

**Greenville Independent School District**  
**Bowie Elementary School**  
**2018-2019 Campus Improvement Plan**



# Mission Statement

Greenville Independent School District prepares, inspires, and empowers students in a safe and nurturing environment to become responsible citizens who successfully compete in a global society.

# Vision

We educate today...you succeed tomorrow!

# Value Statement

The Bowie Campus Leadership Team (CLT) developed and presented a campus mission/vision statement that supports and extends the district level mission and vision, and submitted the following to the faculty and staff at the beginning of the 2016-2017 school year.

Bowie does whatever it takes to launch unique learners, #Bowie Strong; #Unique; #Whateverittakes

We did this because we believe that by reaching beyond convention and systematically taking calculated risks, we will evolve our instructional practices to better develop and empower students to learn creatively.

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Achievement .....	6
School Culture and Climate .....	9
Staff Quality, Recruitment, and Retention .....	10
Curriculum, Instruction, and Assessment .....	11
Parent and Community Engagement .....	12
School Context and Organization .....	13
Technology .....	13
Priority Problem Statements .....	16
Comprehensive Needs Assessment Data Documentation .....	17
Goals .....	19
Goal 1: Bowie Elementary will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency. . . .	19
Goal 2: Bowie Elementary will maintain a safe and disciplined environment conducive to student learning and employee effectiveness. . . . .	30
Goal 3: Bowie Elementary will follow district processes to actively recruit, support, develop, and retain highly qualified employees for all areas of the organization. . . . .	34
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 the district. . . . .	36
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. . . . .	37
Campus Improvement Committee .....	41

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Bowie Elementary is a Kindergarten through 5<sup>th</sup> Grade campus in Greenville ISD serving just at 640 students. This is an increase in student population from 2018 mainly due to adding bilingual and dual language programs to the campus.

- 68.13% of students are Economically Disadvantage
- 46.56% of students are English Language Learners
- 6.87% of students are Gifted and Talented
- 7.9% of students are Special Education

The campus population is comprised of the following demographic breakdown:

- 11.5% African American
  - 34.8%\* Hispanic
  - 42.0% White
  - 6.7%\* Multi-race
  - 0.3% American Indian
  - 0.0% Asian/Native Hawaiian
- (\* indicates an increase over previous year)

The overall attendance rate for the 2017-2018 school year was 95.7%. Tardy arrivals and unexcused absences are problematic, but new attendance procedures will begin during the spring upcoming spring semester. Office staff will call absent students' families each day, and frequent tardy families will be tracked and contacted on a weekly basis. Truancy documentation will continue to be communicated to families by phone calls, warning letters, and referrals to the courts. As of December 2018, class sizes by grade level are within the 22:1 ratio in grades K through 4<sup>th</sup>, and while 5<sup>th</sup> grade is not held to the 22:1 ratio guideline, it also falls within the 22:1 ratio. Bowie has 2 dual language Kindergarten classes and 4 general education classes. 1<sup>st</sup> grade has 1 bilingual class and 5 general education classes. 2<sup>nd</sup> grade has 1 bilingual class and 5 general education classes. 3<sup>rd</sup> grade has 1 bilingual class and 4 general education classes. 4<sup>th</sup> grade has 1 bilingual class and 4 general education classes. 5<sup>th</sup> grade has 1 bilingual 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, Guided Math and Reading structures effectively.

The 2018-2019 attendance rate has hovered around 96.6 - 97%, which is an increase from last year. With extra attendance efforts, Bowie is hopeful that this positive trend will continue.

Bowie added bilingual and dual language classes. Climate and culture of the campus has thrived with the additions of new families, language of instruction and traditions.

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

**Problem Statement 1:** Only 7.9% of Bowie is served in Special Education. **Root Cause:** Under-identification of SpEd students possibly due to a slower RtI response and process, lack of documentation or progress monitoring, parent communication,

**Problem Statement 2:** Currently 34.8% of Bowie's student population is Hispanic while only 15% of Bowie's staff is Hispanic. **Root Cause:** The difference is due to a lack of diversity focus and/or qualified candidates.

