

Greenville Independent School District
Bowie Elementary School
2023-2024 Campus Improvement Plan

Accountability Rating: Not Rated



Board Approval Date: January 16, 2024

Mission Statement

Our united GISD community strives to prepare, inspire, and empower every student to lead a successful life.

Vision

Bowie Elementary - Cultivate our UNIQUE learners for today and tomorrow.

We educate today...you succeed tomorrow.

Core Beliefs

We believe every student deserves to be in a safe environment while receiving a broad-based education in preparation for life and work.

- ***We will maintain on each GISD campus, a safe and disciplined environment conducive to student learning and employee effectiveness.***

We believe all children can and will reach their full educational potential when given the necessary tools, direction, and support.

- ***We will ensure that all children leave GISD with a strong educational foundation which will allow them to pursue their goals and dreams regardless of personal circumstance, economic status, or learning challenges. This will be facilitated through the equitable allocation of resources and utilization of personalized education plans.***

We believe our exceptional staff is the most important resource serving the students of our district.

- ***We will actively recruit, support, develop, and maintain highly qualified employees who have character and competencies for all areas of the organization. The district will develop an attractive and competitive career package that will establish GISD as a preferred employer.***

We believe GISD is accountable to all stakeholders through the success of our students and staff.

- ***We will continually strive toward achieving the highest accountability ratings established by the Texas Education Agency and will foster the development of leadership skills which will allow our students to become successful and productive citizens.***

We believe GISD is accountable to all stakeholders through the efficient use of our resources.

- ***We will maintain fiscal responsibility in all district management decisions. We will implement our long-range strategic plan to ensure that improvements in school and support facilities are developed in a timely, functional, and cost-effective manner. We will maintain existing facilities to support the safety, comfort, and educational well-being of all those in our district. We will communicate with open, honest, transparency of the financial needs of the district with the broader community.***

We believe partnerships with the larger community are vital to a vibrant and exceptional educational system, and that maintaining effective communication is critical to maintaining these relationships.

- *We will maintain accurate, consistent, timely, and interactive communication between district employees, students, parents, and the community at large. The district will provide for family and community involvement that results in positive partnerships reflecting a willingness to work with the district and to share responsibility at various levels for the education of our students.*

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bowie Elementary is a Title I campus in Greenville ISD serving 582 students in grades Kindergarten through Fourth. Just last year, Bowie was a K-5th grade campus. 5th graders are now served at another intermediate campus. Enrollment notes a slight increase in students from last school year. During the 2019-2020 school year, student enrollment fluctuated between 615-630 students. During the 2020-2021 school year, student enrollment averaged about 540 students. The 2022-2023 school year, total number of students was about 570.

Reflective of 11/2023:

74.9% of students are Economically Disadvantaged

27.6% of students are served within Bilingual or English as a Second Language programs

4.6% of students are Gifted and Talented

14.7% of students are Special Education

The campus population is comprised of the following demographic breakdown:

12.8% African American

49.8%* Hispanic

29.2% White

6.01%* Two-or-More

(*All percentages are within 1% point of the 2022-2023 school year.)

As of November 9, 2023, Bowie's attendance rate was 95.58%.

The overall attendance rate for the 2022-2023 school year was 96.5%.

Bowie is committed to ensuring students are at school. Daily attendance calls are made following up on all absences.

Class sizes by grade level are within the 22:1 ratio in grades K through 4th. Fifth grade students now attend Travis Intermediate across the district. Although not held to the 22:1 ratio guideline, This school year, Bowie has 2 established two-way dual language kindergarten classes (Native English and native Spanish speakers) and 4 general education classes. 1st grade will have 2 two-way dual language classes and 4 general education classes. 2nd grade will have 2 two-way dual language classes, and 4 general education classes. 3rd grade will have 2 two-way dual language class and 4 general education classes. 4th grade will have 2 two-way dual language class and 4 general education classes.

Demographics Strengths

Bowie's teacher-student ratio is at or under the state requirements. Teachers can provide RtI interventions (academics and behavior), Guided Math and Guided Reading structures effectively.

After years of adding sections, Bowie now has 2 two-way dual language classes within our Dual Language Academy in every grade level Kindergarten through Fourth Grade.

Bowie houses a full-time Gifted & Talented teacher that serves students daily.

Bowie employees 2 Special Education Inclusion teachers, Inclusion aide, 2 self-contained teachers for Structured Teach unit that serves students with Autism, 4 aides total within the self-contained units, and a Speech teacher (monitored SLPA).

Climate and culture of the campus has thrived with the additions of new families to our campus, languages of instruction, and traditions. Bowie is able to communicate with all families due to having many bilingual staff members throughout campus.

Bowie's student attendance continues to be steady. Student Engagement Officer and office staff reach out to absent student families daily.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Over the last couple of years, Bowie's Economically Disadvantaged, Hispanic, and Emergent Bilingual populations have grown. Based on 2022 STAAR data, all of these increasing populations did not meet academic achievement closing the gap status in the area of Math. (Due to an order granting a temporary injunction, TEA has not released accountability ratings for 22-23.) **Root Cause:** Student differentiation within a general education classroom of many student populations is very challenging.

Problem Statement 2: The last couple of years, Bowie's Special Education population has grown. Based on 2022 STAAR data, this increasing population did not meet academic achievement closing the gap status in the area of Reading/Language Arts. (Due to an order granting a temporary injunction, TEA has not released accountability ratings for 22-23.) **Root Cause:** Student differentiation within a general education classroom of many student populations is very challenging.

Student Achievement

Student Achievement Summary

The issuance of 2023 A-F Accountability ratings under the final 2023 rule is pending and subject to change based on judicial rulings or decisions from the 86th Legislature during a special called session.

2021-2022 STAAR Results

	Approaches	Meets	Masters
3rd Grade Math	59.22%	23.3%	6.8%
3rd Grade RLA	68.32%	37.62%	12.87%
3rd Grade Spanish RLA	*(Only 2 students were tested)	*	*
4th Grade Math	62.37%	37.63%	11.83%
4th Grade RLA	78.65%	35.96%	11.24%
4th Grade Spanish RLA	*(Only 6 students were tested)	*	*
5th Grade Math	80.37%	39.25%	11.25%
5th Grade RLA	70.75%	40.57%	12.26%
5th Grade Spanish RLA	*(Only 3 students were tested)	*	*
5th Grade Science	54.72%	23.58%	6.6%

