

# **Goose Creek Consolidated Independent School District**

## **James Bowie Elementary**

### **2017-2018 Campus Improvement Plan**

**Accountability Rating: Met Standard**



# **Mission Statement**

Our mission at James Bowie Elementary is to educate and nurture our students to become successful life-long learners and productive citizens using innovative methods and collaborative efforts within the Goose Creek community.

# **Vision**

The staff at James Bowie Elementary believes that all students can achieve at high levels and develop the necessary academic and social skills to succeed in life.

# **Value Statement**

We will work collaboratively with all stakeholders to ensure high levels of learning for all.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

We currently have 833 students enrolled on our campus. African Americans make up 20% of our student population, 15% are White and 63% are Hispanic. 445 students, which is half of the population are labeled at risk. This is based on readiness, retention, homelessness, etc. Our mobility rate is high. Pk, Kinder, Life Skills and PPCD have higher % rates of absences.

Our staff demographics do not reflect the students that we serve. The breakdown is 46% of staff are White, 29% are Hispanic and 12% are African American.

### Demographics Strengths

Some strengths which were identified are recognizing prompt and present students on the announcements daily. Home visits made to students with chronic absences or tardies. Perfect attendance posted on bulletin board on main hallway for all community to see.

## Student Achievement

### Student Achievement Summary

ILT committee reviewed student achievement data for the following-2017 5th STAAR data, 2015-16 All tests combined Reading and Math STAAR, EOY CBA assessments for K-2, reading levels, and benchmarks. As staff reviewed, gains were made in the subgroups of AA and SPED (STAAR). Overall growth was made in the subgroup pops of AA and SPED for Reading. In Math, AA, White and SPED showed gains. Our ED group showed a decline. We also discussed the mobility rate having an impact on instruction. We see growth in some subgroups. With interventions on campus, we outlined LLI, IBD and Waterford. We all agreed consistency is vital for progress.

### Student Achievement Strengths

Some strengths discussed were growth in some subpops according to 5th Grade STAAR data. The offering of after school tutorials was mentioned as beneficial.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Tier I instruction not solid in all classrooms **Root Cause:** Training and expectations for instruction be clearly defined for all staff

## **School Culture and Climate**

### **School Culture and Climate Summary**

As a campus, our staff are hard working teachers who have students best interest in mind. Discipline data was reviewed- it indicates primary had fewer referrals than intermediate grade levels. Wednesday was noted as a hot spot day for referrals. Strategies used to reduce bullying are Olweus/Keystone, awareness and problem solving from classrooms. Effective procedures are in place to promote safety like Fire drills, Crisis Training, CPR and CPI trained personnel. Overall, students feel safe at Bowie.

### **School Culture and Climate Strengths**

Some strengths include a desire to do what's best, positive school climate with Drop a note Wednesday initiative and effective safety procedures.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Teachers and Paras at Bowie Elementary are highly qualified professionals. All teachers have current teaching certificates and are certified in specific areas including GATE, ESL, and Sped. Paraprofessionals have their high school diploma and have taken the required online courses. All staff continues to take professional development throughout the year to insure continuous improvement. Some of these trainings include Kagan, Balanced Literacy, CHAMPS, Four Core, PLC, Abydos, Jeff Anderson, and Gretchen Childs. The impact of these trainings has been monitored through observations, debrief conferences, and refresher courses.

### **Staff Quality, Recruitment, and Retention Strengths**

Some of the strengths at Bowie, are that we have hired highly qualified teachers and paras through interview committees and the district job fair. We also have multiple opportunities to attend quality professional development in specified subject areas, allowing teachers to continue best learning practices. The Campus Instructional Specialists and District Specialists are also available for support throughout the school year.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Our staff utilize the district's scope and sequence which are TEKS aligned. Teachers create CFAs and deconstruct the TEK during PLCs. The PLC process has had an impact on student learning and teacher growth. Vertical meetings provide opportunities for collaboration and setting expectations of viable curriculum.

### **Curriculum, Instruction, and Assessment Strengths**

Some strengths are the PLC process, Master schedule which embeds intervention, planning and collaboration time. District specialists plan with teams. The campus literacy initiative to target early prevention.



## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Whenever the school offers opportunity for students to be involved during a family event, parent attendance is higher. Food and fun activities are also factors with higher attendance. Community involvement like Lee College players, cheerleaders, high school students, band, and choir promote higher attendance.

### **Family and Community Involvement Strengths**

The following activities were successful according to data: Celebrating Grandparents Day, Thanksgiving Feast and KISS during lunch times, Veterans Day bringing the color guard

Christmas Program having the honor choir singing, P.A.W.S. and GATE Night – Students participated in fun activities and displayed work, Spring Fling Dance – Students and parents enjoyed the dancing, taking pictures and refreshments.

## **School Context and Organization**

### **School Context and Organization Summary**

Data is reviewed in ILT meetings along with CIP. We utilize STAAR data, attendance, CBAs and benchmark data to make informed data decisions. There is a strong commitment to learning and growth amongst students and staff. Master Schedule allocates time for planning and collaboration amongst staff.

### **School Context and Organization Strengths**

Some strengths outlined were protected planning time, CFAs and improved team collaboration.