# Student Achievement

## Student Achievement Summary

Texas Education Agency’s (TEA) 2018 accountability rating reflect that Bowie Elementary:

**Overall** – Scaled Score - 71 and Met Standard

**Student Achievement** – Scaled Score - 70 and Met Standard

STAAR Performance – Component Score – 41; Scaled Score - 70

**School Progress** – Scaled Score 72 and Met Standard

Academic Growth - Component Score – 70; Scaled Score – 72; Met Standard

Relative Performance (Eco Dis: 52.8%) - Component Score – 41; Scaled Score – 60; Met Standard

**Closing the Gaps** - Component Score – 48; Scaled Score – 70; Met Standard

**Distinction Designation** – Science

*Source: Texas Education Agency, 2018, 2018 Accountability Ratings Overall Summary*

	All Students	African American	Hispanic	White	Two or More	Eco. Dis.	Special Ed.	ELL
Reading	64%	38%	<b>67%</b>	68%	58%	55%	29%	54%
Math	<b>73%</b>	50%	<b>72%</b>	<b>81%</b>	50%	<b>64%</b>	<b>54%</b>	63%

Writing	46%	22%	<b>50%</b>	47%	50%	39%	11%	50%
Science	<b>91%</b>	78%	<b>86%</b>	<b>94%</b>	100%	<b>86%</b>	43%	82%

Source: Texas Education Agency, 2018, 2018 STAAR Performance Data Table

**Bolded text denotes an increase.**

According to the 2018 Closing the Gaps Status Table:

Bowie Elementary did not meet the ELA/Reading or Math targeted percentages for All Students, African American, **Hispanic**, White, **Economically Disadvantaged**, Continuously Enrolled and Non-Continuously Enrolled students.

Bowie did not reach targeted measures for growth in ELA/Reading or Math for **Hispanic** students. The targeted percent for growth in ELA/Reading was not met for **Economically Disadvantaged** students.

Student Success Status targeted percentage was not met in any student populations: All Students, African American, **Hispanic**, White, Two or More Races, **Economically Disadvantaged**, English Learners (Current & Monitored), Special Education (Current), Continuously Enrolled and Non-Continuously Enrolled students.

Goals to address the missed targets will follow in the Campus Improvement Plan.

When compared to 40 comparable campuses, Bowie ranked in Q4 for student growth in ELA/Reading, as well as, Q4 for 3<sup>rd</sup> – 5<sup>th</sup> grade’s Reading and Writing performance at masters level. Bowie 3<sup>rd</sup> -5<sup>th</sup> graders ranked in Q3 and Q4 for performances at the masters level in Math and in Q2 for student growth in Math. Bowie 5<sup>th</sup> Grade Science had 31% of students performing at masters grade level or higher, which placed them into Q1, and earned a distinction.

### Student Achievement Strengths

Bowie 5<sup>th</sup> Grade Science had 31% of students performing at masters grade level or higher, which placed them into Q1, and earned a distinction. This is a 13% increase from 2016-2017.

Bowie Met Standard in Student Achievement, School Progress, Closing the Gaps and Overall.

Hispanic students continue to improve Reading, Math, Writing and Science performance, 8%, 9%, 11% and 27% increase respectfully.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** When compared to 40 comparable campuses, Bowie ranked in Q4 for student growth in ELA/Reading, as well as, Q4 for 3rd – 5th grade’s Reading and Writing performance at masters level. **Root Cause:** Reading and Writing instruction has been inconsistent.

**Problem Statement 2:** Bowie 3rd -5th graders ranked in Q3 and Q4 for performances at the masters level in Math and in Q2 for student growth in Math. **Root Cause:** Math instruction has been inconsistent.



# School Culture and Climate

## School Culture and Climate Summary

Bowie's 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, bilingual and 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: Behave appropriately at all times, Excel in all that I do, Show respect and responsibility and Treat others with kindness. Student attendance is recognized and rewarded weekly and each reporting period. Classes with the highest weekly attendance percentage from the prior week get an extra day of free dress, earn a certificate and a chance to have Bandit the Bulldog remain in their room for the week. Students have the opportunity to earn Spirit Sticks for perfect attendance, A honor roll, AB Honor Roll, All Es in conduct, receiving a principal award and other academic awards. 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. Grade level leaders make up a campus success team. 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) on a weekly basis to 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

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.

Campus leadership team is a team derived of grade level leaders and support staff.

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:** An attendance rate around 97% has been hard to maintain. Bowie also has families that are chronically tardy. **Root Cause:** Communication regarding importance of attendance and timeliness and its impact on student achievement has not been effective.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

All teachers at Bowie Elementary are highly qualified with approximately 60% of the instructional staff having 5 years or more years of experience. 30% of Bowie's current teaching staff are 1<sup>st</sup> year teachers or new to GISD. These new-to-Bowie teachers are supported daily by campus administrator along with 2 district mentor teachers. 6 certified bilingual teachers teach K-5 dual language or bilingual classes. Bowie bilingual 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, and by assignment of mentor teachers to those new to the field and campus.

## 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 a campus mentor teacher to provide support and belonging. GISD also has 2 district mentor teachers that help support the district's "New Lions". Instructional staff is provided with numerous relevant professional development opportunities. Campus administration has an open door policy that fosters strong relationships and expectations.