2022 Bowie STAAR Results

	Approaches	Meets	Masters
3 rd Grade Math	70% (57%)	29% (25%)	8% (11%)
3 rd Grade English Reading	73% (52%)	47% (30%)	22% (10%)
3 rd Grade Spanish Reading	36% (65%)	27% (40%)	9% (25%)
4 th Grade Math	70% (61%)	33% (32%)	13% (18%)
4 th Grade English Reading	76% (54%)	52% (26%)	18% (7%)
4 th Grade Spanish Reading	41% (50%)	18% (42%)	12% (21%)
5 th Grade Math	83% (53%)	55% (18%)	31% (2%)
5 th Grade English Reading	82% (51%)	55% (27%)	35% (17%)
5 th Grade Spanish Reading	100% (0%)	0%	0%

	Approaches	Meets	Masters
5 th Grade Science	74% (44%)	42% (10%)	16% (4%)

Student Achievement

STAAR Performance: 45 (30) - C Rating

School Progress

Academic Growth: 81 - B Rating

Relative Performance (Eco Dis: 68.7%): 45 (30) - C Rating

Closing the Gaps % of Indicators Met

Academic Achievement Status: 39% (0%)

Growth Status: 100%

English Language Proficiency Status: 100% (100%)

Student Success Status: 60% (0%)

Targeted Supports NOT Met (% of students meeting grade level standard or above):

ELA/Reading- White, Special Education

Math - All students, African American, Hispanic, White, Economically Disadvantaged, Emergent Bilingual, Special Education, Continuously Enrolled, and Non-continuously Enrolled

*2021 STAAR Results in (); Green shows increase in student performance

2023 Kindergarten-2nd Grade End of the Year DRA & EDL (Developmental Reading Assessment)

*See goals below

	DRA Level	Exceeds Expectations	Meets Expectations	Approaches Grade Level	Does NOT Meet Expectations
Kinder DRA	4.42	22.89%	26.51%	26.51%	24.1%
Kinder EDL	9.9	76.19%	4.76%	9.52%	9.52%
1st DRA	13.66	26.83%	8.54%	8.54%	56.1%
1st EDL	20.09	47.83%	34.78%	13.04%	4.35%
2nd DRA	25.43	43.43%	17.17%	5.05%	34.34%
2nd EDL	20.02	31.71%	19.51%	4.88%	43.9%

Goals:

2023 Kindergarten End of the Year DRA (Developmental Reading Assessment) - EOY Goal: 4

2023 Kindergarten End of the Year EDL (Spanish) - EOY Goal: 4

2023 1st Grade End of the Year DRA (Developmental Reading Assessment) - EOY Goal: 16-18

2023 1st Grade End of the Year EDL (Spanish) - EOY Goal: 16-18

2023 2nd Grade End of the Year DRA (Developmental Reading Assessment; Includes Native Spanish Speakers within Dual Language) - EOY Goal: 28

2023 2nd Grade End of the Year EDL (Spanish; Includes Native English Speakers within Dual Language) - EOY Goal: 28

2022 Kindergarten End of the Year DRA (Developmental Reading Assessment) - EOY Goal: 4

	DRA Level	Exceeds Expectations	Meets Expectations	Approaches Grade Level	Does NOT Meet Expectations
Bowie Elementary School	4.48	27.85%	22.78%	25.32%	24.05%
Economic Disadvantage	4.48	25%	20%	28.33%	26.67%
Asian	8	100%	0%	0%	0%
Black/African American	5.57	42.86%	42.86%	14.29%	0%
Hispanic	5.15	33.33%	24.24%	18.18%	24.24%
Two or More Races	3.88	12.50%	12.50%	50%	25%
White	3.53	20%	20%	30%	30%
Currently Emergent Bilingual	4.33	33.33%	33.33%	0%	33.33%
Special Ed Indicator	3.33	25%	16.67%	16.67%	41.67%

2022 Kindergarten End of the Year EDL (Spanish) - EOY Goal: 4

	EDL Level	Exceeds	Meets	Approaches	Does NOT Meet
Bowie Elementary School	7.27	81.82%	9.09%	9.09%	0%
Economic Disadvantage	7.35	88.24%	5.88%	5.88%	0%
Hispanic	7.27	81.82%	9.09%	9.09%	0%
Currently Emergent Bilingual	7.3	80%	10%	10%	0%
First Year of Monitoring	8	100%	0%	0%	0%
Second Year of Monitoring	6	100%	0%	0%	0%

2022 1st Grade End of the Year DRA (Developmental Reading Assessment) - EOY Goal: 16-18

	DRA Level	Exceeds	Meets	Approaches Grade Level	Does NOT Meet
Bowie Elementary School	17.24	41.82%	7.27%	7.27%	43.64%
Economic Disadvantage	16	35.71%	4.76%	7.14%	52.38%
Asian	38	100%	0%	0%	0%
Black/African American	10.4	20%	0%	0%	80%
Hispanic	18.35	47.06%	5.88%	11.76%	35.29%
Two or More Races	22	66.67%	33.33%	0%	0%
White	16.55	37.93%	6.90%	6.90%	48.28%
Currently Emergent Bilingual	19	50%	50%	0%	0%
Special Ed Indicator	11.38	12.50%	12.50%	0%	75%

2022 1st Grade End of the Year EDL (Spanish) - EOY Goal: 16-18

	EDL Level	Exceeds	Meets	Approaches Grade Level	Does NOT Meet
Bowie Elementary School	17.54	53.85%	7.69%	5.13%	33.33%
Economic Disadvantage	17.53	56.25%	3.12%	6.25%	34.38%
Hispanic	20.19	74.07%	3.70%	7.41%	14.81%
Two or More Races	12	0%	33.33%	0%	66.67%
White	11.44	11.11%	11.11%	0%	77.78%
Currently Emergent Bilingual	21.79	83.33%	4.17%	4.17%	8.33%
Special Ed Indicator	13	40%	0%	0%	60%

2022 2nd Grade End of the Year DRA (Developmental Reading Assessment; Includes Native Spanish Speakers within Dual Language) - EOY Goal: 28

	DRA Level	Exceeds	Meets	Approaches Grade Level	Does NOT Meet
Bowie Elementary School	26.72	46.60%	11.65%	4.85%	36.89%
Economic Disadvantage	25.64	44.78%	11.94%	5.97%	37.31%
Asian	29	50%	50%	0%	0%

	DRA Level	Exceeds	Meets	Approaches Grade Level	Does NOT Meet
Black/African American	26.57	42.86%	21.43%	0%	35.71%
Hispanic	25.64	44.44%	11.11%	6.67%	37.78%
Two or More Races	27.14	57.14%	14.29%	0%	28.57%
White	27.94	48.57%	5.71%	5.71%	40%
Currently Emergent Bilingual	22.96	40%	8%	8%	44%
Second Year of Monitoring	37	100%	0%	0%	0%
Special Ed Indicator	17.27	18.18%	9.09%	0%	72.73%

