

Goose Creek Consolidated Independent School District

James Bowie Elementary

2021-2022 Campus Improvement Plan



Mission Statement

Mission: James Bowie Elementary will foster a positive school climate which respects and values diversity to ensure that all scholars achieve their greatest potential socially, emotionally, and academically.

Vision

Vision: James Bowie Elementary is committed to sustaining and supporting an inclusive, diverse, and equitable community where all scholars connect, learn, grow, and succeed.

Value Statement

Motto: Believe, Achieve, Succeed!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

James Bowie Elementary is a pre-kindergarten through 5th grade campus with approximately 700 students. Pk-1st grade is self-contained, and 2nd-5th grade is departmentalized. The average daily attendance rate is 94.38%, which is a decrease from 96.71% the year before.

The average class size is 22:1 for kindergarten, 18:1 for 1st grade, 19:1 for 2nd grade, 17:1 for third grade, 19:1 for 4th grade, 19:1 for 5th grade.

James Bowie Elementary employs 90 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.

The campus currently houses 3 special education programs which include Life Skills, Bilingual ECSE, 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-25%
- American Indian-0%
- Asian-0%
- African American-24%
- Pacific Islander-0%
- White-51%

Demographics Strengths

- A majority of the grade levels maintained attendance despite the difference in modes of instruction.
- Even with the mode of instruction changing, Kindergarten increased their attendance rate.
- Resources available have provided more opportunities for student success.
- Our mobility rate has decreased by more than 7% in the last two years including the pandemic.
- Wrap-around supports have increased and provided students with necessities needed to be able to perform at school without barriers.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Testing data revealed that our special education students are performing significantly below their peer student groups. **Root Cause:** Professional development in differentiation is needed to increase knowledge with general education requirements/TEKS and blending of IEP and general education curriculum.

Student Learning

Student Learning Summary

Due to declaration of disaster, no evidence was collected for 2019-2020. Based on years prior, James Bowie made significant growth in 2018-2019. There were notable increases in reading and writing. Fourth grade students increased by 9 points on reading and 10 points in writing. Bowie was ranked #5 in the district among elementary campuses for academic growth. STAAR data for the 2018-2019 school year indicates that we need to improve in math, because we made the least amount of growth in this area. Highly qualified teachers, GT Virtual Showcase project-based learning completed during PIE instruction to meet the requirements for accelerated instruction.

We use various methods depending on the students program such as using the Tier/Level documentation for our RTI students, FIE/IEP/ARD documentation and progress reports for our special education students, and benchmark data/unit checkups/teacher observations for our tutorial students and during PIE instruction. At this time, our support structures include PIE time small groups, after school tutorials, and various special education services, dependent upon need, for students that qualify. Achievement rates of special education students show significantly more growth than non-special education students. It should be noted that special education students receive intensive instruction in a smaller group setting. Each of our special education students have an IEP that includes specific directions on how to best meet their educational needs. Special education teachers also collaborate with parents and general education teachers as needed to ensure that each child's needs are being met.

Teacher interventions include small group instruction, peer tutoring, behavior management, after school tutorials, and additional support provided from special education as needed. Technological interventions include Education Galaxy, Khan Academy, Waterford, and Imagine Learning. Through the use of Data Talks in the PLC process we are able to analyze effectiveness of in class strategies through Tier 1 instruction. Achievement rates for 504 and students in other special programs are comparable to other students due to the accommodations and modifications assigned to each individual student as per their IEP. Teacher identifies and submits concerns in eSpEd/RTI. Teachers inform the RTI team and hold a meeting to determine interventions that will be implemented. This process allows the RTI team to assure that all avenues and interventions have been implemented to obtain proper documentation and data prior to submitting for SPED referral if needed. As a campus, we are planning to place even more emphasis on sub-populations of students to ensure that learning and success opportunities are equitably provided for all of our students. Testing data will be closely monitored to ensure that we are reaching all students.

Student Learning Strengths

- The campus is technology rich, and uses technology to meet the individual needs of students.
- Instructional paraprofessionals provide support to students.
- The campus has made progress in developing an improved RTI process.
- The campus has purchased additional resources to improve TIER 2 instruction. (Measuring Up-ELA/Math/Writing) We purchased the electronic version & consumables.
- Through the PLC process, teachers and specialists have analyzed data to focus on specific strengths and weaknesses, and developed action plans.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): State Assessment data does not correlate with classroom data. **Root Cause:** The instruction is not aligned to the rigor of the prescribed assessment. We need to be consistent with providing intentional effective feedback to improve our tier 1 instruction.