# **Technology**

## **Technology Summary**

The use of the Promethean board is evident in the classrooms. CTS has been a great support this year with technology. Our district instructional specialist is available for planning. Technology is used to engage the learners. Our campus promotes technology as much as possible.

## **Technology Strengths**

Technology readily available for 4th and 5th grade. Our computer labs available during PIE instruction. Instructional Specialists are readily available to assist teachers in the classroom. They respond to requests immediately.

# 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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback

- Parent Involvement Rate
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices






# Goals

**Goal 1: James Bowie Elementary will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.**

**Performance Objective 1:** All students will achieve 90% or master on their grade level assessments and meet or exceed the state average on STAAR.

**Evaluation Data Source(s) 1:** CBA, Benchmarks, DRA

## Summative Evaluation 1:

| Strategy Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Title I | Monitor                                                                    | Strategy's Expected Result/Impact                    | Formative Reviews                                                                                              |     |      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|----------------------------------------------------------------------------|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-----|------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |                                                                            |                                                      | Nov                                                                                                            | Feb | June |
| 1) Utilize PLCs to analyze and review assessment data in order to plan for and provide effective TEKS instruction in all content areas as well implement intervention through additional AI and tutorials for at-risk students.                                                                                                                                                                                                                                                                                   | 8       | Principal, Assistant Principal, Teachers, Campus Instructional Specialists | Increased STAAR results.                             |                                                                                                                |     |      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |                                                                            |                                                      | Problem Statements: Student Achievement 1<br>Funding Sources: Coordination of Local and State Funds - 12000.00 |     |      |
| 2) Chart all K-2 students and struggling 3-5 students', DRAs, and Guided Reading Levels on a spreadsheet to track progress and make adjustments as needed, specifically with an emphasis on subgroups (AA, SPED, ELL & ED).                                                                                                                                                                                                                                                                                       | 2       | Principal, Assistant Principal, Campus Instructional Specialists, Teachers | Increased student achievement.                       |                                                                                                                |     |      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |                                                                            |                                                      | Problem Statements: Student Achievement 1<br>Funding Sources: Coordination of Local and State Funds - 1915.00  |     |      |
| 3) Collaborate in PLC meetings for grades K-5 to focus on evaluating student learning, analyzing the standards, and creating intervention action plans.                                                                                                                                                                                                                                                                                                                                                           |         | Principal, Assistant Principal, Campus Instructional Specialists, Teachers | Increased student achievement.                       |                                                                                                                |     |      |
| 4) Provide coaching support for classroom teachers, especially teachers new to the profession, grade level, or content area                                                                                                                                                                                                                                                                                                                                                                                       | 4       | Principal, Campus Instructional Specialists                                | Increased student achievement in Tier I instruction. |                                                                                                                |     |      |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue |         |                                                                            |                                                      |                                                                                                                |     |      |

## Performance Objective 1 Problem Statements:

|                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Student Achievement</b>                                                                                                                                                 |
| <b>Problem Statement 1:</b> Tier I instruction not solid in all classrooms <b>Root Cause 1:</b> Training and expectations for instruction be clearly defined for all staff |








## Goal 2: James Bowie Elementary will provide a well balanced and appropriate curriculum to all students.

**Performance Objective 1:** Provide staff members with information, materials, and training necessary to ensure rigorous and relevant curriculum is implemented for students academic success.

**Evaluation Data Source(s) 1:** Agendas, sign in sheets, surveys

### Summative Evaluation 1:

| Strategy Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Title I | Monitor                                                                    | Strategy's Expected Result/Impact | Formative Reviews |     |      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|----------------------------------------------------------------------------|-----------------------------------|-------------------|-----|------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |                                                                            |                                   | Nov               | Feb | June |
| 1) Developing Common Formative Assessments to evaluate student learning to close achievement gap.                                                                                                                                                                                                                                                                                                                                                                                                                 | 2       | Principal, Assistant Principal, Teachers, Campus Instructional Specialists | Increase student achievement.     |                   |     |      |
| Problem Statements: Student Achievement 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |         |                                                                            |                                   |                   |     |      |
| 2) Conduct vertical content planning sessions 1 a semester with Language Arts, Math and Science teachers in order to implement common vocabulary and instructional focus.                                                                                                                                                                                                                                                                                                                                         | 4       | Teachers, Principal, Assistant Principal, Campus Instructional Specialists | Increase student achievement.     |                   |     |      |
| 3) Provide coaching, modeling, focused training, technology and planning in the area of Language Arts and Math for teachers to improve instruction.                                                                                                                                                                                                                                                                                                                                                               | 4       | Principal, Assistant Principal, Campus Instructional Specialists           | Increase student achievement      |                   |     |      |
| Problem Statements: Student Achievement 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |         |                                                                            |                                   |                   |     |      |
| Funding Sources: Coordination of Local, State, and Federal Funds - 20000.00                                                                                                                                                                                                                                                                                                                                                                                                                                       |         |                                                                            |                                   |                   |     |      |
| 4) Provide opportunities for staff to attend Kagan Structures training to improve classroom instruction and increase student success.                                                                                                                                                                                                                                                                                                                                                                             | 4       | Principal, Assistant Principal, Counselor, Teachers                        | Improved Tier 1 instruction.      |                   |     |      |
| 5) Provide Literacy Training for K-2 from Consultant, Gretchen Childs, to improve balanced literacy components.                                                                                                                                                                                                                                                                                                                                                                                                   | 4       | Principal, Assistant Principal, Campus Instructional Specialist, Teachers  | Improved Tier 1 instruction.      |                   |     |      |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue |         |                                                                            |                                   |                   |     |      |

### Performance Objective 1 Problem Statements:

| Student Achievement |
|---------------------|
|---------------------|








**Goal 3: James Bowie Elementary through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.**

**Performance Objective 1:** Improve the daily attendance rate to or above 97% in order to increase the opportunities for students to be successful in school and to achieve college and career readiness.

