

Goose Creek Consolidated Independent School District

James Bowie Elementary

Campus Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: November 2, 2020

Public Presentation Date: November 2, 2020

Mission Statement

Mission: James Bowie Elementary commits to create a safe environment with high expectations of all scholars to achieve their greatest potential, socially, emotionally, and academically.

Vision

Vision: James Bowie Elementary is a place where all scholars connect, learn, grow, and succeed.

Value Statement

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

James Bowie Elementary is a pre-kindergarten through 5th grade campus with 820 students. The campus currently houses 3 special education programs which include Life Skills, Bilingual PPCD, and a Behavior Support Unit.

Student enrollment by ethnicity is as follows:

- American Indian/Alaskan - 0.5%
- Asian- 0.6%
- Black/African American - 15%
- Hispanic/Latino - 65%
- White - 16%
- Pacific Islander - 0.2%
- Two or More – 3.3%

Additional Demographic Information Includes:

- Bilingual/ESL Program- 21%
- Economically Disadvantaged Students - 76%
- Gifted and Talented- 0.5%
- At-Risk Students - 58%
- Special Education Students - 10%

Teacher Demographics:

- Hispanic-14%
- American Indian-0%
- Asian-0%
- African American-13%
- Pacific Islander-0%
- White-28%

James Bowie Elementary employs 100 highly qualified teachers and paraprofessionals. It is our priority to recruit, hire and retain great teachers. Through our campus/district mentoring program, new teachers are provided support, resources, and ongoing professional development. We actively pursue qualified teachers through the Goose Creek teacher job fair and through professional connections.

James Bowie Elementary strives to retain teachers by ensuring they are provided with the necessary resources and support to effectively deliver instruction. We provide job embedded professional development during our PLC days. Instructional Coaches are always available to model, coach, and search for resources to support instruction.

Demographics Strengths

James Bowie Elementary has many strengths. Some of the most notable demographic strengths include the following:

1. Many families move to the area due to the jobs at the refinery.
2. The attendance rate at James Bowie Elementary is 94%.
3. With the increasing diversity among our student population, James Bowie is reflective of our society. Our students learn to collaborate with peers of all backgrounds.
4. Our families are supportive of the campus and school staff.
5. Our staff is representative of our student body.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 58% of James Bowie's population is considered at-risk. **Root Cause:** James Bowie's teachers need additional and specific professional development and resources to effectively deliver instruction that differentiates learning for struggling students.

Problem Statement 2: It is difficult to retain qualified teachers at an at-risk campus. **Root Cause:** Teachers move to campuses that have smaller at-risk student populations.

Student Learning

Student Learning Summary

James Bowie ILT discussed that the goals for the year are:

- By June 2021, at least 80% of 3-5 graders will meet or exceed growth expectations on STAAR math and reading.
- By May 2021, EOY data for PK-2nd grade will reveal that all students demonstrated growth in the areas of language and math skills.

The following is a comparison of STAAR scores for all students for 2018 and 2019 for all grade levels and subjects.

STAAR All Students	2018	2019
3 rd rdng	67	75
3 rd math	69	73
4 th rdng	59	70
4 th math	72	72
4 th writing	47	57
5 th rdng	72	78
5 th math	86	87
5 th science	70	72

Looking deeper, STAAR 2018 and 2019 Reading Approaches Grade Level Performance are as follow:

STAAR Reading	2018	2019
3 rd rdng	67	75
4 th rdng	59	70
5 th rdng	72	78

- James Bowie made significant growth from 2018 to 2019. There were notable increases in reading and writing.
- STAAR data revealed that we need to improve in math, because we made the least amount of growth in this area.
- We will focus on improving the achievement of ALL Students and White student groups.

Student Learning Strengths

The campus continues to see the strengths of 2018-2019L

- James Bowie Elementary has a population of hardworking students with different achievement strengths.

