administration. <b>Strategy's Expected Result/Impact:</b> Student ownership of learning & increase student achievement <b>Staff Responsible for Monitoring:</b> Teachers, Principal, I.C.  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				








Strategy 3 Details	Reviews			
<b>Strategy 3:</b> All students will hold a class leadership role at all times. <b>Strategy's Expected Result/Impact:</b> Students will grow as leaders and take responsibility for the smooth function of the classroom. <b>Staff Responsible for Monitoring:</b> teachers, principals  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Purchase Wiggle Wobble Chair Feet for third grade students. <b>Strategy's Expected Result/Impact:</b> Student need for movement is accommodated while maintaining a high-structure classroom. Student focus and engagement will increase. <b>Staff Responsible for Monitoring:</b> IC  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments <b>Funding Sources:</b> Wiggle Wobble Chair Feet Class Packs - Title I, Part A - \$2,339.10	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** Expect and support active learner engagement in classrooms.

**Performance Objective 4:** Teachers will provide a variety of engaging leveled activities that help students take ownership of their learning.

**Evaluation Data Sources:** lesson plans; walkthroughs

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will be provided choice and autonomy through the use of leveled rubrics and stations. <b>Strategy's Expected Result/Impact:</b> Student ownership of learning <b>Staff Responsible for Monitoring:</b> Principal, A.P., I.C.  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Targeted Support Strategy</b>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will receive campus training on Lead4Ward teaching strategies. <b>Strategy's Expected Result/Impact:</b> Teachers will employ strategies in their classrooms. <b>Staff Responsible for Monitoring:</b> I.C.  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 7	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Purchase resources to increase learner engagement and teacher effectiveness. <b>Strategy's Expected Result/Impact:</b> increase student achievement <b>Staff Responsible for Monitoring:</b> IC  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Technology 2 <b>Funding Sources:</b> Privacy Folders - Title I, Part A - \$3,039.40, Student Incentives - Title I, Part A - \$208.01, ESGI License - Title I, Part A - \$936, Sargent Welch - Title I, Part A - \$267.70, Cutout Maker - Title I, Part A - \$9,299, Resources for station learning and small group instruction - Title I, Part A - \$3,210.56, Sargent Welch - Title I, Part A - \$135.20, Magnetic Letters - Title I, Part A - \$47.49	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				







#### Performance Objective 4 Problem Statements:








Student Achievement
<b>Problem Statement 7:</b> New question types on STAAR are proving to be more difficult for our students. <b>Root Cause:</b> Teachers are not using the resources available to them or are not aware of them.
Technology
<b>Problem Statement 2:</b> Headphones are unreliable and break quickly <b>Root Cause:</b> headphones get almost constant use and are not always stored well; not all teachers show students how to maintain headphone cords

**Goal 2:** Expect and support active learner engagement in classrooms.

**Performance Objective 5:** All K-2 students will receive quality phonics and phonemic awareness instruction daily.

**Evaluation Data Sources:** lesson plans, walkthroughs

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> SpEd teachers will receive Foundations training and curriculum to align instruction with classroom teachers during summer PD opportunities. <b>Strategy's Expected Result/Impact:</b> increased phonemic awareness and phonics in special education population <b>Staff Responsible for Monitoring:</b> IC  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 2	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> New teachers will observe Heggerty and Foundations being taught by master teachers or district content coordinator during the first grading period. <b>Strategy's Expected Result/Impact:</b> set expectations for implementation <b>Staff Responsible for Monitoring:</b> IC  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 2	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Train teachers in the use of decodable readers for use in small groups instruction <b>Strategy's Expected Result/Impact:</b> improve tier 1 instruction <b>Staff Responsible for Monitoring:</b> IC  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 1	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				






#### Performance Objective 5 Problem Statements:

Student Achievement
<b>Problem Statement 1:</b> Decodable readers aren't always being utilized in the classroom. <b>Root Cause:</b> Teachers need more training on how to utilize decodable readers <b>Problem Statement 2:</b> Students are struggling with phonics and phonemic awareness skills. SpEd resource students aren't always receiving support that aligns with Heggerty and Foundations. <b>Root Cause:</b> SpEd teachers haven't been trained in the use of the programs