**Evaluation Data Source(s) 1:** Attendance Report

**Summative Evaluation 1:**






| Strategy Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Title I | Monitor                                                       | Strategy's Expected Result/Impact     | Formative Reviews |     |      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------------------------------------------------------------|---------------------------------------|-------------------|-----|------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |         |                                                               |                                       | Nov               | Feb | June |
| 1) Promote high attendance (97%) or above school-wide and incorporate incentive programs for students and teachers.                                                                                                                                                                                                                                                                                                                                                                                     | 10      | Attendance Clerk, Homeroom Teachers, CSSS                     | Increase student achievement.         |                   |     |      |
| 2) Increase students' knowledge about college and career planning through activities that support college and career readiness and promote college awareness.                                                                                                                                                                                                                                                                                                                                           | 2       | Principal, Counselor, Teachers                                | Promote college and career awareness. |                   |     |      |
| 3) Continue a partnership with Buick-GMC of Baytown, PIE to provide student learning opportunities like mentoring.                                                                                                                                                                                                                                                                                                                                                                                      | 9       | Principal, Assistant Principal, PIE Representative, Counselor | Increase student achievement.         |                   |     |      |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue |         |                                                               |                                       |                   |     |      |

## Goal 4: James Bowie Elementary will provide and maintain a safe, positive learning environment.

**Performance Objective 1:** James Bowie Elementary will maintain high expectations toward a safe and structure environment including positive student behavior, high attendance percentages, and elevate morale for all students and staff.

**Evaluation Data Source(s) 1:** Discipline and attendance data, surveys

### Summative Evaluation 1:






| Strategy Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Title I | Monitor                                                               | Strategy's Expected Result/Impact                                  | Formative Reviews |     |      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-----------------------------------------------------------------------|--------------------------------------------------------------------|-------------------|-----|------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |                                                                       |                                                                    | Nov               | Feb | June |
| 1) Continue PBAS initiative school wide along with CHAMPS to promote a safe and orderly environment with the use of the school wide Behavioral Support Teams action plan.                                                                                                                                                                                                                                                                                                                                         | 1       | Principal, Assistant Principal, CSSS, Counselor, Teachers             | Decrease in student discipline referrals for 2017-2018.            |                   |     |      |
| 2) Continue school-wide character education (Keystone), classroom guidance, OLWEUS, and conflict resolution to reduce discipline referrals and bullying incidents.                                                                                                                                                                                                                                                                                                                                                | 1       | Principal, Assistant Principal, Counselor, Teachers                   | Decrease discipline referrals and bullying incidents in 2017-2018. |                   |     |      |
| 3) Provide mentors from Big Brothers and Big Sisters and our staff to students who will benefit from the program academically, socially and emotionally.                                                                                                                                                                                                                                                                                                                                                          | 1       | Counselor, PIE Representative, Teachers, Big Brothers and Big Sisters | Foster positive relationships.                                     |                   |     |      |
| 4) Promote positive staff morale with a variety of incentives.                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 5       | Principal, Assistant Principal, Teachers                              | Increase staff morale.                                             |                   |     |      |
| 5) Students participate in high interest hobbies and clubs after school with teacher sponsors and then perform or display their work at the PAWS showcase.                                                                                                                                                                                                                                                                                                                                                        | 1       | Teachers, Principal, Assistant Principal                              | Increase positive student relationships.                           |                   |     |      |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue |         |                                                                       |                                                                    |                   |     |      |

## Goal 5: James Bowie Elementary will recruit, develop, and retain highly effective personnel.

**Performance Objective 1:** All students will be taught by a teacher who has met the requirement as highly effective or state certification.

**Evaluation Data Source(s) 1:** Certification report

### Summative Evaluation 1:






| Strategy Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Title I | Monitor                          | Strategy's Expected Result/Impact      | Formative Reviews |     |      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|----------------------------------|----------------------------------------|-------------------|-----|------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |         |                                  |                                        | Nov               | Feb | June |
| 1) Recruit and retain Highly Qualified personnel.                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 3       | Principal, Director of Personnel | Certification Report                   |                   |     |      |
| 2) Encourage teachers to become ESL and GT certified.                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 5       | Campus Administrators            | Teachers with ESL and GT Certification |                   |     |      |
| 3) Implement a mentor system for 1st and 2nd year teachers                                                                                                                                                                                                                                                                                                                                                                                                                                              | 5       | Campus Administrators            | Retention of Teachers                  |                   |     |      |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue |         |                                  |                                        |                   |     |      |

## Goal 6: James Bowie Elementary will establish and maintain parental and community partnerships in education to enhance student achievement.