2022 2nd Grade End of the Year EDL (Spanish; Includes Native English Speakers within Dual Language) - EOY Goal: 28

	EDL Level	Exceeds	Meets	Approaches Grade Level	Does NOT Meet
Bowie Elementary School	19.76	18.42%	5.26%	21.05%	55.26%
Economic Disadvantage	23.11	25.93%	7.41%	25.93%	40.74%
Asian	4	0%	0%	0%	100%
Black/African American	8	0%	0%	0%	100%
Hispanic	22.19	21.88%	6.25%	25%	46.88%
White	7.25	0%	0%	0%	100%
Currently Emergent Bilingual	24.55	27.27%	4.55%	36.36%	31.82%
Second Year of Monitoring	16	0%	0%	0%	100%
Special Ed Indicator	21	50%	0%	0%	50%

Student Achievement Strengths

At least 3/4 of all Kindergarteners ended approached grade level or higher in DRA and EDL reading inventories. More than 90% of Kinder emergent bilingual students met standard in their reading inventory.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: As of January 2024, district unit assessments show less than 50% of Bowie 3rd graders have not mastered 3.4A readiness standard of solving 1 and 2-step problems with +/- and only about 30% have mastered 3.5A readiness standard of representing 1 and 2-step problems with +/- . **Root Cause:** 2nd and 3rd grade teachers have not instructed students to the level of independently using problem solving strategies: Identifying important information, drawing a simple picture, solving and checking answers for reasonableness.

Problem Statement 2: About 56% of 1st Grade students did not meet DRA grade level end of the year standard. **Root Cause:** Possible root causes could be: Low reading accuracy, fluency and comprehension, lack of authentic reading, inconsistency of testing calibration due to training/understanding and/or lack of focus on DRA components/foundational reading skills

Problem Statement 3: All STAAR approaches, meets and masters levels decreased from 2022 to 2023. **Root Cause:** Due to the addition of ECR and STAAR redesign questions, teachers require more training to gain understanding and effectively prepare students.

School Culture and Climate

School Culture and Climate Summary

Bowie takes pride in always striving to be welcoming to all. The culture and climate is positive and warm as expressed by numerous students, teachers, parents, visitors from the community, and central office staff. The culture is one of history and pride, and is now home to general education and one-way and two-way dual language classrooms. Each day is started with an upbeat morning announcement time which includes students. Students recite pledges in English and Spanish and Bowie Bulldog B.E.S.T. Expectations – Be your Bowie Bulldog BEST! For I will: **B**ehave appropriately at all times, **E**xcel in all that I do, **S**how respect and responsibility and **T**reat others with kindness. Teachers recognize students with weekly PAWS-itive Praise certificates and Students of the Month. Staff members take turns heading up luncheons, and seeing to the personal and/or professional needs of peers when they arise.

Keeping students physically, emotionally, mentally and academically safe along with rigorous teaching to engaged learners are Bowie's top goals. Teachers meet in Professional Learning Communities (PLC) teams to identify positive deviants, review data and student work and plan instruction, assessment, intervention and enrichment. The campus is further supported by a strong, active PTA.

School Culture and Climate Strengths

Bowie has a cohesive leadership team that serves staff, students, and families well.

Bowie has a strong sense of campus pride, community, commitment to doing the right thing and supporting one another. Teachers and campus administrators have high expectations of one another and hold each accountable. Teachers hold high expectations for students and work to move them toward academic and social-emotional mastery.

Bowie has a very active and strong PTA that provides a great deal of financial and volunteer support.

Bowie's parent base is very active and involved.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Many families do not participate in family events. **Root Cause:** Some families do not regularly check their email or make/have the time to get involved.

Problem Statement 2: Attendance rate is lower than desired goal.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

For the 2023-2024 school year, 40.6% (decrease from 53%) of Bowie's classroom teachers have 5 or more years of experience. 12.5% (decrease from 23.5%) of Bowie's current staff is within their 1st year of teaching. These new-to-Bowie teachers will be supported daily by campus administrators along with campus mentors. Bilingual teachers teach K-4 two-way dual language classes. Bowie dual language teachers are supported by campus administration, as well as, a district bilingual director. Administration endeavors to provide needed support and resources to promote the success and retention of new staff members through individual and grade level instructional meetings (PLC), professional development opportunities, administrative coaching, and by assignment of mentor teachers to those new to the field and campus. Our SEO (Student engagement officer) continues to support students and teachers by meeting students' needs.

Staff Quality, Recruitment, and Retention Strengths

Bowie's teachers are dedicated to one another and work collaboratively to support each other. New hires are assigned an administrative/campus mentor teacher to provide support and belonging. Instructional staff is provided with numerous relevant professional development opportunities in part by the lead teacher, dean of instruction, assistant principal and principal. Campus administration has an open door policy that fosters strong relationships and expectations.

Teachers are provided 13 planning Fridays throughout the year to plan for instruction in upcoming weeks. Lesson plans are created and housed in Eduphoria Forethought and reviewed with feedback by campus administration.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Hispanic and LEP populations show need of improvement in all content areas of STAAR and reading achievement. **Root Cause:** Currently, 40% of classroom teachers are ESL certified. More ESL training is needed to support teachers and students.

Problem Statement 2: 53.1% of Bowie's professional classroom teachers have 0-3 years of experience. **Root Cause:** Higher expectations continue to be placed on students and teachers. Teacher turnover has increase the last couple of years.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum, instruction, and assessments are developed at the district level with the collaborative efforts of the professional teaching staff. The C&I department redesigned many of the curriculum resources for the 2023-2024 school year. These resources are aligned with state standards, and assessments are based on the scope and sequence. Teachers input lesson plans into Forethought. Lesson plans will be audited every 3 weeks by administrators. Administrators conduct walkthroughs to observe best teaching practices and provide opportunities for feedback. Students are assessed through checkpoints and unit assessments. Teachers create instructional action plans after giving an assessment. GISD uses MAP Growth and Fluency as its reading and math universal screeners at BOY, MOY and EOY. Assessment results are housed in Eduphoria, which assists teachers in disaggregating data.

Response to Intervention (RtI) will be chaired by dean of instruction and assistant principal. Intervention and progress monitoring will take place during Guided Reading/Math and/or designated intervention block.

Teachers will be required to complete a daily percent of mastery (POM) tracker to track mastery of TEKS covered within a week's time in reading and math.

Professional development will be lead primarily by administrators within PLCs, coaching, or faculty meetings. Professional development topics will stem from district focuses and campus needs determined through walkthroughs and observations.

Curriculum, Instruction, and Assessment Strengths

PLCs work collaboratively to review and use data to inform instruction that fosters rigour and relevance in student learning. Campus administration leads all PLCs.

Assistant principal will act as testing coordinator.