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

**Problem Statement 1:** Guided Reading and Guided Math are not being used with fidelity. **Root Cause:** Teachers require more specific Guided Reading and Guided Math training that focuses on the implementation of anecdotal notes, learning stations and accountability.

# 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. Curriculum strategists provide instructional, planning, resources and delivery support for teachers and administrators. District curriculum is aligned with state standards, and assessments are based on the scope and sequence which are aligned with the district's curriculum pacing guide. Teachers input lesson plans into Forethought.

Students are tested at the end of each reporting period in Reading, Math, Writing and Science. GISD uses RenStar 360 as its universal screener at BOY, MOY and EOY. Additionally, students participate in Writing Across Greenville at the BOY, MOY and EOY. Assessment results are housed in Eduphoria, which assists teachers in disaggregating data.

## 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 principals act as testing coordinators.

Eduphoria helps teachers disaggregate data.

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

**Problem Statement 1:** Lesson plans lack in-depth planning and specific student needs. **Root Cause:** Teachers lack clarity on the critical pieces of lesson plans.

# 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.

## Parent and Community Engagement Strengths

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

- ACE after school program
- DI teams
- Parents and students are afforded the opportunity to participate in activities such as the Fall Festival where families can enjoy spending time together and socialize with each other and campus staff
- Family Movie Night to promote literacy by having students read a predetermined number of books and then enjoy a movie as a family
- 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
- Track and field for all grade levels where parents are encouraged to attend
- Grandparents' Day that typically draws between 250 and 350 family members, most of which are grandparents, to visit the campus and have a meal with their students
- 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
- Breakfast with a buddy where students invite a "buddy" to have a PTA provided breakfast
- Numerous grade level social media pages that sometimes 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 dual language program has spurred many new parent involvement opportunities.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Few parent/community activities focus on student achievement. **Root Cause:** Focus has been placed on participation rather than

academics.

# 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. Visitors must check in at the office 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. 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 sacred and not easily disturbed or disrupted unnecessarily.

## School Context and Organization Strengths

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

## 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.

# 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 a computer lab with 24 computers, interactive projector, sound system, and a document camera. Additionally, the K-2 classrooms have class sets of iPads and carts, with 3-5 classrooms having class sets of Chromebooks and carts. These wireless devices will soon be supported by a new powerful WiFi system and available bandwidth. Each classroom is equipped with an interactive projector, sound system, and document camera. There is also a virtual 1:1 teacher/Chromebook ratio.

## Technology Strengths

New technology was recently installed to improve bandwidth.

Teachers and students are motivated by technology.

Bowie has 1:1 ratio of iPads and Chromebooks.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** The implementation of technology does not always directly support and assess TEKS. **Root Cause:** Teachers require more training on applications that are most effective for specific content and grade level.

# 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
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

## Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

- Dyslexia Data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Class size averages by grade and subject

### **Employee Data**

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Equity Data
- Campus leadership data
- Professional development needs assessment data
- TTESS data

### **Parent/Community Data**

- Parent engagement rate

# 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 a "Met Standard" rating and earn at least one academic distinction for the 2018-2019 school year.

Targeted Supports:

Growth in ELA/Reading or Math for Hispanic students; Growth in ELA/Reading for Economically Disadvantaged students.

Student Success Status: All Students, African American, Hispanic, White, Two or More Races, Economically Disadvantaged, English Learners (Current & Monitored), Special Education (Current), Continuously Enrolled and Non-Continuously Enrolled students.

**Evaluation Data Source(s) 1:** STAAR/TELPAS performance data

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Inclusion/Intervention scheduling; Identifying Math and ELAR splits; Including computer lab as a Special and teachers use Library; PLCs - Weekly TEKS tracking; Attendance -truancy and absences emails/postcards; Parent FAQ at BOY; RtI/At Risk students will be recommended for ACE specific TEKS tutoring

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math            Improve low-performing schools  <b>Critical Success Factors</b>            CSF 4</p> <p>1) Master Schedule: Bowie will create and utilize a master schedule that optimizes learning times and opportunities. Intervention times will be included in the master schedule during the school day.</p>	2.5	Principal, Assistant Principal, Staff members	STAAR student achievement results will increase to 70% in Reading and Writing and 80% in Math.  K-5 students will show 1 year's growth or more on district universal screeners and STAAR.				