**Performance Objective 1:** James Bowie Elementary will facilitate communication between home, school, and community, foster and active Parent Teacher Organization, and provide family education sessions.

**Evaluation Data Source(s) 1:** Surveys, PTO membership

### Summative Evaluation 1:






| Strategy Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Title I | Monitor                                                                | Strategy's Expected Result/Impact                | Formative Reviews |     |      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|------------------------------------------------------------------------|--------------------------------------------------|-------------------|-----|------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |                                                                        |                                                  | Nov               | Feb | June |
| 1) Collaborate with community members and organizations to create and maintain partnerships to support students as life-long learners.                                                                                                                                                                                                                                                                                                                                                                            | 6       | Principal, Assistant Principal, CSSS, Coordinator, Counselor, Teachers | Increase community Partnerships.                 |                   |     |      |
| 2) Utilize a variety of methods to communicate between school and home to support ongoing student success * Campus Newsletter *Tuesday Folders *Grade Level Discipline Plans.                                                                                                                                                                                                                                                                                                                                     | 6       | Principal, Assistant Principal, Counselor, CSSS                        | Increase communication from home and school.     |                   |     |      |
| 3) Provide parent training sessions with data gathered from parent surveys                                                                                                                                                                                                                                                                                                                                                                                                                                        | 7       | Counselor, CSSS, Principal                                             | Increase parental involvement.                   |                   |     |      |
| 4) Increase Teacher and Parent Participation with PTO to enhance student achievement.                                                                                                                                                                                                                                                                                                                                                                                                                             | 6       | Teachers, Parents, Parent Teacher Organization, Principal, CSSS        | Increase student achievement.                    |                   |     |      |
| 5) Coordinate and schedule family involvement nights/events each semester.                                                                                                                                                                                                                                                                                                                                                                                                                                        | 6       | Principal, Assistant Principal, Counselor, CSSS                        | Promote positive connections to home and school. |                   |     |      |
| Funding Sources: Coordination of Local, State, and Federal Funds - 1000.00                                                                                                                                                                                                                                                                                                                                                                                                                                        |         |                                                                        |                                                  |                   |     |      |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue |         |                                                                        |                                                  |                   |     |      |

## Goal 7: James Bowie Elementary will provide the technology infrastructure and tools to maximize student achievement.

**Performance Objective 1:** Maximize student achievement through integrating technology in all content areas.

**Evaluation Data Source(s) 1:** CogMed, Fast Forward, Imagine Learning, I Station Reports

### Summative Evaluation 1:

| Strategy Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Title I | Monitor                                             | Strategy's Expected Result/Impact      | Formative Reviews |     |      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-----------------------------------------------------|----------------------------------------|-------------------|-----|------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |         |                                                     |                                        | Nov               | Feb | June |
| 1) Integrate technology into all content areas by using available resources (EduSmart, Imagine Learning, Hatch, Waterford, Type to Learn, AR,Scholastic, Promethean Boards) in order to enhance the curriculum and reduce the achievement gap for at-risk students (including M1 and M2 students) with assistance from district-provided staff.                                                                                                                                                         | 4       | Principal, Assistant Principal, Teachers            | Increase student engagement.           |                   |     |      |
| 2) Increase access to technology to all students using resources in the classrooms, computer labs, and in the Library in order to support Technology TEKS.                                                                                                                                                                                                                                                                                                                                              | 2       | Principal, Assistant Principal, Teachers            | Increase student technology knowledge. |                   |     |      |
| 3) Utilize Cogmed, Fast Forward and Imagine Learning to increase comprehension .                                                                                                                                                                                                                                                                                                                                                                                                                        | 2       | Principal, Assistant Principal, Teachers, Counselor | Increased student achievement scores.  |                   |     |      |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue |         |                                                     |                                        |                   |     |      |

## Family and Community Involvement Committee

| Committee Role    | Name              | Position                             |
|-------------------|-------------------|--------------------------------------|
| Administrator     | Leticia Miranda   | Campus Student Support Specialist    |
| Classroom Teacher | Ashley Ballard    | Kinder Teacher                       |
| Classroom Teacher | Jessica Bernosky  | 3rd grade Teacher                    |
| Classroom Teacher | Elaine Anders     | Music Teacher                        |
| Classroom Teacher | Leticia Chapa     | 1st grade Bilingual Teacher          |
| Classroom Teacher | Cody Brazzil      | 5th grade Teacher                    |
| Classroom Teacher | Brittney Schultz  | 2nd grade Teacher                    |
| Classroom Teacher | Teresa Challenger | 4th grade Teacher                    |
| Administrator     | Erica Smith       | Campus Student Support Administrator |