- James Bowie Elementary received a Met Standard Rating in 2018-2019.
 - **Reading:** The percentage of students who scored at the Meets and Masters levels in 3rd grade increased. The percentage of students who scored at Masters level in 5th grade increased.
 - **Math:** The percentage of students who scored at the Meets and Masters levels in 3rd, and 4th grade increased. The percentage of students who scored at the Masters level in 5th grade increased.
 - **Science:** The percentage of students who scored at the Meets and Masters levels in 5th grade increased.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 2019 STAAR data revealed that Special Education students scored significantly below all other student groups in all areas except one. Root causes include the need to provide additional training in data analysis and differentiated instruction for SpEd resource teachers and in-class support staff. **Root Cause:** Root causes include the need to provide additional training in data analysis and differentiated instruction for SpEd resource teachers and in-class support staff.

Problem Statement 2 (Prioritized): 2019 STAAR data revealed the number of students scoring at the meets or masters performance in reading, math, writing, and science are below the district average. **Root Cause:** Additional training is needed to deliver instruction that incorporates rigor and higher-level learning experiences.

School Processes & Programs

School Processes & Programs Summary

At James Bowie Elementary the focus for the 2019-20 school year was to continue to operate as a data driven campus. Campus staff used different types of data to monitor ongoing student progress and to enhance the delivery of instruction in all subjects. Data used throughout the school year included campus-based assessments (CBAs), district level assessments, and informal assessments.

Instructional Coaches worked closely with teachers on CBAs and benchmarks based on the Texas Education Knowledge & Skills and aligned to the district curriculum. Instructional Coaches also collaborated with teachers to develop action plans each grading period. Instructional Coaches and administrators collaborated with assessment personnel to ensure teachers were trained on understanding how to analyze the data to drive their instruction. Data meetings were scheduled throughout the school year with grade levels 1st through 5th grade. During the data meetings teachers were able to have meaningful conversations with their peers, instructional coaches, and administrators.

Bowie operates as a Professional Learning Community, therefore, during PLCs, teachers were able to collaborate with academic support staff as well as special education teachers. Teachers analyzed reports such as TEKS analysis to dig deeper into the data. Teachers also looked at the questions from CBAs, benchmarks, and released STAAR assessments. They connected TEKS to questions and reviewed each answer choice in detail. During planning meetings teachers used the data to plan upcoming lessons. They focused on adding engaging activities and rigor to the activities included in lessons.

Data analysis was conducted after each CBA and Benchmark. Data was used to guide the process of intervention implemented during PIE time. Teachers and campus specialists reviewed the data after each major assessment and created groups based on specific needs. Instruction and activities implemented during intervention were created to target specific skills and TEKS.

During the 2020-21 school year, Bowie will continue to look for ways to strengthen the assessment and data analysis and the process of instructional planning. The campus will continue to improve the use of data to drive instruction. Teachers and administrators will continue to collaborate with campus specialists to review the TEA accountability system. The campus will continue to provide teachers with the necessary resources and professional development opportunities to improve student performance and promote professional growth.

James Bowie Elementary is fortunate to be able to access the latest technology hardware and software. Students, teachers, and staff have access to iPads, document cameras, and laptops. Students also have access to instructional technology programs such as Education Galaxy, SeeSaw, Imagine Learning, Mission Math, Prodigy, Waterford, Stemscope, Reading A-Z. James Bowie takes pride in hiring the most highly qualified teachers to support students. New teachers are provided a mentor that will guide them throughout the year. Administrative staff conducts ongoing informal walkthroughs and meets with the new teachers to provide feedback.

School Processes & Programs Strengths

James Bowie Elementary has identified the following strengths:

Teachers use data to plan instruction and to form small groups.

Students received targeted intervention that is TEKS based and individualized.

James Bowie has many available technology resources in the form of hardware and websites for teacher use. In grades 4th-5th the technology ratio is 1:1.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is inconsistency with technology integration in the delivery of instruction. **Root Cause:** There is a need to provide additional professional development in integration of technology. There is a need for additional devices for student use.

Problem Statement 2 (Prioritized): It is a challenge to differentiate instruction and assessments to students with a range of abilities. **Root Cause:** Additional professional development is needed to effectively use data to plan lessons, form small groups, differentiate instruction, and create common assessments.