<p><b>Targeted Support Strategy</b> <b>TEA Priorities</b> Improve low-performing schools <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Student Goals: Every student will know their academic goals by MOY assessments results. Goals will be reviewed/revisited with the student and their family.</p>	2.4	Principal, Assistant Principal, Teachers	<p>STAAR student achievement results will increase to 70% in Reading and Writing and 80% in Math.</p> <p>K-5 students will show 1 year's growth or more on district universal screeners and STAAR.</p>				
<p><b>Targeted Support Strategy</b> <b>TEA Priorities</b> Improve low-performing schools</p> <p>3) Attendance: Classes with the greatest weekly grade level attendance will receive an extra free dress day. Individual students will receive a spirit stick for perfect attendance within a reporting period. Attendance concerns (less than 90%) and truancy phone calls continue to be made by administrators and teachers.</p>		Principal, Assistant Principal, Secretary, Receptionist	<p>Bowie's yearly attendance will increase to 97% or greater.</p> <p>K-5 students will show 1 year's growth or more on district universal screeners and STAAR.</p>				
<p><b>Targeted Support Strategy</b> <b>TEA Priorities</b> Improve low-performing schools <b>Critical Success Factors</b> CSF 2</p> <p>4) School Scoreboard: Teachers will use Eduphoria and universal screener reports to disaggregate student performance data. Data will be discussed during PLCs and will drive lesson planning and the RTI process.</p>		Principal, Assistant Principal	<p>STAAR student achievement results will increase to 70% in Reading and Writing and 80% in Math.</p> <p>K-5 students will show 1 year's growth or more on district universal screeners and STAAR.</p>				
<p><b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools</p> <p>5) Students with No Data: Music, PE, Art and Library will support core content instruction through integration of instruction.</p>		Principal, Assistant Principal	<p>STAAR student achievement results will increase to 70% in Reading and Writing and 80% in Math.</p> <p>K-5 students will show 1 year's growth or more on district universal screeners and STAAR.</p>				

<p><b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>Critical Success Factors</b> CSF 1</p> <p>6) RtI/Tutoring: Bowie will follow the RtI process utilizing Tier I, Tier II and Tier III supports/interventions.</p> <p>Tutoring is provided before and after school. GISD's ACE program fosters and funds after school tutoring. Read Naturally is being used to tutor Bowie 3rd graders.</p>	2.4, 2.6	Principal, Assistant Principal, ACE Site Coordinator	<p>STAAR student achievement results will increase to 70% in Reading and Writing and 80% in Math.</p> <p>K-5 students will show 1 year's growth or more on district universal screeners and STAAR.</p>				
<p><b>Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p><b>Critical Success Factors</b> CSF 2 CSF 3 CSF 6 CSF 7</p> <p>7) School Culture: Teachers and administrators will participate in professional learning communities (PLCs) weekly for reflecting on instructional practices, sharing data and student work and content lesson planning. Professional development, which will align to staff member needs, will be conducted twice monthly.</p>	2.5	Principal, Assistant Principal	<p>Increased teacher effectiveness and retention</p> <p>STAAR student achievement results will increase to 70% in Reading and Writing and 80% in Math.</p> <p>K-5 students will show 1 year's growth or more on district universal screeners and STAAR.</p>				
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>							

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

**Performance Objective 2:** Bowie Elementary will increase STAAR writing scores to 70% approaches grade level.

Targeted Supports:

All Students, African American, Hispanic, White, Economically Disadvantaged, Continuously Enrolled and Non-Continuously Enrolled students

**Evaluation Data Source(s) 2:** STAAR performance data

**Summative Evaluation 2:** No progress made toward meeting Performance Objective

**Next Year's Recommendation 2:** Inclusion/Intervention scheduling; Identifying Math and ELAR splits; PLCs - Weekly TEKS tracking; RtI/At Risk students will be recommended for ACE specific TEKS tutoring

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>                      Build a foundation of reading and math  <b>Critical Success Factors</b>                      CSF 1</p> <p>1) Writing Everyday: K-5 students will write every day in each content area.</p>	2.5	Principal, Assistant Principal, Teachers	MOY and EOY Writing Across Greenville scores will improve from BOY.  STAAR student achievement results will increase to 70% in Reading and Writing and 80% in Math.  K-5 students will show 1 year's growth or more on district universal screeners and STAAR.				
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>                      Improve low-performing schools  <b>Critical Success Factors</b>                      CSF 1 CSF 7</p> <p>2) Writing Everyday: Writing teachers and administrators will continue to be trained on Gretchen Bernabei writing strategies. Bernabei strategies are included in walkthrough/observation and lesson plan look-fors.</p>	2.4	Principal, Assistant Principal, Teachers	STAAR student achievement results will increase to 70% in Writing.  K-5 students will show 1 year's growth or more on district universal screeners and STAAR.				