## Curriculum, Instruction and Assessment Committee

| Committee Role    | Name              | Position               |
|-------------------|-------------------|------------------------|
| Administrator     | Ahime Ornelas     | Assistant Principal    |
| Classroom Teacher | Jennifer Wood     | 1st grade Gate Teacher |
| Classroom Teacher | Judy Sain         | 4th grade Teacher      |
| Classroom Teacher | Rebecca Ferguson  | 5th grade Teacher      |
| Classroom Teacher | Mike Yolland      | PE Teacher             |
| Classroom Teacher | Karla Garrett     | SPED Teacher           |
| Classroom Teacher | Kimberly Monteau  | 4th grade Teacher      |
| Classroom Teacher | Chelsea Vancleave | 1st grade Teacher      |
| Classroom Teacher | Robin Coates      | 3rd grade Teacher      |
| Classroom Teacher | Emilie Downs      | 2nd grade Gate Teacher |
| Classroom Teacher | Cara Penn         | 3rd grade Teacher      |

## School Culture and Climate Committee

| Committee Role             | Name               | Position                    |
|----------------------------|--------------------|-----------------------------|
| Administrator              | Erica Mares        | Counselor                   |
| Classroom Teacher          | Charrise Sartor    | ELA CIS                     |
| Classroom Teacher          | Erin Stripling     | Kinder Gate Teacher         |
| Classroom Teacher          | Melissa Russi      | 1st grade Teacher           |
| Classroom Teacher          | Amber George       | Kinder Teacher              |
| Classroom Teacher          | Ciara Marks        | 3rd grade Teacher           |
| Classroom Teacher          | Sandra Sanchez     | 4th grade Bilingual Teacher |
| Non-classroom Professional | John Doak          | Librarian                   |
| Classroom Teacher          | Donna Walterscheid | 2nd grade Teacher           |
| Classroom Teacher          | Claudia Ovalle     | 3rd grade Bilingual Teacher |
| Classroom Teacher          | Tiffany Cross      | Pre-K Classroom Teacher     |

## Demographics

| Committee Role    | Name              | Position                      |
|-------------------|-------------------|-------------------------------|
| Administrator     | Blanca Capetillo  | Principal                     |
| Classroom Teacher | Deanna Armstrong  | 2nd grade Teacher             |
| Classroom Teacher | Tania Reinecke    | Kinder Bilingual Gate Teacher |
| Classroom Teacher | Cashuna Harmon    | 1st grade Teacher             |
| Classroom Teacher | Tina Pequeno      | Art Teacher                   |
| Classroom Teacher | Jolayne Gilmore   | 3rd grade Gate Teacher        |
| Classroom Teacher | Debbie Reynolds   | 4th grade Teacher             |
| Classroom Teacher | Julicia Beharry   | 4th grade Teacher             |
| Classroom Teacher | Tessie Miller     | SPED Teacher                  |
| Classroom Teacher | Michelle McNally  | 5th grade Teacher             |
| Classroom Teacher | Leigh Ann Flowers | PE Teacher                    |

## Staff Quality, Recruitment and Retention Committee

| Committee Role             | Name                  | Position                        |
|----------------------------|-----------------------|---------------------------------|
| Administrator              | LaShon Jackson        | Math and Science CIS            |
| Classroom Teacher          | Toni Ramirez-Springer | Kinder Teacher                  |
| Classroom Teacher          | Emily Rogers          | 5th grade Teacher               |
| Classroom Teacher          | Lynda Peterson        | 2nd grade Teacher               |
| Classroom Teacher          | Eva Cruz              | PPCD Teacher                    |
| Non-classroom Professional | Laurie Curry          | At-Risk Interventionist Teacher |
| Classroom Teacher          | Gladys Pineda         | Kinder Bilingual Teacher        |
| Classroom Teacher          | Donna Alexander       | 1st grade teacher               |
| Classroom Teacher          | Rosemary Lockard      | Life Skills Teacher             |
| Classroom Teacher          | Norma Dominguez       | 5th grade Bilingual Teacher     |

## Campus Instructional Leadership Team

| Committee Role              | Name              | Position                       |
|-----------------------------|-------------------|--------------------------------|
| Administrator               | Blanca Capetillo  | Principal                      |
| Non-classroom Professional  | LaShon Jackson    | Math and Science CIS           |
| Administrator               | Leticia Miranda   | Family Involvement Coordinator |
| Classroom Teacher           | Julicia Beharry   | 4th grade Teacher              |
| Administrator               | Ahime Ornelas     | Assistant Principal            |
| Administrator               | Erica Mares       | Counselor                      |
| Classroom Teacher           | Emily Rogers      | 5th grade Teacher              |
| Classroom Teacher           | Ciara Marks       | 3rd grade Teacher              |
| Classroom Teacher           | Emilie Downs      | 2nd grade Teacher              |
| Classroom Teacher           | Cashuna Harmon    | 1st grade Teacher              |
| Classroom Teacher           | Erin Stripling    | Kinder Teacher                 |
| Parent                      | Stephanie Flowers | PTO President/Parent           |
| District-level Professional | Rebecca Longorio  | Social Studies Coordinator     |