School Processes & Programs

School Processes & Programs Summary

The comprehensive needs assessment process was completed by the instructional leadership team. The pacing of the curriculum for ELA does not match the expectations of student assessments. The curriculum should allow time to learn and practice categories and expectations that will be tested. After reviewing data, students in K-2 are lacking a strong foundation in reading to assist them in being successful reading in the upper grades. The math curriculum is well organized but teachers need more time to teach and implement standards. We also need to work on K-2 number sense foundation to assist them in understanding more rigorous math concepts in the upper grades. All students need to use academic vocabulary with fidelity. This school year we have found that collaboration is the key to success. Our teachers and staff have collaborated effectively during PLCs, planning, staff meetings, and ILT meetings. The administrative team and instructional specialists have provided on-going support, and ensured that guidelines are followed with fidelity. To ensure that equity exists, every child will have what they need to be successful.

School Processes & Programs Strengths

- Technology is integrated on a daily basis.
- We've maximized one-to-one student computer interaction with iPADS.
- There are an abundance of programs available: Education Galaxy, Prodigy, Waterford, Imagine Learning, Accelerated Reading, Epic, Pear Deck, Raz Plus, Literacy Footprints, Project Read, Commonlit, Summit (K-12), Benchmark Phonics and Writing, and Reading A-Z. In addition, teachers are proactive and use other interactive instructional platforms such as Kahoot, Quizzes, Word Wall and much more.
- Teachers meet weekly in PLCs to unpack TEKS, create assessments, discuss data, share resources, and identify needs of the students.
- Professional development is aligned to campus goals.
- We have established an inclusive environment.

Perceptions

Perceptions Summary

James Bowie works efficiently and effectively to provide a safe, positive, and welcoming learning environment for all students. Staff and parents feel welcomed and safe at school. Bowie staff has a clear understanding of what to do in emergency situations. Staff feels that programs and activities contribute to a positive climate, administration is supportive of student behavior management, we have adequate systems in place for identifying at risk students, administration supports professional development requests, and our campus is a nurturing place for all students. Some of the staff do not feel that they have behavioral data available to them to examine achievement gaps, and that culturally relevant lessons are embedded in day-to-day teaching.

James Bowie staff works diligently to build relationships and support our students. Students feel that their teachers care about them, make learning fun, want them to do their best, and check to make sure they are learning. Some of the students noted that they never feel safe from being picked on, teased, embarrassed, or harassed by others and they do not feel students treat each other with respect.

James Bowie also works diligently to maintain positive family engagement. Parents feel safe and welcomed to the campus. They are satisfied with the amount and method of communication from the school and feel that all activities and programs are communicated timely and appropriately. Parents feel comfortable communicating with teachers and administrators, they have been made aware of discipline policies, agree that the curriculum challenges their child, and the campus values diversity and supports all student learning.

Perceptions Strengths

- Parents and staff feel welcomed, safe, and supportive.
- Communication for all family engagement and campus involvement is strong and timely. Parents like the electronic versions of weekly news.
- Teachers make learning fun, engaging, and check for understanding.
- Families feel involved and campus activities are engaging.
- Diversity is celebrated throughout the year.
- Staff morale is built through encouragement (motivation Monday, wellness Wednesday, uplifting activities from Mrs. Slack) and treats (woot woot wagon), teacher appreciation week, and each holiday.
- Strong relationship with our PIE.

Priority Problem Statements

Problem Statement 2: Testing data revealed that our special education students are performing significantly below their peer student groups.

Root Cause 2: Professional development in differentiation is needed to increase knowledge with general education requirements/TEKS and blending of IEP and general education curriculum.

Problem Statement 2 Areas: Demographics

Problem Statement 1: State Assessment data does not correlate with classroom data.

Root Cause 1: The instruction is not aligned to the rigor of the prescribed assessment. We need to be consistent with providing intentional effective feedback to improve our tier 1 instruction.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Student Data: Assessments

- State and federally required assessment information
- 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, 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
- 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
- Discipline records
- Student surveys and/or other feedback

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

- TTESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures 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, STAR math & reading, TPRI, Benchmark Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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 2 reading levels (DRA) Increase scale score by 1.0 (Renaissance Math)</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Campus Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Chart all 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 at least two reading levels from BOY</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>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 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, and STAAR camp.</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>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<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>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<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 1 years growth</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Instructional Specialists At Risk Interventionist Teachers</p>	Formative		
	Nov	Feb	June





Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Teachers will be provided professional develop training's on culturally responsive teaching practices,</p> <p>Strategy's Expected Result/Impact: Increase in student engagement.</p> <p>Implement culturally responsive instructional practices</p> <p>Equitable access to all curriculum</p> <p>Provide multicultural children's books</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Assistant Principal</p> <p>Campus Instructional Specialists</p> <p>At Risk Interventionist</p> <p>Teachers</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: 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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement Common Formative Assessments to evaluate student learning to close achievement gaps. Strategy's Expected Result/Impact: Increase student achievement from formative assessment to summative assessment. Staff Responsible for Monitoring: Principal Assistant Principal Teachers Campus Instructional Specialists</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct vertical content planning sessions once a semester with Language Arts, and Math teachers in order to implement common vocabulary and instructional focus. Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Principal Assistant Principal Teachers Campus Instructional Specialists</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide coaching, modeling, focused training, technology and planning in the area of Language Arts, Math, and technology for teachers to improve instructional quality and incorporate strategies to enrich and accelerate the curriculum. Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Principal Assistant Principal Campus Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative		
	Nov	Feb	June





Strategy 4 Details	Formative Reviews		
<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>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide Literacy Training for K-5 by using research-based training experts such as Gretchen Childs, and others to improve the delivery of balanced literacy components.</p> <p>Strategy's Expected Result/Impact: Improved Tier 1 instruction</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Instructional Specialist Teachers</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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: Increase opportunities for identified at-risk students to be successful in school by providing assistance with attendance, academics, and/or behavior needs in order to be college and career ready.