Perceptions

Perceptions Summary

James Bowie Elementary works diligently to provide a safe and positive learning environment for all students. Parents and teachers feel students will be more productive if they feel safe and happy at school. We implement Positive Behavior Intervention and Supports (PBIS) because we strongly believe that in order to create lifelong learners, we must provide social, emotional and behavioral support in order to achieve desired academic outcomes. Teachers and staff use positive reinforcements with students to promote positive behaviors. As a staff we strive to teach students routines and expectations.

We strive to provide the best customer service to every visitor that walks through our doors. We provide our community with Spanish and English translated materials. Additional language support is provided to Spanish speaking parents. Parents and family members are invited to participate in evening events such as Reading/Math Nights, Open House, grade level programs, Father/Daughter Dance, Mother/Son Night or CATCH Night. Parents also can volunteer during classroom parties, in the workroom, and on field trips.

The administrative staff aims to provide teachers and staff with treats, luncheons, and events throughout the school year to show how much we appreciate them. During the month of December, we celebrated the Twelve Days of Christmas. Administrators leave positive notes when they visit the classrooms. The administrative staff takes bullying allegations seriously. The counselor teaches multiple anti-bullying lessons and creates activities that focus on kindness. Bullying allegations are handled by completing thorough investigations and taking actions to prevent recurrences.

Perceptions Strengths

James Bowie Elementary celebrates the following strengths:

- The 2020 parent survey revealed that parents feel their students are safe at school.
- The 2020 parent survey revealed that parents feel welcome when they come to school. Community involvement has increased through the addition of events such as Father/Daughter Dance and Mother/son Night.
- The 2020 student survey revealed that students feel safe and enjoy coming to school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Problem Statement: Although parental involvement has improved there is still a need to increase the percentage of involved parents at school events. **Root Cause:** Root Cause: Different forms of communication need to be used to reach parents regarding volunteer or community engagement opportunities. Bowie needs to continue to offer various opportunities during the day and evening.

Priority Problem Statements

Problem Statement 1: 58% of James Bowie's population is considered at-risk.

Root Cause 1: James Bowie's teachers need additional and specific professional development and resources to effectively deliver instruction that differentiates learning for struggling students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 2019 STAAR data revealed that Special Education students scored significantly below all other student groups in all areas except one. Root causes include the need to provide additional training in data analysis and differentiated instruction for SpEd resource teachers and in-class support staff.

Root Cause 2: Root causes include the need to provide additional training in data analysis and differentiated instruction for SpEd resource teachers and in-class support staff.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 2019 STAAR data revealed the number of students scoring at the meets or masters performance in reading, math, writing, and science are below the district average.

Root Cause 3: Additional training is needed to deliver instruction that incorporates rigor and higher-level learning experiences.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is inconsistency with technology integration in the delivery of instruction.

Root Cause 4: There is a need to provide additional professional development in integration of technology. There is a need for additional devices for student use.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: It is a challenge to differentiate instruction and assessments to students with a range of abilities.

Root Cause 5: Additional professional development is needed to effectively use data to plan lessons, form small groups, differentiate instruction, and create common assessments.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Problem Statement: Although parental involvement has improved there is still a need to increase the percentage of involved parents at school events.

Root Cause 6: Root Cause: Different forms of communication need to be used to reach parents regarding volunteer or community engagement opportunities. Bowie needs to continue to offer various opportunities during the day and evening.

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- 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
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data
- Local Accountability Systems (LAS) 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 Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

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
- Action research results
- Other additional data

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: Students will improve academic performance on state assessments.

Evaluation Data Sources: CBA Data, State Assessment reports

Summative Evaluation: None

<p>Strategy 1: Utilize PLCs to analyze and review assessment data for all students in order to plan for and provide effective TEKS instruction in all content areas as well implement intervention through additional PIE and tutorials for at-risk students.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR results by 5%</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Campus Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: Payroll costs for tutors and supplemental intervention materials - Coordination of Local and State Funds - SCE Funds - \$10,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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).</p> <p>Strategy's Expected Result/Impact: Increase in student achievement by 5%.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Campus Instructional Specialists</p> <p>Funding Sources: Supplemental materials to support instruction - Coordination of Local and State Funds - Bilingual/ESL Funds - \$500, Supplemental materials to support instruction - Coordination of Local and State Funds - Special Education Funds - \$400, Supplemental materials to support instruction - Coordination of Local and State Funds - GT Funds - \$300</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