# Campus Funding Summary

| Coordination of Local, State, and Federal Funds |           |          |                                                                  |                         |             |
|-------------------------------------------------|-----------|----------|------------------------------------------------------------------|-------------------------|-------------|
| Goal                                            | Objective | Strategy | Resources Needed                                                 | Account Code            | Amount      |
| 2                                               | 1         | 3        | Training costs and supplemental materials                        | Focus Funds             | \$20,000.00 |
| 6                                               | 1         | 5        | Materials and supplies for academic parent sessions              | Title I Part A          | \$1,000.00  |
| Sub-Total                                       |           |          |                                                                  |                         | \$21,000.00 |
| Coordination of Local and State Funds           |           |          |                                                                  |                         |             |
| Goal                                            | Objective | Strategy | Resources Needed                                                 | Account Code            | Amount      |
| 1                                               | 1         | 1        | Payroll costs for tutors and supplemental intervention materials | SCE Funds               | \$12,000.00 |
| 1                                               | 1         | 2        | Materials to support Tier I instruction                          | Bilingual/ESL Funds     | \$951.00    |
| 1                                               | 1         | 2        | Materials to support Tier 1 Instruction                          | Special Education Funds | \$567.00    |
| 1                                               | 1         | 2        | Materials to support Tier I Instruction                          | GT Funds                | \$397.00    |
| Sub-Total                                       |           |          |                                                                  |                         | \$13,915.00 |
| Grand Total                                     |           |          |                                                                  |                         | \$34,915.00 |

## **Addendums**

# James Bowie Elementary

## PLC Agenda

### April 17, 2017



|                |                                                                  |
|----------------|------------------------------------------------------------------|
| 8:00-8:45 a.m. | Team Building<br>Vision/Mission/Motto                            |
| 8:45-9:00      | Campus Needs Assessment PPT                                      |
| 9:00-9:45      | Campus Needs Assessments Groups Survey                           |
| 9:45-10:00     | Break                                                            |
| 10:00-10:30    | CNA Presentations                                                |
| 10:30-11:30    | TEAM Meetings (EOY, testing, assemblies, grades, calendar items) |
| 11:30-1:00     | Lunch on your own                                                |
| 1:00-3:30      | Team Planning                                                    |
| **2:45-3:30    | ELL Teachers meet in Computer Lab for EOY LPAC                   |

#### *Productive Teams Produce Products:*

1. Planning Document
2. 6<sup>th</sup> 6 wks. CFA
3. Team Binder
4. Motto



# Joint Code Enforcement

Page 1 of 1  
Date: 11/17/17

PLC Agenda

April 17, 2017

1. Welcome

2. Review of Minutes

3. Board Report

4. Presentation of the 2017-2018 Budget

5. Board

6. New Business

7. Public Comment (5 minutes, subject to time constraints)

8. Adjourn

9. Meeting

10. PLC's 2017-2018 Information can be found at:

11. PLC's 2017-2018 Information can be found at:

12. PLC's 2017-2018 Information can be found at:

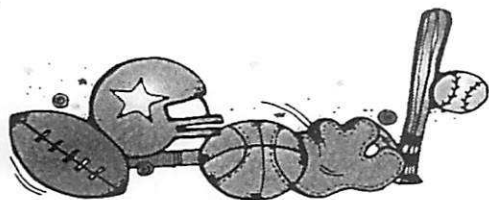
13. PLC's 2017-2018 Information can be found at:

14. PLC's 2017-2018 Information can be found at:

15. PLC's 2017-2018 Information can be found at:

April 17th

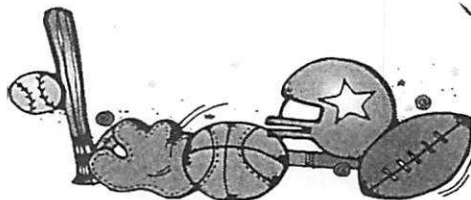
Monday



# James Bowie Elementary

Team Roster

2016-2017



## Office Staff

Principal: Blanca Capetillo  
Asst. Principal: Ahime Ornelas  
Counselor: Erica Mares  
FIC: Leticia Miranda  
Nurse: Gina Garza  
Secretary: Angela Munoz  
Attendance Clerk: Geneva Garcia

Receptionist: Sandra Banda  
ISS: Amanda Howard  
Office Clerk: Ashli Martinez

## Paraprofessionals

LS: Araceli Alvarez  
CTS: Vanessa Arredondo  
Instr: Patricia Corona  
SPED: Yesenia Elizarras

PE: Maria Fadul  
Instr: VACANT  
Instr: Emily Ibarra  
LS: Rosa Martinez  
PE: Kadi McHugh  
SPED: Akilia Merritt  
Instr.: Madison Mills  
PK: Maria Romo

PPCD: Audelia Santos  
SPED: Noelia Serna  
SPED: Paula Torres  
PK: Zulema Villegas

## Special Education

SPED: Karla Garrett  
PPCD: Eva Cruz  
L.S.: Rosemary Lockard  
SPED: Tessie Miller

## Specialty

Music: Elaine Anders  
Dyslexia: Laurie Curry  
Librarian: Mike Doak  
P.E.: Leigh Ann Flowers  
Math CIS: LaShon Jackson  
L.A.C.I.S.: Charise Sartor  
Art: Tina Pequeno  
P.E.: Michael Yolland

## (2) Pre-Kinder.

Tiffany Cross  
Nicolasa Hernandez

## (6) Kindergarten

Ashley Ballard  
Amber George  
Gladys Pineda  
Toni Ramirez-Springer  
Tania Reinecke  
Erin Stripling

## (7) First Grade

Donna Alexander  
Leticia Chapa  
Cashuna Harmon  
Melissa Russi  
Rebecca Sherry  
Chelsea Vancleave  
Jennifer Wood