<p><b>TEA Priorities</b> Improve low-performing schools <b>Critical Success Factors</b> CSF 2</p> <p>3) School Scoreboard: Using Eduphoria reports, teachers will disaggregate data to track student performance. Data will be used in PLCs to drive instruction, intervention and lesson planning.</p>	2.6	Principal, Assistant Principal, Teachers	<p>STAAR student achievement results will increase to 70% Writing.</p> <p>K-5 students will show 1 year's growth or more on district universal screeners and STAAR.</p>				
<p><b>Critical Success Factors</b> CSF 2</p> <p>4) Bowie will assess students' writing through Writing Across Greenville at the BOY, MOY and EOY. Writing Across Greenville writing will be scored, entered into Eduphoria, and data will drive instruction, intervention and lesson planning.</p>		Principal, Assistant Principal, Teachers	<p>STAAR student achievement results will increase to 70% in Writing.</p> <p>K-5 students will show 1 year's growth or more on district universal screeners and STAAR.</p>				
<p style="text-align: center;">  = Accomplished    = Continue/Modify    = No Progress    = Discontinue </p>							

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

**Performance Objective 3:** STAAR Reading scores will be increased to 70% of all student population groups approaching grade level.

Targeted Supports:  
All Students, African American, Hispanic, White, Economically Disadvantaged, Continuously Enrolled and Non-Continuously Enrolled students

Targeted Supports:  
All Students, African American, Hispanic, White, Economically Disadvantaged, Continuously Enrolled and Non-Continuously Enrolled students

**Evaluation Data Source(s) 3:** STAAR performance data

**Summative Evaluation 3:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 3:** Inclusion/Intervention scheduling; Identifying Math and ELAR splits; Including computer lab as a Special and teachers use Library; PLCs - Weekly TEKS tracking; Attendance -truancy and absences emails/postcards; Parent FAQ at BOY; RtI/At Risk students will be recommended for ACE specific TEKS tutoring

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>Critical Success Factors</b> CSF 1</p> <p>1) RtI/Tutoring: Bowie will follow the RtI process utilizing Tier I, Tier II and Tier III supports/interventions.</p> <p>Tutoring is provided before and after school. GISD's ACE program fosters and funds after school tutoring. Read Naturally is being used to tutor Bowie 3rd graders.</p>	2.6	Principal, Assistant Principal, ACE Site Coordinator	<p>STAAR student achievement results will increase to 70% in Reading.</p> <p>K-5 students will show 1 year's growth or more on district universal screeners and STAAR.</p>				



<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>Critical Success Factors</b> CSF 1</p> <p>2) School Culture: Bowie will work in conjunction with LP Waters Early Childhood Center to effectively transition students from PK to Kindergarten.</p>	2.4	Principal	80% of students transitioning from LP Waters will meet or exceed kindergarten entrance expectations.				
<p><b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>Critical Success Factors</b> CSF 1</p> <p>3) Guided Reading structures and strategies will be used to provide targeted instruction.</p>	2.4	Principal, Assistant Principal, Teachers	<p>STAAR student achievement results will increase to 70% in Reading.</p> <p>K-5 students will show 1 year's growth or more on district universal screeners and STAAR.</p>				
<p><b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>Critical Success Factors</b> CSF 1</p> <p>4) The Early Scholars Reading Intervention grant will service the lowest 10% of readers in K-3. Students will receive specific reading intervention 4 days/week.</p>	2.6	District of Student Support Services, Principal, Reading Intervention Teachers	85% of the students within the Early Scholars grant will show 1 year's growth or more on district universal screeners.				

= Accomplished
 = Continue/Modify
 = No Progress
 = 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 student performance in math to 80% all students approaching grade level.

Targeted Supports:





All Students, African American, Hispanic, White, Economically Disadvantaged, Continuously Enrolled and Non-Continuously Enrolled students

**Evaluation Data Source(s) 4:** STAAR performance data

**Summative Evaluation 4:**

**Next Year's Recommendation 4:** Inclusion/Intervention scheduling; Identifying Math and ELAR splits; Including computer lab as a Special and teachers use Library; PLCs - Weekly TEKS tracking; Attendance -truancy and absences emails/postcards; Parent FAQ at BOY; RtI/At Risk students will be recommended for ACE specific TEKS tutoring

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>                      Build a foundation of reading and math  <b>Critical Success Factors</b>                      CSF 1</p> <p>1) In K-5, Guided Math strategies will be used to provide targeted instruction based on student need.</p>	2.4	Principal, Teachers	STAAR student achievement results will increase to 80% in Math.  K-5 students will show 1 year's growth or more on district universal screeners and STAAR.				
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>                      Build a foundation of reading and math  <b>Critical Success Factors</b>                      CSF 1</p> <p>2) Math spiral reviews will be used daily in order to enhance and address gaps of math skills.</p>	2.4	Principal, Assistant Principal, Math Teachers	STAAR student achievement results will increase to 80% in Math.  K-5 students will show 1 year's growth or more on district universal screeners and STAAR.				