Instructional action plans, created by teachers, will show students who master, meet, approach and does not meet. This data will help to guide intervention and differentiation.

Eduphoria helps teachers and administrators disaggregate data.

Traction was gained last school year - Lesson plan development, teacher understanding of objectives and products, etc. Many more teachers can be used as peer examples.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: From current 2023-2024 module assessment data, less than 40% of Bowie 4th graders have mastered TEKS 4.7B, 4.7C and 4.7D, which entail responding to text through written responses. **Root Cause:** Teachers and students need more training and instruction and opportunities to assess on ECR (extended constructed responses).

Problem Statement 2: For the 2021-2022 school year, 65.5% of Texas Education Agency targets were met for RLA and Math. Additionally, Bowie's 2022-2023 STAAR levels at approaches, meets, and masters decreased. **Root Cause:** There is a need for an increase of visuals/documentation to show percentage of mastery and students (groups) not mastering a daily objective and rigorous and specific teaching of TEKS.

Problem Statement 3: Daily lesson objectives and products are not consistently aligned or rigorous enough. **Root Cause:** There is a lack of lesson plan audits, and a great level of instructional support and feedback needed for newer classroom teachers.

Parent and Community Engagement

Parent and Community Engagement Summary

Bowie has a long history of family and community involvement. There is a strong bond between our current and former students' families that has resulted in any program event to be well supported and attended. Efforts are being made to further develop and promote involvement of all stakeholders to support events that focus on student achievement. Bowie is participating in All Pro Dads this year to increase family engagement of fathers and father figures.

Parent and Community Engagement Strengths

Bowie has a variety of activities for students, parents and the community:

- ACE after school program
- DI teams
- Grade level goals nights where grade level teachers share information and expectations for the current school year
- Regularly scheduled PTA meetings and grade level performances allowing parents, extended families, and the community to hear what's going on with the PTA and then watch student performances
- Seasonal activities sponsored by campus and Bowie PTA
- Track and field for all grade levels where parents are encouraged to attend
- Two annual book fairs with one night dedicated to families and where possible, this night is also aligned with an open house to increase parental attendance
- Numerous grade level social media pages that offer instructional support for parents
- Blackboard Messenger and Reminder are used to facilitate communication.
- Student of the Month Luncheon brings multiple parents at the end of each month.
- Bowie's Student Ambassadors
- 4th Grade Robotics
- All Pro Dads

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: For Bowie's student population size, Bowie's PTA isn't diverse. **Root Cause:** More parents need to be educated on why joining PTA is important to their child and our campus.

School Context and Organization

School Context and Organization Summary

Safety is a high priority at Bowie Elementary and is supported through a state of the art building that provides security vestibules and electronically controlled access. Door checks of exterior and interior doors are completed daily. Visitors must check in at the office through the Raptor system prior to gaining access to the interior of the campus and its students. Drop off and pick up times are well monitored and controlled by staff members including campus administration. All families must have a car placard to pick up their child through the car line. Staff members check off students as they enter their buses. The safety of Bowie's staff and students is a shared belief between parents and faculty, as evidenced by families' adherence to and support of the established student access procedures. It is also well known that instructional time is protected and not easily disturbed or disrupted unnecessarily.

GISD has adopted a counseling curriculum, Character Strong. Daily, character lessons will take place within classrooms along with our counselor providing character lesson each month.

A year at a glance campus calendar has been created to incorporate all academic, assessment and climate/culture essential events that will take place throughout the year.

Grade level and staff teams, led by team leaders, work together to plan and organize throughout the school year.

School Context and Organization Strengths

Bowie staff members take safety and security seriously. Instructional time is preserved and used wisely.

Daily, character lessons will take place within classrooms along with our counselor providing character lesson each month.

Bowie is participating in the Focus School Support grant for the 2023-2024 and 2024-2025 school year with a focus on observation/feedback and high quality instructional materials. Campus administration continues to develop coaching skill to impact teacher effectiveness in the classroom.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Hispanic student demographics are not closely aligned with Hispanic staff demographics. **Root Cause:** Student demographics have changed at a faster pace than staff openings. There continues to be a shortage of highly-qualified bilingual candidates applying to Greenville ISD.

Technology

Technology Summary

GISD has a knowledgeable and customer-service technology department that provides tremendous support for the use and implementation of technology. Bowie boasts interactive projectors, sound system, and a document cameras in each classroom. All Bowie Elementary students have been assigned a touch-screen Chromebook meeting a 1:1 ratio. These wireless devices supported by a current WiFi system and bandwidth.

Technology Strengths

New technology and improved bandwidth continues to support online usage.

Teachers and students are motivated by technology.

Bowie has 1:1 ratio of iPads and Chromebooks.

GISD has Footsteps2Brilliance as a reading resource in K-3.

Problem Statements Identifying Technology Needs

Problem Statement 1: The implementation of technology does not always directly support and assess TEKS. **Root Cause:** Additional support on Google Classroom, Seesaw, assessment programs, and other technology applications that are most effective for specific content and grade level and data collection.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: Bowie Elementary will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.

Performance Objective 1: Bowie Elementary will achieve an overall A rating from Domain I - Student Achievement, Domain II - School Progress, and Domain III - Closing the Gaps, and earn at least 1 academic distinction for the 2023-2024 school year.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR, STAAR-Alternate 2, and TELPAS performance data





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in weekly Professional Learning Community (PLC) meetings to identify positive deviants and grow professionally. PLCs will include review of unit assessment data and creation of Instructional Action Plans.</p> <p>Strategy's Expected Result/Impact: 1. STAAR student achievement will increase to: 80% of students approaching, 50% meeting, and 30% mastering grade level in Reading/Language Arts</p> <p>80% of students approaching, 50% meeting, and 30% mastering grade level in Math</p> <p>2. K-4 students will show 1 year's growth or more on district universal screeners and STAAR.</p> <p>3. Students will show growth of TEKS through checkpoints and unit assessments.</p> <p>Staff Responsible for Monitoring: Administrators, PLC Team</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			