<p>Strategy 3: Collaborate in PLC meetings for grades K-5 to focus on evaluating student learning, analyzing the standards, and creating intervention action plans for at-risk students.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement by 5%.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Campus Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 4: Provide coaching support for classroom teachers, especially teachers new to the profession, grade level, or content area to increase learning for all students.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in Tier I instruction</p> <p>Staff Responsible for Monitoring: Principal Campus Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: Campus Instructional Specialists focused on instructional coaching - Coordination of Local, State, and Federal Funds - Title I Part A - \$120,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 5: Monitor the Rti process in order to effectively provide at-risk students with structured interventions.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement by 5%.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Instructional Specialists At Risk Interventionist Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 6: Teachers will be provided professional develop trainings on culturally responsive teaching practices,</p> <p>Strategy's Expected Result/Impact: Increase in student engagement.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Instructional Specialists At Risk Interventionist Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 Sources: Training Documents and Assessment Reports

Summative Evaluation: None

<p>Strategy 1: Implement Common Formative Assessments to evaluate student learning to close achievement gaps.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Campus Instructional Specialists</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Conduct vertical content planning sessions once a semester with Language Arts, Math and Science teachers in order to implement common vocabulary and instructional focus.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Campus Instructional Specialists</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: Provide coaching, modeling, focused training, technology and planning in the area of Language Arts and Math for teachers to improve instructional quality and incorporate strategies to enrich and accelerate the curriculum.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 4: Provide opportunities for staff to attend Behavior Management (mental health) training to improve classroom instruction and increase student success.</p> <p>Strategy's Expected Result/Impact: Improved Tier 1 instruction</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

Strategy 5: Provide Literacy Training for K-2 by using research-based training experts such as Gretchen Childs to improve the delivery of balanced literacy components.

Strategy's Expected Result/Impact: Improved Tier 1 instruction

Staff Responsible for Monitoring: Principal
 Assistant Principal
 Campus Instructional Specialist
 Teachers

Reviews			
Formative			Summative
Nov	Feb	June	June



No Progress



Accomplished



Continue/Modify



Discontinue

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 Sources: Attendance Report

Summative Evaluation: None

<p>Strategy 1: Provide student success supports to identified students that are struggling with attendance, academics, and/or behavior.</p> <p>Strategy's Expected Result/Impact: Improved student success with attendance, academics, and/or behavior</p> <p>Staff Responsible for Monitoring: Principal Campus Student Success Specialist CYS</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Campus Student Success Specialist to support student success components - Coordination of Local, State, and Federal Funds - Title I Part A - \$60,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Promote high attendance (97%) or above school-wide and incorporate incentive programs for students and teachers.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Administrators Attendance Clerk Homeroom Teachers CSSS</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: Increase students' knowledge about college and career planning through activities that support college and career readiness and promote college awareness.</p> <p>Strategy's Expected Result/Impact: Promote college and career awareness</p> <p>Staff Responsible for Monitoring: Principal Counselor Teachers</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

Strategy 4: Maintain collaboration with Partner in Education (PIE) and district PALS program to provide mentoring opportunities for our scholars.

Strategy's Expected Result/Impact: Increase student achievement

Staff Responsible for Monitoring: Principal

Assistant Principal

Counselor

CS3

PIE Representative

PALS representative

Reviews			
Formative			Summative
Nov	Feb	June	June



No Progress



Accomplished



Continue/Modify







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 to provide a safe and structured environment including positive student behavior, high attendance percentages, and elevate morale for all students and staff.

Evaluation Data Sources: Discipline and attendance data, surveys

Summative Evaluation: None





<p>Strategy 1: Continue PBIS initiatives school wide along with CHAMPS to promote a safe and orderly environment with the use of the school wide Behavioral Support Teams action plan.</p> <p>Strategy's Expected Result/Impact: 5% decrease in student discipline referrals</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal CSSS Counselor Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Continue school-wide character education, classroom guidance, and conflict resolution to reduce discipline referrals and bullying incidents.</p> <p>Strategy's Expected Result/Impact: Decrease discipline referrals and bullying by 5%</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor CSSS Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: Promote positive staff morale with a variety of incentives.</p> <p>Strategy's Expected Result/Impact: Increase in staff morale</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 4: Students participate in high interest hobbies and clubs with teacher sponsors and then perform or display their work at the PAWS showcase.</p> <p>Strategy's Expected Result/Impact: Increase positive student relationships</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal All Staff</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  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 Sources: Certification report