<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>          Build a foundation of reading and math  <b>Critical Success Factors</b>          CSF 1</p> <p>3) RtI/Tutoring: Bowie will follow the RtI process utilizing Tier I, Tier II and Tier III supports/interventions.</p> <p>Tutoring is provided before and after school. GISD's ACE program fosters and funds after school tutoring.</p>	2.6	Principal, Assistant Principal, ACE Site Coordinator, Teachers	<p>STAAR student achievement results will increase to 80% in Math.</p> <p>K-5 students will show 1 year's growth or more on district universal screeners and STAAR.</p>				
--	-----	--	---	--	--	--	--

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

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

**Performance Objective 5:** Increase number of students in all subjects performing at Masters Grade level.

**Evaluation Data Source(s) 5:** STAAR performance data

**Summative Evaluation 5:**

**Next Year's Recommendation 5:** Institute BEST BASHES and M&M recognition after summative assessments to recognize meets/masters

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>                      Improve low-performing schools  <b>Critical Success Factors</b>                      CSF 1</p> <p>1) Tier I instruction, driven by state standards and data, will be monitored for rigor and differentiation.</p>	2.4	Principal, Assistant Principal	8-10 walkthroughs will be completed weekly by each administrator. Immediate feedback is given to address specific teacher needs.  Professional development will be tailored to specific teacher needs.  Students performing at the STAAR Masters level will increase by 10%.				
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>                      Improve low-performing schools  <b>Critical Success Factors</b>                      CSF 2 CSF 5</p> <p>2) Student Goals: Every student will know their academic goals by MOY assessments results. Goals will be reviewed/revisited with the student and their family.</p>		Principal, Assistant Principal, Teachers	Students performing at the STAAR Masters level will increase by 10%.				
<p>  = Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue                 </p>							

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

**Performance Objective 6:** Bilingual and Dual Language students will be taught by certified teachers using research-based, best practices.

**Evaluation Data Source(s) 6:** STAAR/TELPAS performance data; District summative assessments; District universal screeners

**Summative Evaluation 6:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>                      Improve low-performing schools  <b>Critical Success Factors</b>                      CSF 1</p> <p>1) The Gomez &amp; Gomez Dual Language Enrichment (DLE) Model will be implemented and monitored campus-wide and in classrooms to promote the academic and linguistic developmental growth and cultural awareness of all Bowie students.</p>	2.5	Principal, Assistant Principal, Director of Bilingual Services	STAAR student achievement results will increase to 70% in Reading and Writing and 80% in Math.  Bilingual and Dual Language K-5 students will show 1 year's growth or more on district universal screeners and STAAR.  English learners (ELs) will improve proficiency ratings on TELPAS.				
<p>  = Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue                 </p>							

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

**Performance Objective 1:** Student office referrals will be reduced by 3%-5% over the previous year.

**Evaluation Data Source(s) 1:** PEIMS data

**Summative Evaluation 1:** Met Performance Objective

**Next Year's Recommendation 1:** Continue current practices

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) School Culture: Bowie counselor will conduct guidance lessons based on the Six Pillars of Character: Trustworthiness, respect, responsibility, fairness, caring and citizenship.</p>		Principal, Assistant Principal, Counselor	<p>Student office referrals will be reduced by 3-5% throughout the 2018-2019 school year.</p> <p>Students will increase self-advocating/regulating and social skills.</p> <p>Instructional time will increase for all students.</p>				
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Bowie Bulldog B.E.S.T. Expectations will drive character development and campus identity.</p> <p>Be your Bowie Bulldog BEST! For I will: Behave appropriately at all times, Excel in all that I do, Show respect and responsibility and, Treat others with kindness.</p>		Principal	<p>Student office referrals will be reduced by 3-5% throughout the 2018-2019 school year.</p> <p>Students will increase self-advocating/regulating and social skills.</p> <p>Instructional time will increase for all students.</p>				