**Goal 3:** Develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders.

**Performance Objective 1:** Develop school context and organization that includes input from stakeholders.

**Evaluation Data Sources:** master schedule, digital calendar, duty roster, campus needs assessment team roster

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create a Master Schedule Committee that will give input on the creation of the 2023-24 master schedule. <b>Strategy's Expected Result/Impact:</b> All stakeholders' needs will be acknowledged and considered before the master schedule is created. <b>Staff Responsible for Monitoring:</b> IC  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Use PLC meetings as a platform for gathering teacher input about campus practices. <b>Strategy's Expected Result/Impact:</b> increased teacher satisfaction with school practices <b>Staff Responsible for Monitoring:</b> IC  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				



Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Collaborate to create a cafeteria monitoring plan. <b>Strategy's Expected Result/Impact:</b> increased supervision, better student behavior  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture <b>Problem Statements:</b> School Context and Organization 3	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				






**Performance Objective 1 Problem Statements:**









School Context and Organization
<b>Problem Statement 3:</b> Greater supervision is needed in the cafeteria during lunch <b>Root Cause:</b> adults assigned to the cafeteria often get pulled to cover other classes

**Goal 3:** Develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders.

**Performance Objective 2:** Bowie will partner with community volunteers to enhance the experience of all stakeholders.

**Evaluation Data Sources:** reward parties and attendance at special events

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Parties sponsored by Church of the Heavenly Rest and Aldersgate UMC for 4th and 5th grade students will reward students for excellent academic performance and behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be motivated to reach goals for behavior and academics. Community members will make personal connections with Bowie students.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Bowie students will participate in Storybook Celebration Day. A diverse representation of community members will be invited to read to each Bowie class. Community members and families are invited to watch our annual Storybook Character Parade.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will connect reading with success in the community; families will connect to the school learning culture</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Library Associate</p> <p><b>Title I:</b> 2.6</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Parent and Community Engagement 4</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Aldersgate UMC will sponsor school-wide events such as the annual school picnic and Meet the Teacher. <b>Strategy's Expected Result/Impact:</b> Community stakeholders will make personal connections with Bowie students and families. <b>Staff Responsible for Monitoring:</b> Counselor  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Parent and Community Engagement 3, 4	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Create a system for connecting volunteer parents with school staff and volunteer opportunities. <b>Strategy's Expected Result/Impact:</b> greater connection between families and school is created; volunteer presence on campus is increased <b>Staff Responsible for Monitoring:</b> Office Clerical Aide  <b>Title I:</b> 4.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Parent and Community Engagement 3, 4	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Connect PTO meetings with a school event at least once each semester. <b>Strategy's Expected Result/Impact:</b> increased participation in PTO meetings <b>Staff Responsible for Monitoring:</b> principal  <b>Title I:</b> 2.6, 4.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Parent and Community Engagement 3, 4	Formative			Summative
	Oct	Jan	Apr	June
	N/A			



No Progress



Accomplished



Continue/Modify



Discontinue

## Performance Objective 2 Problem Statements:

### Parent and Community Engagement








**Problem Statement 3:** There are a few parents consistently involved in the PTO. **Root Cause:** PTO meeting attendance is low, possibly because the meetings occur in isolation rather than in connection with a school event.

**Problem Statement 4:** Volunteers are not always used effectively. **Root Cause:** No system is in place for connecting parents with school staff and volunteer opportunities.

**Goal 4:** Tell the AISD story of being the school district of choice that provides unparalleled opportunities in Abilene and the Big Country.