Summative Evaluation: None

Strategy 1: Recruit and retain highly effective personnel. Strategy's Expected Result/Impact: All staff certified in respective assignment Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 2: Provide information to teachers on obtaining an ESL certification and/or GT certification. Strategy's Expected Result/Impact: 100% of Teachers will be ESL and GT Certified. Staff Responsible for Monitoring: Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 3: Continue to implement a mentor system for 1st and 2nd year teachers. Strategy's Expected Result/Impact: Retention of Teachers Staff Responsible for Monitoring: Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  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 provide family engagement opportunities, facilitate ongoing communication between home, school, and community.


Evaluation Data Sources: Engagement Opportunities Documents, Surveys, Community Report

Summative Evaluation: None

<p>Strategy 1: The campus Parent and Family Engagement Policy and the School Compact will be jointly developed and updated periodically with parents in order to meet the changing needs of parents and the school. These documents will be distributed to parents and family members as well as made available to the local community in an understandable and uniform format.</p> <p>Strategy's Expected Result/Impact: 100% Distribution</p> <p>Staff Responsible for Monitoring: Principal Campus Student Success Specialist</p> <p>Title I Schoolwide Elements: 3.1</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: The campus will convene an annual Title I meeting as well as engage parents in meaningful ways to support student academic progress through parent-teacher conferences, family nights, and other parent-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members.</p> <p>Strategy's Expected Result/Impact: Increase parental involvement</p> <p>Staff Responsible for Monitoring: Principal CSSS</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Funding Sources: Materials needed for conducting parent training sessions - Coordination of Local, State, and Federal Funds - Title I, Part A - \$500, Campus Student Success Specialist to support parent academic training sessions - Coordination of Local, State, and Federal Funds - Title I Part A - \$4,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: Utilize a variety of methods to communicate between school and home to support ongoing student success including Campus Newsletter, Tuesday Folders, and Grade Level Discipline Plans.</p> <p>Strategy's Expected Result/Impact: Increase communication from home and school</p> <p>Staff Responsible for Monitoring: Principal CSSS Counselor</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 4: Collaborate with community members and organizations to create and maintain partnerships that strengthen the academic program and support students as life-long learners.</p> <p>Strategy's Expected Result/Impact: Increase community Partnerships</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

 No Progress

 Accomplished

 Continue/Modify

 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 Sources: Waterford, Fast Forward, Imagine Learning, I Station Reports, SEESAW, Google Classroom

Summative Evaluation: None

<p>Strategy 1: Integrate technology into all content areas by using available resources in order to enhance the curriculum and reduce the achievement gap for at-risk students (including M1,M2, M3, and M4 students) with assistance from district-provided staff.</p> <p>Strategy's Expected Result/Impact: Increase student engagement</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers CIS</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase student technology knowledge</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: Utilize Education Galaxy, and Imagine Learning to increase comprehension.</p> <p>Strategy's Expected Result/Impact: Increased student achievement scores</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Counselor</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 4: Teachers will be provided additional training by district technology specialist to assist with virtual learning.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Instructional Specialists At Risk Interventionist Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Campus Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Campus Instructional Specialists focused on instructional coaching	Title I Part A	\$120,000.00
3	1	1	Campus Student Success Specialist to support student success components	Title I Part A	\$60,000.00
6	1	2	Materials needed for conducting parent training sessions	Title I, Part A	\$500.00
6	1	2	Campus Student Success Specialist to support parent academic training sessions	Title I Part A	\$4,000.00
Sub-Total					\$184,500.00
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	\$10,000.00
1	1	2	Supplemental materials to support instruction	Bilingual/ESL Funds	\$500.00
1	1	2	Supplemental materials to support instruction	Special Education Funds	\$400.00
1	1	2	Supplemental materials to support instruction	GT Funds	\$300.00
Sub-Total					\$11,200.00
Grand Total					\$195,700.00