Evaluation Data Sources: Attendance, Academic, and Discipline Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide high impact tutorials for identified at-risk students in order to accelerate learning. Strategy's Expected Result/Impact: Improve academic success for at-risk students Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.6 Funding Sources: Payroll Costs for tutors - Coordination of Local and State Funds - SCE Funds - \$10,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide student success supports to identified students that are struggling with attendance, academics, and/or behavior. Strategy's Expected Result/Impact: Improved student success with attendance, academics, and/or behavior Attendance Awards every 9 weeks AttenDANCE every 9 weeks Staff Responsible for Monitoring: Principal Campus Student Success Specialist CYS</p> <p>Title I Schoolwide Elements: 2.6 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>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Promote high attendance (97%) or above school-wide and incorporate incentive programs for students, teachers, and families. Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Administrators Attendance Clerk Homeroom Teachers CSSS</p>	Formative		
	Nov	Feb	June





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Maintain collaboration with Partner in Education (PIE) and district PALS program to provide mentoring opportunities for our scholars.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor CS3 PIE Representative PALS representative</p>	Formative		
	Nov	Feb	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





Strategy 1 Details	Formative Reviews		
<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>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<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: Maintain/Decrease current discipline referrals and bullying incidents percentages</p> <p>Restorative Circles Training Star Student Character Awards every 9 weeks 4th/5th Grade Student Advisory Team Implement District Anti-Bullying Curriculum</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor CSSS Teachers</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Promote positive staff morale with a variety of incentives.</p> <p>Strategy's Expected Result/Impact: Increase in staff morale</p> <ul style="list-style-type: none"> Woot-Woot Wagon Staff Attendance Awards Breakfast/Lunch on PLC Days Food Truck Fridays Positive Phone Calls <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students participate in high interest hobbies and clubs with teacher sponsors.</p> <p>Strategy's Expected Result/Impact: Increase positive student relationships</p> <ul style="list-style-type: none"> Increase student/teacher relationships PAWS Club Diamonds & Pearls Girls Club <p>Staff Responsible for Monitoring: Principal Assistant Principal All Staff</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative		
	Nov	Feb	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





Strategy 1 Details	Formative Reviews		
Strategy 1: Recruit and retain highly effective personnel. Strategy's Expected Result/Impact: All staff certified in respective assignment Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Continue to implement a mentor system for 1st year teachers. Strategy's Expected Result/Impact: Retention of Teachers Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	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





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus Parent and Family Engagement Policy and the School Compact will be jointly developed and updated twice a year 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>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<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, including virtual options when available, 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>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<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>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<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>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: James Bowie will provide a coordinated school health program that will encourage staff, students, families, and the community to adopt a healthy lifestyle. This will be accomplished through the instruction of the CATCH curriculum at each grade level, monthly health and wellness calendars, published articles in the newsletter, sun safety lessons, parent communication, staff wellness challenges, health information on the announcements, Kids Heart Challenge participation, CATCH bulletin board, CATCH family night, and 135 minutes of PE instruction weekly.</p> <p>Strategy's Expected Result/Impact: Increase the participation in healthy life activities for our staff, students, families, and community.</p> <p>Staff Responsible for Monitoring: CATCH Coordinator Campus Wellness Team Teachers Administrators</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: James Bowie will implement strategies to support our military families and earn the purple star designation through TEA. This will be accomplished through establishing a campus-based military liaison (CSSS) who will support military connected families, offer professional development for staff on issues related to military-connected families, host events, and participate in military family month.</p> <p>Strategy's Expected Result/Impact: Staff, students, and families will learn ways to support our military-connected families. staff, students, and families will feel welcomed, included, and celebrated.</p> <p>Staff Responsible for Monitoring: Campus Student Success Specialist Administrators</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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, , Imagine Learning, SEESAW, Google Classroom, Education Galaxy, RAZ Plus, Reading A to Z, IEXCEL-Reading & Math

Strategy 1 Details	Formative Reviews		
<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>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<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>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize Education Galaxy, Reading A to Z, 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</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative		
	Nov	Feb	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	2	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	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
1	1	3	Payroll costs for tutors and supplemental intervention materials	SCE Funds	\$10,000.00
3	1	1	Payroll Costs for tutors	SCE Funds	\$10,000.00
Sub-Total					\$21,200.00
Grand Total					\$205,700.00