**Performance Objective 1:** Positive Bowie stories will circulate in the community through various media outlets.

**Evaluation Data Sources:** website, newsletter, social media platforms

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Use social media outlets to spread positive Bowie news and information about events <b>Strategy's Expected Result/Impact:</b> increased communication and sense of trust with school and families <b>Staff Responsible for Monitoring:</b> Technology Liaison  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Use Bowie social media platforms to share Bowie Success Stories that are submitted by parents. <b>Strategy's Expected Result/Impact:</b> increase sense of pride in Bowie and AISD community <b>Staff Responsible for Monitoring:</b> IC, Technology Liaison, PTO President  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
	N/A			
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Inform and promote the use of social media platforms by Bowie parents through Remind, email, and paper flyers. <b>Strategy's Expected Result/Impact:</b> increased audience for Bowie success stories <b>Staff Responsible for Monitoring:</b> counselor  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
	N/A			



No Progress



Accomplished



Continue/Modify
















Discontinue

**Goal 5:** Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.







**Performance Objective 1:** Raise overall STAAR Student Achievement score from 66 % to 70%.








**Evaluation Data Sources:** STAAR data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus instructional leaders will meet weekly to focus on student progress and formative data as outlined in Prioritized Lever 1 of the Effective Schools Framework. Instructional leaders will monitor CIP components that address the cause of low STAAR performance. <b>Strategy's Expected Result/Impact:</b> leaders will collaborate to accomplish goals of CIP <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, IC, Counselor  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Problem Statements:</b> Student Achievement 7, 8 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Instructional Leaders will meet monthly with grade level PLCs to address data from walk-throughs, progress reports, campus assessments, attendance records, and district assessments as addressed in Prioritized Lever 1 and 5 in the Effective Schools Framework <b>Strategy's Expected Result/Impact:</b> Meetings will provide evidence-based feedback for data-driven instruction; teachers will acquire data to inform instruction <b>Staff Responsible for Monitoring:</b> Principal, IC  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Campus instructional leaders will review lesson plans prior to walk-through assessments as addressed in Prioritized Lever 5 in the Effective Schools Framework. <b>Strategy's Expected Result/Impact:</b> increased accountability for planning and implementation <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Hire tutors funded through compensatory funds to serve under-performing students. <b>Strategy's Expected Result/Impact:</b> learning gaps are diminished or prevented <b>Staff Responsible for Monitoring:</b> IC  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Curriculum, Instruction, and Assessment 5 <b>Funding Sources:</b> Supplemental Tutoring Allocation - State Comp Ed - \$5,900	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Equip 4th and 5th grade teachers to utilize their students' previous STAAR achievement to aid in goal-setting and instructional planning. <b>Strategy's Expected Result/Impact:</b> Students will begin with the end in mind regarding STAAR performance. <b>Staff Responsible for Monitoring:</b> IC, Teachers  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Apr	June
				



Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Purchase ESGI tool for Kindergarten teachers <b>Strategy's Expected Result/Impact:</b> Teachers will be able to record, store, and respond to formative data. <b>Staff Responsible for Monitoring:</b> IC  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>- Targeted Support Strategy</b> <b>Funding Sources:</b> ESGI licenses - Title I, Part A - \$936	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Assign additional instructional space to SpEd resource teachers. <b>Strategy's Expected Result/Impact:</b> less distraction, better instruction <b>Staff Responsible for Monitoring:</b> IC, principal  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> School Context and Organization 2	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 8 Details		Reviews			
<b>Strategy 8:</b> Purchase resources to supplement and enrich curriculum, support leveled learning, and facilitate tutoring. <b>Strategy's Expected Result/Impact:</b> increase learner engagement, fill in academic gaps, equip tutors, challenge advanced learners <b>Staff Responsible for Monitoring:</b> IC  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Curriculum, Instruction, and Assessment 5 <b>Funding Sources:</b> Flocabulary - Title I, Part A - \$3,500, Engaging Mathematics - Title I, Part A - \$1,071, Fast Focus Math - Title I, Part A - \$2,070, Think Up! Texas RLA - Title I, Part A - \$1,287, EdPuzzle - Title I, Part A - \$2,180, Scholastic SuperSTEM - Title I, Part A - \$1,029.88, Flyleaf Decodable Readers - Title I, Part A - \$3,390.53, Foundations Kit for Grade 1 - Title I, Part A - \$772.20, Amplify Boost online reading program for Kindergarten - Title I, Part A - \$1,856.80, art supplies (clay, foam shapes, crayons) - Title I, Part A - \$220.95, copy paper - Title I, Part A - \$901.20, ThinkUp! Teacher Editions - Title I, Part A - \$134.40, copy paper - Title I, Part A - 1,351.10 - \$1,351.25, Multiplication Flash Cards - Title I, Part A - \$1,404.91		Formative			Summative
		Oct	Jan	Apr	June
					