<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) School Culture: Students are encouraged to show excellent behavior daily by: -Each teacher is given one PAWS-itive Praise certificate per week to give to a deserving student. Administrators call home with congratulations. -Every month, one student from each class is chosen as Student of the Month. They are celebrated at a luncheon and receive a yard sign to display for a month. -Students earn spirit sticks for excellent behavior over a reporting period. -Principal awards are given at the end of every reporting period.</p>		Principal, Assistant Principal	<p>Student office referrals will be reduced by 3-5% throughout the 2018-2019 school year.</p> <p>Students will increase self-advocating/regulating and social skills.</p> <p>Instructional time will increase for all students.</p>				
<p><b>TEA Priorities</b> Improve low-performing schools <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>4) Campus and district discipline data, which is applicable to Bowie, is reviewed every 3 weeks.</p> <p>Campus 504 coordinator, SPED diagnostician and RtI committee are alerted to specific needs. Student service plans, IEPs, BIPs, behavior charts are created/modified as needed.</p>		Principal, Assistant Principal, Counselor, Campus Diagnostician, SPED/GenEd Teachers	<p>Student office referrals will be reduced by 3-5% throughout the 2018-2019 school year.</p> <p>Students will increase self-advocating/regulating and social skills.</p> <p>Instructional time will increase for all students.</p>				
<p><b>TEA Priorities</b> Improve low-performing schools <b>Critical Success Factors</b> CSF 6</p> <p>5) Bowie will continue being trained on Capturing Kids Hearts to foster relationships and classroom management.</p>		Principal, Assistant Principal, Counselor, Teachers	<p>Student office referrals will be reduced by 3-5% throughout the 2018-2019 school year.</p> <p>Students will increase self-advocating/regulating and social skills.</p> <p>Instructional time will increase for all students.</p>				
<p> = Accomplished     = Continue/Modify     = No Progress     = Discontinue</p>							

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

**Performance Objective 2:** Homeless students will have access to admission for enrollment as well as any educational services or benefits set forth by GISD

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:** Met Performance Objective

**Next Year's Recommendation 2:** Provide refresher to front office staff on enrollment/registration

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>TEA Priorities</b> Improve low-performing schools <b>Critical Success Factors</b> CSF 1</p> <p>1) In accordance with FDC Local, Bowie will have a liaison for homeless students to insure compliance with policy.</p>	2.6	Principal, Assistant Principal, Counselor, Secretary, Receptionist, Teachers	All students meeting homeless classification will have access to Free and Appropriate Education (FAPE).				
<p>  = Accomplished                 = Continue/Modify                 = No Progress                 = Discontinue         </p>							



**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 health and well-being.

**Evaluation Data Source(s) 3:** Master schedule; FitnessGram data

**Summative Evaluation 3:**

**Next Year's Recommendation 3:** Continue current practices

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>TEA Priorities</b> Improve low-performing schools</p> <p><b>Critical Success Factors</b> CSF 6</p> <p>1) Students will receive the required number of physical education minutes as established by the State of Texas.</p>		Principal, PE Teacher	Students will be healthier, which will impact academics, attendance and overall well-being.				
<p>2) Students will participate in the annual FitnessGram.</p>		Principal, PE Teacher	All student data will be reported to the State.				
<p>  = Accomplished              = Continue/Modify              = No Progress              = Discontinue         </p>							

# Goal 3: Bowie Elementary will follow district processes to actively recruit, support, develop, and retain highly qualified employees for all areas of the organization.









**Performance Objective 1:** 100% of teachers will be certified, be given timely feedback and provided appropriate professional development.

**Evaluation Data Source(s) 1:** Teacher certification; Eduphoria walkthrough and observation data

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Incorporate more teachers in providing professional development based on observations/walkthrough data

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>Critical Success Factors</b> CSF 7</p> <p>1) School Culture: Bowie will participate in the annual GISD Job Fair.</p>		Principal	Bowie can determine campus staffing needs based on student needs and populations and begin with local applicants. Bowie can gain staff members, who are interested/invested in becoming a part of GISD.				
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>Critical Success Factors</b> CSF 3 CSF 6 CSF 7</p> <p>2) Teachers will participate in professional development twice monthly. Teacher leaders will lead the trainings.</p>		Principal, Assistant Principal, Teacher leaders	Staff retention is increase by 15%.				
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>Critical Success Factors</b> CSF 3 CSF 7</p> <p>3) School Culture: Teachers and administrators will participate in professional learning communities (PLCs) weekly for reflecting on instructional practices, sharing data and student work and content lesson planning.</p>	2.5	Principal, Assistant Principal, Teachers	Staff retention is increase by 15%.  Weekly PLCs will foster and align grade level relationships and instruction.				