Strategy 2 Details	Reviews			
<p>Strategy 2: Bowie's administrators will participate in auditing teacher lesson plans for compliance and alignment after each planning Friday, observing objectives and products posted in classrooms for compliance and alignment, and coaching teachers on best practices.</p> <p>Strategy's Expected Result/Impact: 1. STAAR student achievement will increase to: 80% of students approaching, 50% meeting, and 30% mastering grade level in Reading/Language Arts</p> <p>80% of students approaching, 50% meeting, and 30% mastering grade level in Math</p> <p>2. K-4 students will show 1 year's growth or more on district universal screeners and STAAR.</p> <p>3. Students will show growth of TEKS through checkpoints and unit assessments.</p> <p>Staff Responsible for Monitoring: Administrators, PLC team</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Intervention students will be determined by criteria of HB 1416 and district universal screener results throughout the school year. Classroom teachers will serve students during intervention block and small group time within math or RLA instruction.</p> <p>Strategy's Expected Result/Impact: 1. STAAR student achievement will increase to: 80% of students approaching, 50% meeting, and 30% mastering grade level in Reading/Language Arts</p> <p>80% of students approaching, 50% meeting, and 30% mastering grade level in Math</p> <p>2. K-4 students will show 1 year's growth or more on district universal screeners and STAAR.</p> <p>3. Students will show growth of TEKS through checkpoints and unit assessments.</p> <p>Staff Responsible for Monitoring: Dean of Instruction, Classroom teachers, Principal, Assistant Principal</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Master Schedule: Bowie will create and utilize a master schedule that optimizes learning times and opportunities. Protected intervention blocks will be included each day. Intervention will allow most Speech, Gifted & Talented, dyslexic and RtI (Response to Intervention) students to be serviced without missing Tier I instruction.</p> <p>Strategy's Expected Result/Impact: 1. STAAR student achievement will increase to: 80% of students approaching, 50% meeting, and 30% mastering grade level in Reading/Language Arts</p> <p>80% of students approaching, 50% meeting, and 30% mastering grade level in Math</p> <p>2. K-4 students will show 1 year's growth or more on district universal screeners and STAAR.</p> <p>3. Students will show growth of TEKS through checkpoints and unit assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Dean of Instruction, PLC members, staff members</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Student Goals: Every student will know their academic goal by the middle of the year assessment results. Goals will be reviewed with the students and their families.</p> <p>Students will be recognized for meeting and mastering checkpoints and unit assessments in reading/writing, math, and science. Goals will be set prior to assessments.</p> <p>Strategy's Expected Result/Impact: 1. STAAR student achievement will increase to: 80% of students approaching, 50% meeting, and 30% mastering grade level in Reading/Language Arts</p> <p>80% of students approaching, 50% meeting, and 30% mastering grade level in Math</p> <p>2. K-4 students will show 1 year's growth or more on district universal screeners and STAAR.</p> <p>3. Students will show growth of TEKS through checkpoints and unit assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Dean of Instruction, teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Office staff and Student Engagement Officer will call daily absences. Information will be given to administrators, teachers, and nurse. Attendance concerns (less than 90%) and truancy phone calls will continue to be made by campus administration, teachers, and SEOs. Truancy letters based on unexcused absences along with excessive tardies and absences will be sent accordingly.</p> <p>Strategy's Expected Result/Impact: Bowie's yearly attendance will increase to 96% or greater.</p> <p>K-4 students will show 1 year's growth or more on district universal screeners and STAAR.</p> <p>Students will show growth of TEKS through checkpoints and unit assessments.</p> <p>Staff Responsible for Monitoring: Administrators, office/district staff, teachers</p> <p>TEA Priorities: Improve low-performing schools - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Bowie will intentionally plan for all students after review of data. Teachers will use Eduphoria to review universal screener, checkpoint and unit assessment data. District and campus staff will provide data that identifies students mastering, meeting and approaching grade level and breakdowns of student population performance. Data will be used to create action plans, discussed during PLCs and will drive lesson planning, and RtI (Response to Intervention) process.</p> <p>Strategy's Expected Result/Impact: 1. STAAR student achievement will increase to: 80% of students approaching, 50% meeting, and 30% mastering grade level in Reading/Language Arts</p> <p>80% of students approaching, 50% meeting, and 30% mastering grade level in Math</p> <p>2. K-4 students will show 1 year's growth or more on district universal screeners and STAAR.</p> <p>3. Students will show growth of TEKS through checkpoints and unit assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Dean of Instruction, PLC members</p> <p>TEA Priorities: Improve low-performing schools - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: MTSS: Bowie will follow the MTTS process utilizing Tier I, Tier II, and Tier II supports/interventions. MTTS committee will at least meet at the beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY). Classroom teachers will review progress every 3 weeks and communicate with families.</p> <p>Tutoring/intervention is provided before and after school. GISD's ACE program fosters and funds after school tutoring/intervention funding. Read Naturally and Amplify mClass being used to intervene with Bowie ACE students.</p> <p>Strategy's Expected Result/Impact: 1. STAAR student achievement will increase to: 80% of students approaching, 50% meeting, and 30% mastering grade level in Reading/Language Arts</p> <p>80% of students approaching, 50% meeting, and 30% mastering grade level in Math</p> <p>2. K-4 students will show 1 year's growth or more on district universal screeners and STAAR.</p> <p>3. Students will show growth of TEKS through checkpoints and unit assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Dean of Instruction, MTTS committee members, ACE site coordinator</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
<p>Strategy 9: Bowie will implement a clear and intentional focus on early literacy and numeracy in all grade levels using the faithful application of Guided Reading and Guided Math.</p> <p>Strategy's Expected Result/Impact: 1. STAAR student achievement will increase to: 75% of students approaching, 50% meeting, and 30% mastering grade level in Reading</p> <p>1. STAAR student achievement will increase to: 80% of students approaching, 50% meeting, and 30% mastering grade level in Reading/Language Arts</p> <p>80% of students approaching, 50% meeting, and 30% mastering grade level in Math</p> <p>2. K-4 students will show 1 year's growth or more on district universal screeners and STAAR.</p> <p>3. Students will show growth of TEKS through checkpoints and unit assessments.</p> <p>Staff Responsible for Monitoring: Administrators, Dean of Instruction</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math -</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 1: Bowie Elementary will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.





Performance Objective 2: By June of the 2023-2024 school year, the percentage of 3rd and 4th grade Bowie Elementary students that will rate in the category of meets for the combined STAAR will be 50% or higher. Additionally, the percentage of Special Education students that will rate in the category of meets will increase to 28%. As well, the percentage of African American students that will rate in the category of meets will increase to 35%.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR performance data, summative assessment data

Strategy 1 Details	Reviews			
<p>Strategy 1: Coaching from administrators will align to staff member needs based on walkthrough and observation data and use ESF processes.</p> <p>Strategy's Expected Result/Impact: 1. STAAR student achievement will increase to: 80% of students approaching, 50% meeting, and 30% mastering grade level in Reading/Language Arts</p> <p>80% of students approaching, 50% meeting, and 30% mastering grade level in Math</p> <p>2. K-4 students will show 1 year's growth or more on district universal screeners and STAAR.</p> <p>3. Students will show growth of TEKS through checkpoints and unit assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: After unit assessments, teachers will create instructional action plans to analyze multiple data points to identify and address gaps in performance of under-performing populations and students. Additionally, the Dean will manage intervention groups to ensure all students who qualify for HB 1416 services receive mandated accelerated instruction.</p> <p>Strategy's Expected Result/Impact: 1. STAAR student achievement will increase to: 80% of students approaching, 50% meeting, and 30% mastering grade level in Reading/Language Arts</p> <p>80% of students approaching, 50% meeting, and 30% mastering grade level in Math</p> <p>2. K-4 students will show 1 year's growth or more on district universal screeners and STAAR.</p> <p>3. Students will show growth of TEKS through checkpoints and unit assessments.</p> <p>Staff Responsible for Monitoring: Dean of Instruction, administrators</p> <p>TEA Priorities: Improve low-performing schools - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Bowie Elementary will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.