## (7) Second Grade

Deanna Armstrong  
Leila Craig  
Emilie Downs  
Rosa Gonzales  
Lynda Peterson  
Brittney Schultz  
Donna Walterscheid

## (6) Third Grade

Jessica Bernosky  
Robin Coates  
Jo Gilmore  
Ciara Marks  
Claudia Ovalle  
Cara Penn

## (6) Fourth Grade

Julicia Beharry  
Teresa Challenger  
Judy Sain  
Kimberly Monteau  
Debbie Reynolds  
Sandra Sanchez

## (5) Fifth Grade

Cody Brazzil  
Norma Dominguez  
Rebecca Ferguson  
Emily Rogers  
Michelle McNally

updated 3/27/17



# James Bowie Elementary

## ILT Agenda

April 24, 2017

1. CNA- Student Achievement
2. Technology CNA ✓
3. Nurse - ✓
4. Calendar Updates

- Field Day ✓
- Assemblies ✓

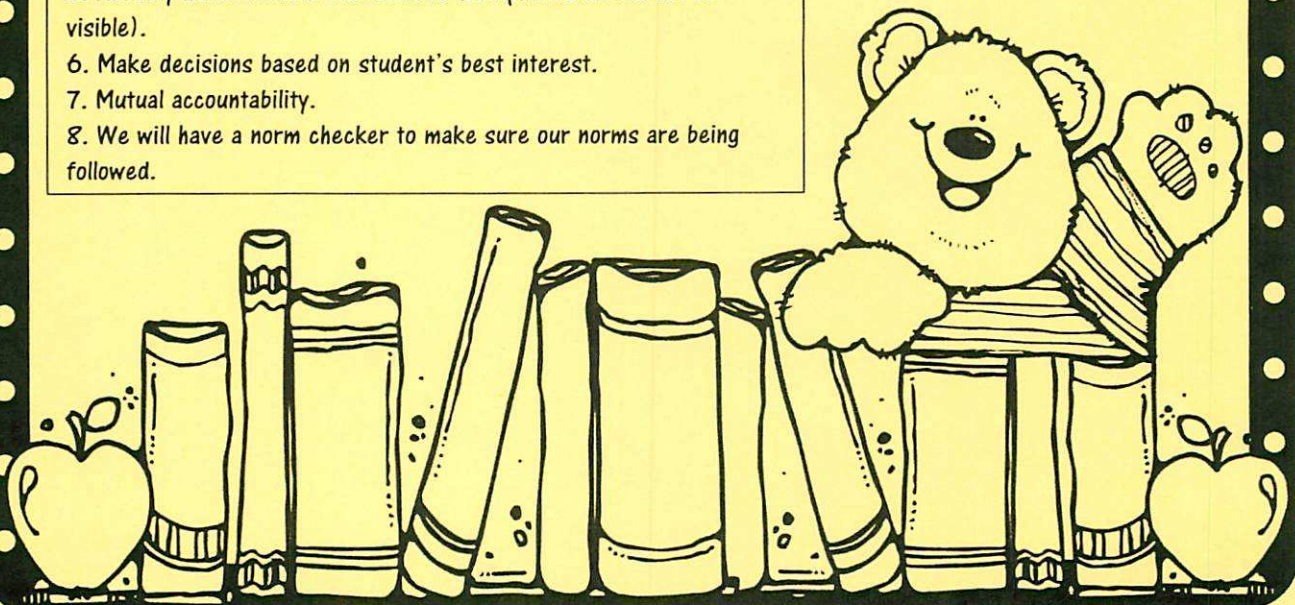
5. District of Innovation

ILC majority  
vote

### Norms

1. Begin and End Meetings on time.
2. Focus on solutions.
3. Maintain a positive attitude.
4. Stay precise and to the point.
5. Actively listen without distractions (cell phones should not be visible).
6. Make decisions based on student's best interest.
7. Mutual accountability.
8. We will have a norm checker to make sure our norms are being followed.

K- May 12<sup>th</sup>  
1- May 12<sup>th</sup>  
send post on  
Livebind  
SSI- encouraging  
notes







# James Bowie Elementary

## ILT Sign In Sheet

### 4/24/17

|                                  |                         |
|----------------------------------|-------------------------|
| Blanca Capetillo                 | <i>Blanca Capetillo</i> |
| Ahime Ornelas                    | <i>Ahime Ornelas</i>    |
| Erica Mares                      | <i>Erica Mares</i>      |
| Leticia Miranda                  |                         |
| Erin Stripling                   | <i>Erin Stripling</i>   |
| Cashuna Harmon                   | <i>Cashuna Harmon</i>   |
| Emilie Downs                     | <i>Emilie Downs</i>     |
| Ciara Marks                      | <i>Ciara Marks</i>      |
| Julicia Beharry                  | <i>Julicia Beharry</i>  |
| Emilie Rogers                    |                         |
| Karla Garrett                    | <i>Karla Garrett</i>    |
| Tessie Miller                    |                         |
| LaShon Jackson                   | <i>LaShon Jackson</i>   |
| Laurie Curry                     | <i>Laurie Curry</i>     |
| ELA CIS                          |                         |
| Stephanie Flowers                |                         |
| Baytown Buick/GMC Representative |                         |

Leigh Flowers

*Faith Longoria*

Charisse Sartor

*Becky Ferguson*

*Hugh A. Flowers*

*Faith Longoria*

*Charisse Sartor*

*Becky Ferguson*

Campus Program Evaluation  
for  
Gifted and Talented-Program Intent "21"

Comprehensive Needs  
Assessment Reflection:  
Specific Program  
"Strengths" for the School  
Year

GT funds were used to purchase materials  
needed to support level III projects.