<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals <b>Critical Success Factors</b> CSF 3</p> <p>4) Bowie will partner with Texas A&amp;M University-Commerce Intern/Residency Program.</p>		Principal, Assistant Principal	Provide field experience for college students and prepare future teachers for GISD and Bowie.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </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 the district.**

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

**Evaluation Data Source(s) 1:** PEIMS data

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Inclusion/Intervention scheduling; Identifying Math and ELAR splits; Including computer lab as a Special and teachers use Library; Attendance -truancy and absences emails/postcards; Parent FAQ at BOY

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>TEA Priorities</b> Improve low-performing schools <b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>1) Attendance: Classes with the greatest weekly grade level attendance will receive an extra free dress day. Individual students will receive a spirit stick for perfect attendance within a reporting period. Attendance concerns (less than 90%) and truancy phone calls continue to be made by administrators and teachers.</p>		Principal, Assistant Principal	<p>Bowie's yearly attendance will increase to 97% or greater.</p> <p>K-5 students will show 1 year's growth or more on district universal screeners and STAAR.</p>				
<p>2) All expenditure requests will be reviewed to authenticate the need for said expense, as well as, its impact on the instructional and physical operation of the campus.</p>		Principal, Secretary	The effective review and assessment of need before monies and expended will result in 100% equitable and accurate budget expenditures.				
<p><b>TEA Priorities</b> Improve low-performing schools</p> <p>3) Attendance: Beginning at the 2nd semester, Bowie office staff will physically call every absent student's family on a daily basis. They will inquire about the student's absence and remind families about attendance requirements using a script.</p>		Principal; Office staff	Bowie's yearly attendance will increase to 97% or greater.				



**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 the district.

**Performance Objective 2:** 100% of expenditures will be aligned with campus and district goals.

**Evaluation Data Source(s) 2:** Campus budget and expenditures

**Summative Evaluation 2:** Met Performance Objective

**Next Year's Recommendation 2:** Continue current practices

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The campus budget will be reviewed weekly to ensure expenditures align with campus and district goals.		Principal	Reviewing will ensure efficient use of school resources.				
2) Master Schedule: The master schedule and staff assignments will be reviewed to ensure effective use of personnel.		Principal	Reviewing will ensure proper allocations of personnel and school resources.				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**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 platforms providing the opportunity for all parents and community members to be informed and involved.

**Evaluation Data Source(s) 1:** Parent contact logs; Blackboard Messenger data; PTA minutes; email and calendar invites

**Summative Evaluation 1:** Met Performance Objective

**Next Year's Recommendation 1:** Incorporate a family literacy night; Plan more family desired PTA art/music programs

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>TEA Priorities</b> Improve low-performing schools <b>Critical Success Factors</b> CSF 5</p> <p>1) Family Partnerships: Periodic communications via newsletters, Facebook, Remind, Blackboard Messenger will be sent.</p>		Principal, Assistant Principal, Teachers	Effective 2-way communication between home, school and community will be fostered.				
<p><b>TEA Priorities</b> Improve low-performing schools <b>Critical Success Factors</b> CSF 5</p> <p>2) Family Partnerships: PTA and Bowie will sponsor programs and events that promote family involvement: Grandparents Day, Breakfast with a Buddy, Fall Festival, class parties, Family Movie Night, spring academic night, PTA meetings, parent/teacher conference day, Student of the Month Luncheons, etc.</p>	3.2	Principal, Assistant Principal, Teachers, PTA	All Bowie families will have an opportunity to be involved in their student's education.				

<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) Family Partnerships: All grade levels will conduct goals nights.</p>	3.2	Principal, Assistant Principal, Teachers	100% of parents attending will have a clear understanding of grade level expectations.				
<p><b>Critical Success Factors</b> CSF 5</p> <p>4) Jump Start program will serve families of students with autism. Jump start provides afterschool tutoring, an electronic device and parent/teacher/family training.</p>	3.2	Principal, Jump Start Coordinator and Teachers	Families of students with autism will be supported through the Jump Start program with tutoring, resources and community.				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue



# Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Lauren Habluetzel	Principal
Administrator	Mark Loya	Assistant Principal
Non-classroom Professional	Amber Goggans	
Classroom Teacher	Amber Schneider	
Classroom Teacher	Andrea Griffith	
District-level Professional	Lauren Payne	
Classroom Teacher	Jill Blanchard	
Classroom Teacher	Allison Sanders	
Classroom Teacher	Katrina Row	
Classroom Teacher	Sarah McSparrin	
Classroom Teacher	Brandi Lopez	
Classroom Teacher	Regina Gasaway	
Community Representative	Tricia Parker	
Business Representative	Mike Kubacak	
Non-classroom Professional	Stephanie Sweet	
Classroom Teacher	Emily Moss	
Parent	Alicia Daun	
Parent	Anji Taylor	
Business Representative	Alan Row	
Non-classroom Professional	Sandra Ruprecht	