Performance Objective 3: STAAR RLA (Reading/Language Arts) scores will be increased to 75% of all students population groups approaching, 50% meeting, and 30% mastering grade level. This includes, the percentage of 3rd grade students that will rate in the category of meets will be at least 50%.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR performance data, summative reading assessment data

Strategy 1 Details	Reviews			
<p>Strategy 1: MTSS: Bowie will follow the MTSS process utilizing Tier I, Tier II, and Tier II supports/interventions. MTSS committee will at least meet at the beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY).</p> <p>Tutoring/intervention is provided before and after school. GISD's ACE program fosters and funds after school tutoring/intervention funding. Read Naturally and Amplify mClass being used to intervene with Bowie ACE students.</p> <p>Strategy's Expected Result/Impact: 1. STAAR student achievement will increase to: 80% of students approaching, 50% meeting, and 30% mastering grade level in Reading/Language Arts</p> <p>2. K-4 students will show 1 year's growth or more on district universal screeners and STAAR.</p> <p>3. Students will show growth of TEKS through checkpoints and unit assessments.</p> <p>Staff Responsible for Monitoring: Administrators, ACE site coordinator</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Guided Reading structures and strategies will be used to provide targeted instruction.</p> <p>Strategy's Expected Result/Impact: 1. STAAR student achievement will increase to: 80% of students approaching, 50% meeting, and 30% mastering grade level in Reading/Language Arts</p> <p>2. K-5 students will show 1 year's growth or more on district universal screeners and STAAR.</p> <p>3. Students will grow by a minimum of 4 questions from one summative to the next, using the 1st summative as the baseline.</p> <p>Staff Responsible for Monitoring: Administrators, teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Bowie teachers will utilize Education Galaxy to assign differentiated reading TEKS to specific students for intervention and additional instruction.</p> <p>Strategy's Expected Result/Impact: 1. STAAR student achievement will increase to: 80% of students approaching, 50% meeting, and 30% mastering grade level in Reading/Language Arts</p> <p>2. K-4 students will show 1 year's growth or more on district universal screeners and STAAR.</p> <p>3. Students will show growth of TEKS through checkpoints and unit assessments.</p> <p>Staff Responsible for Monitoring: Administrators, teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Writing Everyday: K-5 students will write every day in each content area and focus on Extended Constructed Responses (ECR).</p> <p>Strategy's Expected Result/Impact: 1. STAAR student achievement will increase to: 80% of students approaching, 50% meeting, and 30% mastering grade level in Reading/Language Arts.</p> <p>Staff Responsible for Monitoring: Administrators, teachers and staff members</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: Bowie Elementary will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.

Performance Objective 4: Increase STAAR student achievement in Math to 75% of all students approaching, 50% meeting, and 30% mastering grade level. This includes, the percentage of 3rd grade students that will rate in the category of meets will improve to at least 50% or higher.





High Priority

HB3 Goal

Evaluation Data Sources: STAAR performance data, summative assessment data

Strategy 1 Details	Reviews			
<p>Strategy 1: In K-4, math district pacing guides, district-approved resources, structures, activities and strategies will be used to provide rigorous and targeted instruction based on student need. Aligned objective and products will be posted, and percent of mastery tracked.</p> <p>Strategy's Expected Result/Impact: 1. STAAR student achievement will increase to: 80% of students approaching, 50% meeting, and 30% mastering grade level in Math</p> <p>2. K-4 students will show 1 year's growth or more on district universal screeners and STAAR.</p> <p>3. Students will show growth of TEKS through checkpoints and unit assessments.</p> <p>Staff Responsible for Monitoring: Administrators, math teachers</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			

Strategy 2 Details	Reviews			
<p>Strategy 2: Math spiral reviews will be used daily in order to enhance mastery and address gaps of math skills based on data from skills checks and unit assessments..</p> <p>Strategy's Expected Result/Impact: 1. STAAR student achievement will increase to: 80% of students approaching, 50% meeting, and 30% mastering grade level in Math</p> <p>2. K-4 students will show 1 year's growth or more on district universal screeners and STAAR.</p> <p>3. Students will show growth of TEKS through checkpoints and unit assessments.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: MTTs: Bowie will follow the MTTs process utilizing Tier I, Tier II, and Tier II supports/interventions. MTTs committee will at least meet at the beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY).</p> <p>Tutoring/intervention is provided before and after school. GISD's ACE program fosters and funds after school tutoring/intervention funding.</p> <p>Strategy's Expected Result/Impact: 1. STAAR student achievement will increase to: 80% of students approaching, 50% meeting, and 30% mastering grade level in Math</p> <p>2. K-4 students will show 1 year's growth or more on district universal screeners and STAAR.</p> <p>3. Students will show growth of TEKS through checkpoints and unit assessments.</p> <p>Staff Responsible for Monitoring: Administrators, teachers, ACE site coordinator</p> <p>Title I: 2.6 - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Bowie teachers will utilize Education Galaxy to assign differentiated math TEKS to specific students for intervention and additional instruction.</p> <p>Strategy's Expected Result/Impact: 1. STAAR student achievement will increase to: 80% of students approaching, 50% meeting, and 30% mastering grade level in Math</p> <p>2. K-4 students will show 1 year's growth or more on district universal screeners and STAAR.</p> <p>3. Students will show growth of TEKS through checkpoints and unit assessments.</p> <p>Staff Responsible for Monitoring: Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 1: Bowie Elementary will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.

Performance Objective 5: Two-way dual language students will be taught by teachers trained in research-based, best practices.