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

### Performance Objective 1 Problem Statements:

Student Achievement
<b>Problem Statement 7:</b> New question types on STAAR are proving to be more difficult for our students. <b>Root Cause:</b> Teachers are not using the resources available to them or are not aware of them.
<b>Problem Statement 8:</b> New reading test constructed responses are difficult for most students. Students are not comfortable using keyboards regularly for relevant practice. <b>Root Cause:</b> Students don't learn how to use a keyboard correctly before they develop limiting habits.
Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> Teachers sometimes don't know how their current students performed on last year's STAAR test. They want to analyze the previous year's data to inform their instruction. <b>Root Cause:</b> teacher views on eduphoria may be limited to the current year
<b>Problem Statement 5:</b> HB4545 groups are not leveled to ensure students are tutored appropriately. <b>Root Cause:</b> compatibility of students is weighed heavily in organization of tutoring groups








**School Context and Organization**

**Problem Statement 2:** The SPED/Resource room can become overcrowded at multiple times throughout the day which makes instruction more difficult. **Root Cause:** our Special Education population is growing

**Goal 5:** Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

**Performance Objective 2:** 100% of Bowie students will participate in the required amount of physical activity.






**Evaluation Data Sources:** master schedule








Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will receive 250 minutes of PE during each 2-week period, and 30 minutes recess daily. <b>Strategy's Expected Result/Impact:</b> physical activity requirement will be met <b>Staff Responsible for Monitoring:</b> Principal, IC	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Purchase equipment needed to maintain and enrich physical education. <b>Strategy's Expected Result/Impact:</b> increased instructional effectiveness, greater student collaboration <b>Staff Responsible for Monitoring:</b> instructional coordinator  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> PE equipment - Title I, Part A - \$1,099.60	Formative			Summative
	Oct	Jan	Apr	June
	N/A	N/A		
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 5:** Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

**Performance Objective 3:** Daily attendance will increase from 93.8 % in 2022-23 to 96% in 2023-24

**Evaluation Data Sources:** Frontline reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will monitor and record daily attendance in Leadership Notebooks while setting attendance goals for themselves and their classes. <b>Strategy's Expected Result/Impact:</b> student ownership will increase daily attendance percentage <b>Staff Responsible for Monitoring:</b> Teachers  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Perfect attendance classes will be acknowledged on the daily announcements and the weekly grade level winner will be rewarded with extra recess . <b>Strategy's Expected Result/Impact:</b> improved attendance  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1 - Student Achievement 6	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Parents/guardians will be contacted concerning excessive absences. <b>Strategy's Expected Result/Impact:</b> improved attendance <b>Staff Responsible for Monitoring:</b> Assistant Principal, Parent Coordinator  <b>Title I:</b> 4.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1 - Student Achievement 6	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Share the connection between attendance and achievement with parents using a variety of outlets. <b>Strategy's Expected Result/Impact:</b> improve student attendance <b>Staff Responsible for Monitoring:</b> AP, counselor  <b>Title I:</b> 2.6, 4.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1 - Student Achievement 6	Formative			Summative
	Oct	Jan	Apr	June
	N/A			
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Reward students each six weeks for excellent attendance with cartoons and popcorn party in the cafeteria. <b>Strategy's Expected Result/Impact:</b> increase student attendance <b>Staff Responsible for Monitoring:</b> principal  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1 - Student Achievement 6	Formative			Summative
	Oct	Jan	Apr	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 3 Problem Statements:

#### Demographics

**Problem Statement 1:** Attendance is improving but has not returned to pre-shutdown levels. **Root Cause:** Education may not be a priority in all households.