Comprehensive Needs  
Assessment Reflection:  
Specific Program "Needs  
(Priorities)" for the  
Upcoming Year

Look at how we can utilize PLE time to support  
our GT students in more project based  
activities.

Indicate the Root Cause for  
each identified need:

School Year: 2016-17

Date Completed: May 2017

## Campus Program Evaluation for Special Education-Program Intent "23"

|                                                                                                                   |                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <p>Comprehensive Needs Assessment Reflection:<br/>Specific Program<br/>"Strengths" for the School Year</p>        | <p>SPED teachers collaborate during PLC's to identify needs of students. Funds are used to support students in IEP's.</p> |
| <p>Comprehensive Needs Assessment Reflection:<br/>Specific Program "Needs (Priorities)" for the Upcoming Year</p> | <p>Provide a more inclusive setting for our Resource students.</p>                                                        |
| <p>Indicate the Root Cause for each identified need:</p>                                                          | <p>More prescriptive data analysis of each student receiving SPED services</p>                                            |

School Year: 2016-17

Date Completed: May 20 17

# Campus Program Evaluation for State Compensatory Education-Program Intent "24, 26, 28, and 30"

|                                                                                                               |                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>            | <ul style="list-style-type: none"> <li>- Resources purchased to assist at risk students</li> <li>- Tutorials</li> </ul> |
| <p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p> | <ul style="list-style-type: none"> <li>- evaluate tutorials to see if impact is being made</li> </ul>                   |
| <p>Indicate the Root Cause for each identified need:</p>                                                      | <ul style="list-style-type: none"> <li>- Data Analysis of tutorial students with STAAR results</li> </ul>               |



## Campus Program Evaluation for Bilingual/ESL-Program Intent "25"

|                                                                                                           |                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Comprehensive Needs Assessment Reflection:<br>Specific Program<br>"Strengths" for the School Year         | <ul style="list-style-type: none"><li>• The LLI kit in spanish has impacted bilingual learners</li><li>• Imagine Learning</li><li>• Mrs. Corona (hil. para)</li></ul> |
| Comprehensive Needs Assessment Reflection:<br>Specific Program "Needs (Priorities)" for the Upcoming Year | Targeting TELPAS levels to increase one level or more.                                                                                                                |
| Indicate the Root Cause for each identified need:                                                         | lack of training & understanding of TELPAS accountability.                                                                                                            |

School Year: 2016-17

Date Completed: May 2017

## Campus Program Evaluation for Parent Involvement Opportunities

|                                                                                                                   |                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Comprehensive Needs Assessment Reflection:<br/>Specific Program<br/>"Strengths" for the School Year</p>        | <ul style="list-style-type: none"> <li>- Parental Involvement Sessions</li> <li>- SST referrals</li> <li>- Themed AR nights</li> </ul>          |
| <p>Comprehensive Needs Assessment Reflection:<br/>Specific Program "Needs (Priorities)" for the Upcoming Year</p> | <ul style="list-style-type: none"> <li>- Watch Dogs</li> <li>- Early Literacy Sessions</li> </ul>                                               |
| <p>Indicate the Root Cause for each identified need:</p>                                                          | <ul style="list-style-type: none"> <li>- Seek out more participation</li> <li>- Schedule PK sessions for parents early in school yr.</li> </ul> |

## Campus Program Evaluation for Pre-Kindergarten-Program Intents "32-35"

|                                                                                                           |                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Comprehensive Needs Assessment Reflection:<br>Specific Program<br>"Strengths" for the School Year         | <ul style="list-style-type: none"><li>- Neauihaus Curriculum</li><li>- Waterford Curriculum</li></ul>                                 |
| Comprehensive Needs Assessment Reflection:<br>Specific Program "Needs (Priorities)" for the Upcoming Year | <ul style="list-style-type: none"><li>- Data analysis of student outcomes</li><li>- more cohesive PK PLC's</li></ul>                  |
| Indicate the Root Cause for each identified need:                                                         | <ul style="list-style-type: none"><li>- clarity of student expectations for EOY</li><li>- schedule PLC time w/ all Teachers</li></ul> |

School Year: 2016-17

Date Completed: May 2017

# Campus Program Evaluation for Safe Schools

- ~~time~~  
- ~~miss~~  
- discipline

Comprehensive Needs  
Assessment Reflection:  
Specific Program  
"Strengths" for the School  
Year

- CHAMPS
- PBIS
- 

Comprehensive Needs  
Assessment Reflection:  
Specific Program "Needs  
(Priorities)" for the  
Upcoming Year

- not all T trained in CHAMPS
- award individual students
- equip Teachers on what to do with  
"difficult" students

Indicate the Root Cause  
for each identified need:

Training, set up Print system for all students