High Priority

HB3 Goal





Evaluation Data Sources: STAAR/TELPAS performance data, summative assessment data, universal screener data

Strategy 1 Details	Reviews			
<p>Strategy 1: The Gomez & Gomez Dual Language Enrichment (DLE) Model will continue to be monitored and provide support within Bowie's one-way and two-way dual language classrooms to promote the academic and linguistic developmental growth along with cultural awareness.</p> <p>Strategy's Expected Result/Impact: 1. K-5 students will show 1 year's growth or more on district universal screeners and STAAR/TELPAS.</p> <p>2. Students will grow by a minimum of 4 questions from one summative to the next, using the 1st summative as the baseline.</p> <p>Staff Responsible for Monitoring: Administrators, district staff and teachers</p> <p>Title I: 2.5 - TEA Priorities: Improve low-performing schools - - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Bowie Elementary will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Performance Objective 1: Bowie will follow district and state safety policies and procedures during daily campus schedules and emergency response situations.

Evaluation Data Sources: COVID response level, GISD Rapid Response Plan, TEA guidelines

Strategy 1 Details	Reviews			
<p>Strategy 1: All campus staff will ensure exterior and interior doors are secured and locked. Daily and weekly monitoring and documenting of doors will take place.</p> <p>Strategy's Expected Result/Impact: Bowie will pass TEA's intruder audits, and ensure safety of all students.</p> <p>Staff Responsible for Monitoring: Administrators, staff members, custodial staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Bowie will prioritize resources and adjust timelines as necessary to support each of Greenville ISD's goals. Actions will take into consideration supporting the physical, mental, social and emotional health and safety of students, families and staff.</p> <p>Strategy's Expected Result/Impact: Bowie Elementary will maintain have an attendance rate of 96.5% or higher.</p> <p>All students will make 1 year's growth.</p> <p>Staff Responsible for Monitoring: Administrators, counselor, teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Bowie Elementary will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Performance Objective 2: Student office referrals will be reduced by 2-3% from the 2022-2023 school year. Special Education and 504 out of placement actions will be tracked online for review.





High Priority

Evaluation Data Sources: PEIMS data, discipline tracker

Strategy 1 Details	Reviews			
<p>Strategy 1: Along with administrators and counselor, Bowie will utilize Student Engagement Officer and Community in Schools to support and effectively support students with multiple discipline referrals.</p> <p>Strategy's Expected Result/Impact: Student office referrals will continue to be reduced by 2-3% from the 2022-2023 school year.</p> <p>Students will increase self-advocating, regulating, and social skills.</p> <p>Instructional time will increase for all students</p> <p>Staff Responsible for Monitoring: Student Engagement Officer, Community in Schools, assisted by Assistant Principal and Principal</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Campus and district discipline data, applicable to Bowie, will be reviewed every 3 weeks and reported back to staff within grade levels and staff meeting.</p> <p>Teachers must provide evidence of accommodations (504, SpEd, RtI, LPAC) submitted online.</p> <p>Campus 504 coordinator, Student engagement officer, SpEd diagnostician, and RtI committee are alerted to specific needs. Student service plans, IEPs, BIPs, behavior charts, check-in/outs, student schedules, parent conferences and created/modified, as needed.</p> <p>Roster reviews will be completed with each classroom teacher every 4-5 weeks.</p> <p>Strategy's Expected Result/Impact: Student office referrals will continue to be reduced by 2-3% from the 2022-2023 school year.</p> <p>Students will increase self-advocating, regulating, and social skills.</p> <p>Instructional time will increase for all students</p> <p>Staff Responsible for Monitoring: Administrators, counselor, SpEd staff members, campus diagnostician, RtI committee members; Student engagement officer</p> <p>TEA Priorities: Improve low-performing schools -</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Classroom teachers and Bowie counselor will conduct guidance lessons based on Character Strong character curriculum. Each month will focus on a character trait(s).</p> <p>Strategy's Expected Result/Impact: Student office referrals will continue to be reduced by 2-3% from the 2022-2023 school year.</p> <p>Students will increase self-advocating, regulating, and social skills.</p> <p>Instructional time will increase for all students</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Students are encouraged to show excellent behavior by:</p> <ul style="list-style-type: none"> -Each teacher is given two PAWS-itive Praise certificates/week to give deserving students. Administrators or teachers will call home with congratulations. -Every month, one student from each class is chosen as Student of the Month. Pictures are taken and posted on Bowie Facebook, and students receive a certificate. -Students earn "E Parties" at the end of a reporting period. -3rd and 4th grade interest groups provide incentives for weekly behavior. Students not earning interest groups will participate in social skills. -End of the year awards will be given. <p>Strategy's Expected Result/Impact: Student office referrals will continue to be reduced by 2-3% from the 2022-2023 school year.</p> <p>Students will increase self-advocating, regulating, and social skills.</p> <p>Instructional time will increase for all students</p> <p>Staff Responsible for Monitoring: Administrators, office staff, teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Bowie will continue to implement MANDT relational strategies to foster relationships and classroom management.</p> <p>Strategy's Expected Result/Impact: Student office referrals will continue to be reduced by 2-3% from the 2022-2023 school year.</p> <p>Students will increase self-advocating, regulating, and social skills.</p> <p>Instructional time will increase for all students</p> <p>Staff Responsible for Monitoring: Administrators, counselor, staff members</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Bowie will continue our bullying committee which focuses on addressing bullying by focusing on prevention efforts and health and wellness initiatives. Additionally, threat assessments will be conducted, as needed.</p> <p>Strategy's Expected Result/Impact: Student office referrals will continue to be reduced by 2-3% from the 2022-2023 school year.</p> <p>Students will increase self-advocating, regulating, and social skills.</p> <p>Instructional time will increase for all students</p> <p>Staff Responsible for Monitoring: Assistant principal, counselor, other staff members</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Bowie will create a discipline playbook to inform staff and students of behavior expectations.</p> <p>Strategy's Expected Result/Impact: Decreased behavior referrals</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Deputy Superintendent of Administration.</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Bowie Elementary will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Performance Objective 3: Along with safety, students will participate in required physical education minutes and annual FitnessGram to promote physical health and well-being.

Evaluation Data Sources: Master schedule, PEIMS data, FitnessGram data

Strategy 1 Details	Reviews			
<p>Strategy 1: Student will receive the required number of physical education minutes as established by the State of Texas.</p> <p>Strategy's Expected Result/Impact: Students will be healthier, and as a result will positively impact academics, attendance and overall well-being.</p> <p>Staff Responsible for Monitoring: Administrators, PE teacher</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Eligible 3rd and 4th grade students will participate in the annual FitnessGram.</p> <p>Strategy's Expected Result/Impact: All student data will be reported to the State. Students will be healthier, and as a result will positively impact academics, attendance and overall well-being.</p> <p>Staff Responsible for Monitoring: Administrator, PE teacher</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 3: Bowie will follow district processes to actively recruit, support, develop, and retain highly-qualified employees for all areas of our campus.

Performance Objective 1: In working with Greenville ISD HR, 100% of teachers will pursue teacher certification, be given timely feedback, and provided appropriate coaching and professional development.

