

Goose Creek Consolidated Independent School District

James Bowie Elementary

2022-2023 Campus Improvement Plan



Public Presentation Date: November 3, 2022

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 Kindergarten through 5th grade campus with approximately 700 students. Kindergarten-1st grade is self-contained, and 2nd-5th grade is departmentalized. The average daily attendance rate is 94.38%.

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. 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 Resource/Include, 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

- Resources available have provided more opportunities for student success.
- 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 **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

Based on years prior, James Bowie made significant growth in 2018-2019. STAAR data was not collected for 2019-2020 school year. In 2020-2021 STAAR data was given but not rated. There were notable increases in reading and writing. With the implementation of HB4545, students received tutorial during PIE, and after school.

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. 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 Istation. 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): Data has revealed that our TIER 1 instruction needs to be differentiated and high quality instruction should be implemented with fidelity. **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, Istation, 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.
- Student Engagement has improved.
- Authentic feedback has positively impacted student outcomes.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our students in K-2 are not developing foundational literacy skills. **Root Cause:** Our teachers and staff needs more professional development on creating small groups, running records, and progress monitoring.

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 culture, 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. Staff have also noted that there has been a breakdown in communication this school year. Teacher feedback indicated that often times open dialogue did not occur when needed so concerns that should have been discussed during opportunities such as ILT were not completed.

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 feel welcomed, safe, and supported
- 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 believe that 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 1: Testing data revealed that our special education students are performing significantly below their peer student groups. Root Cause

Root Cause 1: Professional development in differentiation is needed to increase knowledge with general education requirements/TEKS and blending of IEP and general education curriculum.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Data has revealed that our TIER 1 instruction needs to be differentiated and high quality instruction should be implemented with fidelity.

Root Cause 2: 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 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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
- Enrollment trends

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
- Equity data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Communications 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: 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: 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 accelerated instruction opportunities.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR results by 5%</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p> <p>Title I: 2.4</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Collaborate in PLC meetings for grades K-5 to focus on evaluating student learning, analyzing the standards, creating intervention action plans for at-risk students, and providing training on RTI process, and implementation of SPED accommodations.</p> <p>Strategy's Expected Result/Impact: Increase 2 reading levels (DRA) Increase scale score by 1.0 (istation)</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p> <p>Title I: 2.4</p>	Formative		
	Nov	Feb	June





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 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). Monthly progress monitoring in reading & math.</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: Campus Administrators Teaching and Learning Coach</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 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 Collaborate with teachers to move towards student centered coaching.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.5</p> <p>Funding Sources: Costs for Teaching and Learning Coaches - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$120,000</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Monitor the RTI process monthly 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: Campus Administrators Teaching and Learning Coaches</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. Implement culturally responsive instructional practices Equitable access to all curriculum Provide multicultural children's books</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: Campus Administrators Teaching and Learning Coach</p> <p>Title I: 2.6</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 during district PLC days. Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach</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: Campus Administrators Teaching and Learning Coach</p> <p>Title I: 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: Campus Administrators</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, 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: Campus Administrators Teaching and Learning Coach</p> <p>Title I: 2.6</p>	Formative		
	Nov	Feb	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: 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: Campus Administrators Teaching and Learning Coach</p> <p>Title I: 2.6</p> <p>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: 2.4</p> <p>Funding Sources: Campus Student Success Specialist to support student success components - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$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: Campus Administrators</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</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</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		
Strategy 1: Continue PBIS initiatives school wide to promote a safe and orderly environment with the use of the school wide PBIS plan. Strategy's Expected Result/Impact: 5% decrease in student discipline referrals Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Continue school-wide character education, classroom guidance, and conflict resolution to reduce discipline referrals and bullying incidents through Restorative Circles Training, Star Student Character Awards, 4th/5th Grade Principal Student Advisory Team, and Campus Anti-Bullying Committee. Strategy's Expected Result/Impact: Maintain/Decrease current discipline referrals and bullying incidents percentages Staff Responsible for Monitoring: Campus Administrators Counselor	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote positive staff morale with a variety of incentives. Strategy's Expected Result/Impact: Increase in staff morale. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Students participate in high interest hobbies and clubs with teacher sponsors such as YMSS Step Team, Honor Choir, and Principal Student Advisory Team Strategy's Expected Result/Impact: Increase positive student relationships Increase student/teacher relationships Staff Responsible for Monitoring: Campus Administrators	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: 4.1</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: 4.2</p> <p>Funding Sources: Materials needed for conducting parent training sessions - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$500, Campus Student Success Specialist to support parent academic training sessions - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$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, Class Dojo, Positive Phone Calls Home, and Grade Level Discipline Plans.</p> <p>Strategy's Expected Result/Impact: Increase communication from home and school</p> <p>Staff Responsible for Monitoring: Campus Administrators</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 Covestro Harris County Health Christian Life Community Church</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor</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, 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: Campus Administrators Campus Wellness Team</p>	Formative		
	Nov	Feb	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, , Istation, SEESAW, Google Classroom, Education Galaxy, RAZ Plus, Reading A to Z, IEXCEL-Reading & Math, istation

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: Campus Administrators</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: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize Education Galaxy, Reading A to Z, and Istation to increase comprehension.</p> <p>Strategy's Expected Result/Impact: Increased student achievement scores</p> <p>Staff Responsible for Monitoring: Campus Administrators</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	Costs for Teaching and Learning Coaches	Title I Part A Funds	\$120,000.00
3	1	2	Campus Student Success Specialist to support student success components	Title I Part A Funds	\$60,000.00
6	1	2	Materials needed for conducting parent training sessions	Title I, Part A Funds	\$500.00
6	1	2	Campus Student Success Specialist to support parent academic training sessions	Title I Part A Funds	\$4,000.00
Sub-Total					\$184,500.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Supplemental materials to support instruction	Bilingual/ESL Funds	\$500.00
1	1	3	Supplemental materials to support instruction	Special Education Funds	\$400.00
1	1	3	Supplemental materials to support instruction	GT Funds	\$300.00
3	1	1	Payroll Costs for tutors	SCE Funds	\$10,000.00
Sub-Total					\$11,200.00