#### Student Achievement

**Problem Statement 6:** Absences are affecting student achievement and qualifications for specialized programs. Attendance recovery is effective but needs to be implemented earlier in the school year. **Root Cause:** Attendance has not rebounded since Covid experience.







**Goal 5:** Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

**Performance Objective 4:** Safety procedures will be rehearsed and implemented by all Bowie students and staff.

**Evaluation Data Sources:** drill schedule

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 100% of Bowie students will participate in scheduled fire, shelter-in-place, disaster, and intruder drills <b>Strategy's Expected Result/Impact:</b> increased emergency preparedness <b>Staff Responsible for Monitoring:</b> Assistant Principal  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 100% of Bowie teachers and students will keep classroom doors locked during the school day. <b>Strategy's Expected Result/Impact:</b> Enhance school safety for staff and students. <b>Staff Responsible for Monitoring:</b> AP  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				



Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Teachers will use a standardized template for substitute teachers that contains essential campus information. <b>Strategy's Expected Result/Impact:</b> improve substitute teacher's access to help when needed <b>Staff Responsible for Monitoring:</b> assistant principal  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> School Context and Organization 4		Formative			Summative
		Oct	Jan	Apr	June
		N/A			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					











#### Performance Objective 4 Problem Statements:

School Context and Organization
<b>Problem Statement 4:</b> Substitutes don't know when drills are scheduled or what procedures are in place. Sometimes they do not know the phone extension to call the office. <b>Root Cause:</b> this information is not included in sub plans by teachers

**Goal 5:** Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

**Performance Objective 5:** All teachers will be equipped to support the social/emotional needs of students.





**Evaluation Data Sources:** purchase made with Title I Funds

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Purchase SEL books and resources for each classroom at Bowie. <b>Strategy's Expected Result/Impact:</b> Teachers will be better equipped to respond to social/emotional needs as they arise. <b>Staff Responsible for Monitoring:</b> Instructional Coordinator, Counselor, Behavior Liaison  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments <b>Funding Sources:</b> Title I - Title I, Part A	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Training and collaboration sessions will occur during designated faculty meetings and PLC meetings to help teachers utilize SEL materials. <b>Strategy's Expected Result/Impact:</b> increase student well-being and sense of belonging <b>Staff Responsible for Monitoring:</b> Behavior liaison, I.C.  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 5:** Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

**Performance Objective 6:** Dismissal procedures will be enhanced to ensure safety for every student.

**Evaluation Data Sources:** purchase made with Title 1 Funds, new procedures published for Bowie community

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Purchase reliable and rechargeable walkie-talkies for grade levels and dismissal team members that will function properly in all parts of the building. <b>Strategy's Expected Result/Impact:</b> dismissal will be faster and more efficient <b>Staff Responsible for Monitoring:</b> Casey Stone  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
	✗	✗	✗	
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Discourage parent pick-ups from 2:50-3:15 and communicate procedure change to parents. <b>Strategy's Expected Result/Impact:</b> Young students will not be confused about where to go to meet their parents; miscommunication will not occur from office staff to classroom teachers due to high volume of parents requesting early pickup. <b>Staff Responsible for Monitoring:</b> Casey Stone  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> School Context and Organization 1	Formative			Summative
	Oct	Jan	Apr	June
	N/A	✗	✗	
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 6 Problem Statements:**











### School Context and Organization

**Problem Statement 1:** Many parents pick up their children during the last half hour of the school day. If a parent comes to pick up their child from the office after 3:05 younger students are tempted to go where they normally do instead of the office and can get confused/lost. **Root Cause:** some parents prefer picking up early instead of waiting in the car line

**Goal 5:** Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

**Performance Objective 7:** Increase teacher accountability for campus expectations about instruction, classroom management, leadership, and other campus practices.

**Evaluation Data Sources:** teacher self-reflection rubric progress

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Review Teacher Self-Reflection rubrics at least 4 times annually at faculty meetings or PLC meetings. <b>Strategy's Expected Result/Impact:</b> teachers reminded of campus expectations <b>Staff Responsible for Monitoring:</b> IC  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create a system for teachers to report on rubric progress and set goals. <b>Strategy's Expected Result/Impact:</b> increased accountability for rubric progress <b>Staff Responsible for Monitoring:</b> IC  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

# Targeted Support Strategies

Goal	Objective	Strategy	Description
2	4	1	Students will be provided choice and autonomy through the use of leveled rubrics and stations.
5	1	6	Purchase ESGI tool for Kindergarten teachers

# Title I

## 1.1: Comprehensive Needs Assessment

Documentation is in Plan4Learning's ***Needs Assessment*** section.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see Title1Crate for the following documentation.

## 2.2: Regular monitoring and revision

Documentation is in Plan4Learning's ***Formative and Summative Year-End Reviews*** section.

## 2.3: Available to parents and community in an understandable format and language

Please see Title1Crate for the following documentation.

## 3.1: Annually evaluate the schoolwide plan

Please see Title1Crate for the following documentation.

## 4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

## 4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

# 2023-2024 Needs Assessment Team

Committee Role	Name	Position
Administrator	Lisa Lester	Instructional Coordinator
Classroom Teacher	Kendra Overstreet	teacher
Classroom Teacher	Kimberly Wright	teacher
Non-classroom Professional	Kati Jennings	interventionist
Non-classroom Professional	Jessalyn Woods	counselor
Parent	Shelley Bailey	parent
Classroom Teacher	Shanna Lenius	teacher
Administrator	Tina Jones	principal
Classroom Teacher	Rose Thomas	teacher
Classroom Teacher	Julia Burk	teacher
Non-classroom Professional	Michelle Chaney	interventionist
Classroom Teacher	Darla Bartlett	teacher
Parent	Jessica Carroll	parent
Parent	April Slabaugh	parent
Classroom Teacher	Shannon Ochoa	teacher
Community Representative	Georgia Smith	community member
Administrator	Casey Stone	assistant principal
Classroom Teacher	Alisha Moore	teacher
Classroom Teacher	Niki Tucker	teacher
Classroom Teacher	Shala Ballew	teacher



# Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	4	Supplemental Tutoring Allocation		\$5,900.00
Sub-Total					\$5,900.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1	notebooks and tabs for Leadership Notebooks		\$1,476.00
2	3	4	Wiggle Wobble Chair Feet Class Packs		\$2,339.10
2	4	3	Cutout Maker		\$9,299.00
2	4	3	Sargent Welch		\$267.70
2	4	3	Privacy Folders		\$3,039.40
2	4	3	Sargent Welch		\$135.20
2	4	3	ESGI License		\$936.00
2	4	3	Resources for station learning and small group instruction		\$3,210.56
2	4	3	Student Incentives		\$208.01
2	4	3	Magnetic Letters		\$47.49
5	1	6	ESGI licenses		\$936.00
5	1	8	Multiplication Flash Cards		\$1,404.91
5	1	8	copy paper		\$901.20
5	1	8	Flyleaf Decodable Readers		\$3,390.53
5	1	8	ThinkUp! Teacher Editions		\$134.40
5	1	8	Engaging Mathematics		\$1,071.00
5	1	8	Fast Focus Math		\$2,070.00
5	1	8	art supplies (clay, foam shapes, crayons)		\$220.95
5	1	8	Foundations Kit for Grade 1		\$772.20
5	1	8	Think Up! Texas RLA		\$1,287.00
5	1	8	Scholastic SuperSTEM		\$1,029.88
5	1	8	EdPuzzle		\$2,180.00

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	8	Flocabulary		\$3,500.00
5	1	8	copy paper	1,351.10	\$1,351.25
5	1	8	Amplify Boost online reading program for Kindergarten		\$1,856.80
5	2	2	PE equipment		\$1,099.60
5	5	1	Title I		\$0.00
Sub-Total					\$44,164.18