High Priority

Evaluation Data Sources: TEA certification, Eduphoria/Strive walkthrough/observation data





Strategy 1 Details	Reviews			
<p>Strategy 1: Coaching from administrators will align to staff member needs based on walkthrough and observation data.</p> <p>Strategy's Expected Result/Impact: 1. Staff retention is increased by 7%.</p> <p>2. STAAR student achievement will increase to: 80% of students approaching, 50% meeting, and 30% mastering grade level in Reading/Language Arts</p> <p>80% of students approaching, 50% meeting, and 30% mastering grade level in Math</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Dean of Instruction, Lead Teacher</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: School Culture: Teachers and administrators will participate in professional learning communities (PLC) weekly for planning what students will need to do to know unit content and show mastery. Members will share instructional methods/practices, and review student work and data. Special Education inclusion staff will attend PLCs with general education teachers.</p> <p>Strategy's Expected Result/Impact: 1. Staff retention is increased by 7%.</p> <p>2. Increase teacher T-TESS rating from BOY to EOY.</p> <p>3. K-4 students will show 1 year's growth or more on district universal screeners and STAAR.</p> <p>4. Students will show growth of TEKS through checkpoints and unit assessments.</p> <p>Staff Responsible for Monitoring: Administrators, Lead teacher</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Bowie will partner with Texas A&M University-Commerce Intern/Residency Program.</p> <p>Strategy's Expected Result/Impact: Provide field experience for college students and prepare future teachers for Bowie and Greenville ISD.</p> <p>Staff Responsible for Monitoring: Administrators, teachers, Teacher of teacher</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Bowie will continue to work alongside Greenville ISD Human Resources to recruit certified staff members. The classroom teacher turnover rate at Bowie will decrease to 15% by June 2024.</p> <p>Strategy's Expected Result/Impact: 1. Staff retention is increased by 7%.</p> <p>2. Increase teacher T-TESS rating from BOY to EOY.</p> <p>3. K-4 students will show 1 year's growth or more on district universal screeners and STAAR.</p> <p>4. Students will show growth of TEKS through checkpoints and unit assessments.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: First year and new to campus Bowie teachers will be supported by campus mentors.</p> <p>Strategy's Expected Result/Impact: 1. Staff retention is increased by 7%.</p> <p>2. Increase teacher T-TESS rating from BOY to EOY.</p> <p>3. K-4 students will show 1 year's growth or more on district universal screeners and STAAR.</p> <p>3. Students will show growth of TEKS through checkpoints and unit assessments.</p> <p>Staff Responsible for Monitoring: Campus administrators, campus mentors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 4: Bowie Elementary will implement the district's long-range financial plan that results in the most effective mix of educational and financial resources available while attaining the long-range goals and objectives of Greenville ISD.

Performance Objective 1: Striving for 97% student and staff attendance, Bowie will increase average daily attendance (ADA).





Evaluation Data Sources: PEIMS data, Skyward Employee Access data

Strategy 1 Details	Reviews			
<p>Strategy 1: Office staff, nurse, and Bowie's Student Engagement Officer will track and call families daily, if an absence occurs. Information will be given to administrators, teachers and nurse. Attendance concerns (less than 90%) and truancy phone calls will continue to be made by campus administration, teachers, and district truancy officer. Bowie will send out truancy letters based on unexcused absences along with excessive tardies and absences.</p> <p>Strategy's Expected Result/Impact: Bowie's staff and student yearly attendance will increase to 97% or greater.</p> <p>K-4 students will show 1 year's growth or more on district universal screeners and STAAR.</p> <p>Students will show growth of TEKS through checkpoints and unit assessments.</p> <p>Staff Responsible for Monitoring: Administrators, office staff members, counselor, teachers, Bowie nurse</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All expenditures requests will be reviewed to authenticate the need for the said expense, as well as, its impact on the instructional and physical operation of the campus. Campus will submit monthly variance reports to GISD CFO.</p> <p>Strategy's Expected Result/Impact: The effective review and assessment of need before monies are expended will result in 100% equitable and accurate budget expenditures.</p> <p>Staff Responsible for Monitoring: Administrator, campus secretary</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Throughout the entire school year, staff members will be appreciated by administrative staff and PTA through food, incentives and affirmations.</p> <p>Strategy's Expected Result/Impact: Bowie's staff attendance will maintain 97% or greater.</p> <p>Staff retention will is increased by 15%.</p> <p>Staff Responsible for Monitoring: Administrators, PTA</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Bowie Elementary will implement the district's long-range financial plan that results in the most effective mix of educational and financial resources available while attaining the long-range goals and objectives of Greenville ISD.

Performance Objective 2: 100% of expenditures will be aligned with campus and district goals. Campus will submit monthly variance reports to GISD CFO.

Evaluation Data Sources: Campus budget and expenditures

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus budget will be reviewed weekly to ensure expenditures align with campus and district goals. Campus will submit monthly variance reports to GISD CFO.</p> <p>Strategy's Expected Result/Impact: Reviewing will ensure efficient use of school resources.</p> <p>Staff Responsible for Monitoring: Administrator, campus secretary</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Master Schedule: The master schedule and staff assignments will be reviewed to ensure effective use of personnel.</p> <p>Strategy's Expected Result/Impact: Reviewing will ensure proper allocations of personnel and school resources.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Communication among the campus employees, students, parents and the community at-large will be accurate, consistent, timely, effective and interactive. The campus will provide for family and community involvement that results in positive partnership. Partnership means a willingness to do, to give, to work with the campus and share responsibility at various levels of involvement accepting responsibility for the education of students.

Performance Objective 1: Bowie Elementary will provide multiple communication platforms providing the opportunity for all families and community members to be informed and involved.

Evaluation Data Sources: Parent contact logs, Blackboard Messenger data, PTA minutes, Facebook page, Grade level communication, email/calendar invites. other electronic applications

Strategy 1 Details	Reviews			
<p>Strategy 1: Family Partnerships: Periodic communications via newsletters, Facebook, Remind 101, Blackboard Messenger will be sent.</p> <p>Strategy's Expected Result/Impact: Effective two-way communication between home, school, and community will be fostered.</p> <p>Staff Responsible for Monitoring: Administrators, staff members</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students and families will have opportunities to take part in various campus activities/groups: Destination Imagination, PTA, Robotics, Student Ambassadors, Suzuki Strings, All Pro Dads, etc.</p> <p>Strategy's Expected Result/Impact: 1. Attendance will improve to 97% or greater.</p> <p>2. K-4 students will show 1 year's growth or more on district universal screeners and STAAR.</p> <p>3. Students will show growth of TEKS through checkpoints and unit assessments.</p> <p>Staff Responsible for Monitoring: Administrators, staff, PTA</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue