

Goose Creek Consolidated Independent School District

James Bowie Elementary

2025-2026 CIP Periodic Update - November 2025



Mission Statement

Mission:

James Bowie Elementary School will create an exceptional learning environment that motivates and empowers all students to strive for high academic achievement, preparing them for immediate success.

Vision

Vision:

James Bowie Elementary School will be an educational environment that builds character and promotes excellence for all students by actively involving parents and the community to establish a school that fosters a sense of pride for all.

Value Statement

Motto:

100% No Excuses
Teamwork Commitment Achievement Excellence

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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)
- 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 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
- 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
- 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

Goals

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 1: With campus Spring 2025 STAAR averages for RLA underperforming the state in most proficiency levels and grades, the campus goal is to perform at or above the state average in grades 3-5 without regression:

Campus [State] Performance for Spring 2025 RLA STAAR:

3rd Approaches 64% [78%], 3rd Meets 27% [52%], 3rd Masters 11% [22%]

4th Approaches 72% [81%], 4th Meets, 37% [54%], 4th Masters 11% [24%]

5th Approaches 59% [81%], 5th Meets 40% [58%], 5th Masters 13% [30%]

Campus Performance Target for Spring 2026 RLA STAAR:

3rd Approaches 90%, 3rd Meets 55%, 3rd Masters 30%

4th Approaches 90%, 4th Meets 55%, 4th Masters 30%

5th Approaches 90%, 5th Meets 60%, 5th Masters 30%

Evaluation Data Sources: STAAR Results, Benchmark Assessments, CBA Data, PLC and CFA data, and Universal Screeners

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will ensure High-Quality Tier 1 Instruction: HQIM Implementation, by establishing Data-Driven Instruction Cycles that include collection, analysis, and action steps based on Bluebonnet assessments and formative checks. * Administration and Teacher learning coach conduct a minimum average of 2 classroom walks per instructional day of the week. * Administration members consistently use the Bluebonnet observation tool and T-TESS to monitor the implementation of Bluebonnet Learning and * Administration and Teacher learning coach partner with Region 4 RLA Implementation Advisors to schedule quarterly campus implementation walks. * During weekly A-Team meetings, "Walk Reflections" will be an ongoing agenda item, ensuring dedicated time for campus leaders and teacher learner coaches to reflect on classroom walks and identify teacher trends that advance student achievement. Strategy's Expected Result/Impact: 1. Improved precision in phonics and comprehension instruction through real-time adjustments. 2. Students Meet, and Master numbers will increase, and all students will grow considerably at the approaches level. 3. We will address learning gaps for all students, leading to increased reading levels, improved fluency, and enhanced comprehension. 4. Students improve their reading levels, fluency, and comprehension. Additionally, there is growth in grade levels and STAAR tests. Staff Responsible for Monitoring: Campus Principal, Assistant Principal, TLC, Counselor, CS3, SSA, Teachers.	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: The campus will design Tiered Reading Interventions with a Monitoring system focused on early literacy gaps, ensuring Tier 2 and 3 interventions are tightly aligned with Bluebonnet skills and monitored for effectiveness. *During PLCs, the Administrative Team and Teacher learner coaches clarify that a skill is ready to be pushed into targeted small groups once 70% of a class demonstrates mastery of the day's learning objective, as identified through the teacher's strategic monitoring. *The teacher pulls Targeted Small Groups at least 4 days a week, using Bluebonnet Learning and Amira for students who did not demonstrate mastery during RLA Tier 1. * All students complete at least two stories 3x a week through Amira. * Teachers partner with (RLA) Teacher learning coaches to support each RLA PLC following the September BOY; emphasis on understanding the BOY data and determining next steps for Targeted Small Group instructional materials. * Use monitor groups in Eduphoria to track SPED progress. * Hire retired teachers to provide interventions Strategy's Expected Result/Impact: 1. Improved precision in phonics and comprehension instruction through real-time adjustments. 2. Students Meet, and Master numbers will increase, and all students will grow considerably with the approaches level and NWEA MAPS growth. 3. We will address learning gaps for all students, leading to increased reading levels, improved fluency, and enhanced comprehension. 4. Students improve their reading levels, fluency, and comprehension. Additionally, there is growth in grade levels on NWEA MAPS and STAAR tests. Staff Responsible for Monitoring: Campus Principal, Assistant Principal, SSA, CS3, TLC, Counselor, Teachers.	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Implement Targeted Coaching and PLC Modeling. Provide consistent coaching that fully models Bluebonnet Reading lessons and focuses on small-group reading instruction, teacher At-Bats, including decoding and comprehension routines. * Model Full Lessons with Fidelity - During PLCs and in-class coaching, demonstrate complete Bluebonnet Reading lessons, explicitly highlighting decoding and comprehension routines for teachers to observe best practices. * Facilitate Teacher At-Bats - After modeling, give teachers immediate opportunities to practice (teach-back) decoding and comprehension routines with students while receiving real-time feedback. * Provide Consistent Feedback Cycles - Schedule regular follow-ups to review implementation, celebrate growth, and address areas for refinement through walkthroughs, PLC discussions, and individual coaching sessions. * Embed Data-Driven Planning - Use reading assessment data (Exit tickets, daily CFUs, Unit assessments, and TFAR) during PLCs to plan targeted small-group lessons and adjust instruction based on student needs. Strategy's Expected Result/Impact: 1. Improved precision in phonics and comprehension instruction through real-time adjustments. 2. Students Meet, and Master numbers will increase, and all students will grow considerably with the approaches level. 3. We will address learning gaps for all students, leading to increased reading levels, improved fluency, and enhanced comprehension. 4. Students improve their reading levels, fluency, and comprehension. Additionally, there is growth in grade levels on STAAR tests. Staff Responsible for Monitoring: Campus Principal, Assistant Principal, SSA, CS3, TLC, Counselor, Teachers.	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: To support reading comprehension and literacy growth, teachers will integrate writing activities that focus on text-based responses, vocabulary development, and phonics application to develop ECR and SCR using the T.A.P.E. strategy. * Embed Take Key Terms, Answer the Question, Prove the answer, and Explain. In Lessons - Incorporate T.A.P.E. as a routine framework for Extended Constructed Response (ECR) and Short Constructed Response (SCR) writing to guide students in crafting complete, text-based answers. * Model Text-Based Responses - Use think-alouds and shared writing to demonstrate how to cite evidence, elaborate on answers, and clearly explain reasoning within T.A.P.E. responses. * Provide Targeted Feedback - Offer specific, rubric-aligned feedback on students' ECR/SCR writing to strengthen their ability to justify answers with textual evidence and clear explanations. Strategy's Expected Result/Impact: The expected outcome is that students will develop stronger reading comprehension and phonics skills through integrated writing practice, leading to increased proficiency in literacy. Staff Responsible for Monitoring: Campus Principal, Assistant Principal, SSA, CS3, TLC, Counselor, Teachers.	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 2: With campus Spring 2025 STAAR averages for Math underperforming the state in most proficiency levels and grades, the campus goal is to perform at or above the state average in grades 3-5 without regression:

Campus [State] Performance for Spring 2025 Math STAAR:

3rd Approaches 46% [70%], 3rd Meets 20% [45%], 3rd Masters 5% [19%]

4th Approaches 53% [68%], 4th Meets 33% [46%], 4th Masters 17% [24%]

5th Approaches 59% [73%], 5th Meets 33% [46%], 5th Masters 10% [22%]

Campus Performance Target for Spring 2026 Math STAAR:

3rd Approaches 90%, 3rd Meets 50%, 3rd Masters 30%

4th Approaches 90%, 4th Meets 50%, 4th Masters 30%

5th Approaches 90%, 5th Meets 50%, 5th Masters 30%

Evaluation Data Sources: STAAR Results, Benchmark Assessments, CBA Data, PLC and CFA data, and Universal Screeners

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will strengthen PLCs with Data-Driven Math Planning. Facilitate weekly PLCs that focus on analyzing student work, identifying misconceptions, and planning aligned instruction and intervention using Bluebonnet Math resources. * Establish Weekly/Monthly Data PLCs - Schedule consistent, structured PLC meetings focused on reviewing student work samples, formative assessment results, and common math tasks. * Analyze Student Misconceptions - Identify specific error patterns and gaps in understanding by examining student work, exit tickets, and assessment data to guide instructional next steps. * Develop Targeted Intervention Plans - Create flexible grouping and targeted support activities for students needing additional practice, using data to prioritize skills and standards. * Monitor and Adjust Instruction - Revisit student data in follow-up PLCs to measure progress, refine lesson plans, and celebrate student growth. * Weekly or monthly updates on SPED data at the administrative meeting, discussing trends in SPED data. Discuss and design next steps based on data. * Master schedule revised to ensure SPED supports taking place during Targeted Small Group time for Math. Strategy's Expected Result/Impact: 1. Increased alignment between instruction, assessment, and TEKS expectations, leading to stronger STAAR performance. 2. Students Meets and Masters numbers will increase, and all students will show considerable growth in Math concepts and applications. 3. Students Meet and Master numbers will increase, and all students will show considerable growth in Math concepts. 4. Students develop conceptual understanding and practice procedural skills and fluency. Developing stronger math students that will grow STAAR and NWEA MAPS data. Staff Responsible for Monitoring: Campus Principal, Assistant Principal, SSA, CS3, TLC, Counselor.	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: The campus will Build Math Fluency Through Daily Routines and Progress Monitoring. Create small-group math interventions focused on numeracy, place value, operations, and problem-solving using diagnostic data to identify gaps and coaching to ensure effective delivery. * Implement Daily Fluency Routines - Embed short, high-impact fluency activities (e.g., number talks, fact fluency drills, quick problem-solving warmups) into every math block to reinforce numeracy and operations. * Provide Ongoing Coaching & Modeling - Offer instructional coaching to model small-group routines, problem-solving strategies, and questioning techniques to strengthen intervention delivery. * Track Progress and Adjust Instruction - Monitor student growth through regular checks (exit tickets, fluency checks, running records of skills) and adjust groupings or strategies based on results. * Design Targeted Small-Group Interventions - Plan structured lessons using Bluebonnet Math resources to address specific skill deficits and build conceptual understanding alongside procedural fluency. * Use monitor groups in Eduphoria to track SPED progress. Strategy's Expected Result/Impact: 1. Increased alignment between instruction, assessment, and TEKS expectations, leading to stronger STAAR performance. 2. Students Meets and Masters numbers will increase, and all students will show considerable growth in Math concepts and applications. 3. Students Meet and Master numbers will increase, and all students will show considerable growth in Math concepts. 4. Students develop conceptual understanding and practice procedural skills and fluency. Developing stronger math students that will grow STAAR and NWEA MAPS data. Staff Responsible for Monitoring: Campus Principal, Assistant Principal, SSA, CS3, TLC, Counselor.	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: The campus will implement Tiered Conceptual Math Interventions with Coaching Support. Create small-group math interventions focused on numeracy, place value, operations, and problem-solving using diagnostic data to identify gaps and coaching to ensure effective delivery. * Monitor Growth and Adjust Interventions - Conduct frequent progress checks to track student mastery, regroup students as needed, and refine intervention plans based on updated data. * Provide Ongoing Coaching & Modeling - Offer regular coaching sessions where instructional leaders model effective intervention strategies, questioning techniques, and data-driven decision-making. * Design Tiered Intervention Groups - Create flexible small groups aligned to Tiers 1, 2, and 3, matching instructional intensity and lesson design to students' conceptual needs. * Use Diagnostic Data to Identify Gaps - Analyze universal screeners, unit assessments, and progress-monitoring data to determine specific skill deficits in numeracy, place value, operations, and problem-solving. Strategy's Expected Result/Impact: 1. Faster closing of learning gaps in key concepts like place value, fractions, and problem solving, which directly supports STAAR math readiness. 2. Increased alignment between instruction, assessment, and TEKS expectations, leading to stronger STAAR performance. 3. Students Meets and Masters numbers will increase, and all students will show considerable growth in Math concepts and applications. 4. Students Meet and Master numbers will increase, and all students will show considerable growth in Math concepts. 5. Students develop conceptual understanding and practice procedural skills and fluency. Developing stronger math students that will grow STAAR and NWEA MAPS data. Staff Responsible for Monitoring: Campus Principal, Assistant Principal, SSA, CS3, TLC, Counselor.	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 3: With campus Spring 2025 STAAR averages for Science underperforming the state in most proficiency levels and grades, the campus goal is to perform at or above the state average in grade 5 without regression:

Campus [State] Performance for Spring 2025 Science STAAR:

5th Approaches 42%[64%], 5th Meets 13%[29%], 5th Masters 3% [12%]

Campus Performance Target for Spring 2026 RLA STAAR:

5th Approaches 80% , 5th Meets 30%, 5th Masters 15%

Evaluation Data Sources: STAAR Results, Benchmark Assessments, CBA Data, PLC and CFA data, and Universal Screeners

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will implement Science Vocabulary Routines. * Model and Scaffold Academic Language - Teachers consistently model correct pronunciation, context usage, and sentence stems to support students in applying vocabulary accurately. * Integrate Vocabulary in Reading & Writing - Require students to use science terms in text-based responses, lab reports, and oral explanations to strengthen comprehension and academic language. * Assess and Monitor Mastery - Use quick checks (exit tickets, quizzes, or student-created glossaries) to track vocabulary growth and reteach as needed. Strategy's Expected Result/Impact: 1. Increased mastery of academic vocabulary supports improved comprehension of STAAR science questions. 2. Students' increase in Science knowledge will grow science STAAR data and NWEA MAPS data. 3. Students are strengthened in Science and help prepare for 5th grade TEKS and STAAR testing. Staff Responsible for Monitoring: Campus Principal, Assistant Principal, SSA, CS3, TLC, Counselor. Teachers.	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: The campus will Align Science Instruction to the New TEKS with Literacy Integration. Ensure weekly lesson plans are aligned with the new Science TEKS and intentionally incorporate reading comprehension and writing-to-learn strategies. * Review and Map TEKS Standards - Ensure all weekly lesson plans explicitly address the new Science TEKS, identifying key concepts and skills for each grade level. * Embed Reading Comprehension Strategies - Integrate strategies such as text annotation, summarizing, and questioning into science lessons to support understanding of complex scientific texts. * Use Cross-Curricular Resources - Leverage science texts, articles, and informational materials to strengthen vocabulary, text-based responses, and content knowledge simultaneously. * Monitor and Adjust Instruction - Analyze student work and formative assessments weekly to ensure TEKS alignment and adjust literacy integration strategies based on student mastery. Strategy's Expected Result/Impact: 1. Students build deeper conceptual understanding and are better prepared for STAAR's academic reading and writing demands within science. 2. Students' increase in Science knowledge will grow science STAAR data and NWEA MAPS data. 3. Students are strengthened in Science and help prepare for 5th-grade TEKS and STAAR testing. Staff Responsible for Monitoring: Campus Principal, Assistant Principal, SSA, CS3, TLC, Counselor. Teachers.	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: The campus will use Formative Data to Target Interventions and Track Growth. Establish science formative checkpoints aligned to the new TEKS and track student progress toward STAAR readiness using quick checks. * Develop TEKS-Aligned Formative Checkpoints - Create frequent, short assessments (exit tickets, quick quizzes, digital polls) tied directly to the new Science TEKS to monitor understanding. * Analyze Data in PLCs - Review checkpoint results weekly to identify trends, misconceptions, and students in need of targeted support. * Track Progress Toward STAAR Readiness - Maintain a campus-wide data tracker to monitor student growth across checkpoints and predict readiness levels for STAAR. * Provide Feedback to Students - Share checkpoint results promptly and set individual learning goals with students to build ownership of progress and next steps. Strategy's Expected Result/Impact: 1. Data-informed adjustments lead to improved student understanding and measurable growth toward the 40% STAAR goal. 2. Students' increase in Science knowledge will grow science STAAR data and NWEA MAPS data. 3. Students are strengthened in Science and help prepare for 5th grade TEKS and STAAR testing. Staff Responsible for Monitoring: Campus Principal, Assistant Principal, SSA, CS3, TLC, Counselor. Teachers.	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT

Performance Objective 1: James Bowie Elementary will facilitate a partnership between home, school, and community by providing on-going communication and opportunities for involvement that educates and informs students, teachers, and parents.

Evaluation Data Sources: Engagement Opportunities: Documents, Surveys, Community Report, Parent Square Data.

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will host Family Engagement Events Aligned to Academics and host themed events (e.g., Math Night, Reading Night, STEAM Showcase) that connect families to the learning happening in the classroom. Strategy's Expected Result/Impact: Increased parent understanding of curriculum and greater involvement in student learning. Staff Responsible for Monitoring: Campus Administration, TLC, Teachers	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: Increase the participation in healthy life activities for our staff, students, families, and community. Staff Responsible for Monitoring: Campus Administrators Campus Wellness Team PE Teachers	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Maintain collaboration with Partner in Education (PIE) and district PALS program to provide mentoring opportunities for our scholars. Strategy's Expected Result/Impact: Stronger mentor-mentee relationships and increased student engagement and accountability. Staff Responsible for Monitoring: Principal Assistant Principal Counselor	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Family and Community voice is embedded in decision-making, leading to more relevant and effective engagement efforts. Staff Responsible for Monitoring: Principal Assistant Principal Counselor CS3	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE

Performance Objective 1: James Bowie Elementary will maintain high expectations, processes, and operations for a safe and structured school environment to improve academics, promote positive student behavior, high attendance percentages, and elevate morale for all students and staff.

Evaluation Data Sources: Discipline and attendance data, teacher surveys, and students' and parents' feedback.

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will launch a Campus Attendance Initiative with Incentives to provide student success supports to identified students who are struggling with attendance, academics, and/or behavior. Strategy's Expected Result/Impact: Improved daily attendance rates and student engagement, reducing chronic absenteeism. Staff Responsible for Monitoring: Principal Campus Student Success Specialist CYS	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: The campus will Consistently Implement a Campus-Wide PBIS Framework to clearly define, teach, and reinforce behavioral expectations across all school settings. Strategy's Expected Result/Impact: Increased student accountability and fewer discipline incidents contribute to a positive and predictable school environment. Staff Responsible for Monitoring: Campus Administrators and teachers.	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Continue school-wide character education, classroom guidance, and conflict resolution to reduce discipline referrals and bullying incidents through Star Student Character Awards, and Campus Anti-Bullying Committee. Strategy's Expected Result/Impact: Decrease current discipline referrals and bullying incidents percentages. Friendship Garden K-2 Announcement Shout-Outs Staff Responsible for Monitoring: Campus Administrators Counselor	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: The campus will cultivate a Positive Staff and Student Culture by implementing structures that recognize staff and student contributions, celebrate growth, and build a sense of belonging. Strategy's Expected Result/Impact: Increased staff satisfaction, student pride, and overall campus morale contribute to a stronger learning culture. Staff Responsible for Monitoring: Campus Administrators CS3	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Students participate in high-interest hobbies and clubs with teacher sponsors such as Cheerleading, Jeans and Jackets, Diamonds and Pearls, Honor Choir, and Dance Team. Strategy's Expected Result/Impact: Enhance positive relationships among students. Strengthen relationships between students and teachers. Staff Responsible for Monitoring: Campus Administrators Music Teacher Dance Team Director Teacher Sponsors	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: STRATEGIC PLAN: ORGANIZATIONAL DEVELOPMENT

Performance Objective 1: James Bowie Elementary will recruit, develop, and retain highly effective personnel by implementing strategic hiring practices, providing ongoing professional development, and fostering a supportive and collaborative work environment.

Evaluation Data Sources: Certification report, campus walk-throughs, Students' data, and TTESS.

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will Prioritize Strategic Recruitment and Hiring Practices by partnering with district HR and local educator preparation programs to identify, recruit, and hire high-quality certified teachers before the start of the school year. Strategy's Expected Result/Impact: Improved match between teacher qualifications and student needs, leading to stronger instructional outcomes. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: The campus will Monitor Certification Compliance and Support Certification Pathways. Strategy's Expected Result/Impact: All classrooms are staffed with certified or progressing-to-certification educators, supporting equitable access to high-quality instruction. Staff Responsible for Monitoring: Principal	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 Campus Lead Mentor	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: The campus will Provide Ongoing Coaching, professional Development, and Support teacher growth through instructional coaching, mentoring, and targeted professional learning to ensure all teachers demonstrate high levels of effectiveness. Strategy's Expected Result/Impact: Increased instructional quality and retention of effective teachers, including those working toward certification. Staff Responsible for Monitoring: Campus administration	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: The campus will provide ongoing training and staff development for teachers and staff on the Bluebonnet Reading curriculum and oversee its implementation. Strategy's Expected Result/Impact: STAAR Results, Student achievement, Staff Responsible for Monitoring: Campus Principal, Assistant Principal, SSA, CS3, TLC, Counselor, Teachers.	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 1: The campus will align all campus activities to support the district Strategic Plan to maintain a 25% or more operating reserve budget and maintain a AAA or higher rating.

Evaluation Data Sources: Campus budget reviews, operating expenditures per student, instructional expenditures per student, staffing reports, and compliance documentation

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will routinely monitor campus budget accounts to align available funds to allowable and allocable expenditures. Strategy's Expected Result/Impact: All budgets will be reviewed, allocated, and expended as required by district financial procedures and requirements. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: The campus will monitor the staffing position inventory to ensure accurate data for personnel budgeting. Strategy's Expected Result/Impact: Staff positions will be accurately assigned and position budgets will be accurately expended. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: The campus will align the Campus Improvement Plan with to the district financial stewardship goals. Strategy's Expected Result/Impact: The CIP will align 100% with district strategic plan financial stewardship goals. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 2: The campus will meet all state and federal program elements, funding, and compliance requirements.

Evaluation Data Sources: Campus documents related to State Accountability, State Allotment Reports, TEA Random Validations, TEA Federal Fiscal Monitoring, TEA Program Monitoring, etc.

Strategy 1 Details	Formative Reviews		
Strategy 1: Gifted and Talented (GT) State Program - Provide supplemental support for identified students to increase student success in all instructional areas. Strategy's Expected Result/Impact: 5% increase in student achievement scores across all STAAR progress measures. Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$600	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Special Education State Program - Provide supplemental support for identified students to increase student success in all instructional areas. Strategy's Expected Result/Impact: Special Education students will demonstrate increased success, greater independence, and meaningful progress toward their individualized education goals. Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - \$500	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Bilingual/ESL State Program - Provide supplemental support for identified students to increase student success in all instructional areas. Strategy's Expected Result/Impact: 5% increase in student achievement scores across all STAAR progress measures. Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - \$600	Formative		
	Nov	Feb	June

Strategy 4 Details		Formative Reviews		
Strategy 4: State Compensatory Education (SCE) State Program - Conduct PLC meetings to collaborate about instructional practices, student artifacts, data results following formative and summative assessments, and make informed decisions to guide all tiered instruction as well as the implementation of accelerated instruction intervention plans that address at-risk student academic improvement. Strategy's Expected Result/Impact: An improvement in student performance Intervention plans developed and implemented with fidelity Progress Monitoring completed to determine student growth Staff Responsible for Monitoring: Campus Principal District Program Director Funding Sources: Costs for At-Risk Intervention Teacher - Coordination of Local and State Funds - SCE Funds - \$70,000, Costs for Accelerated Instruction -Tutoring - Coordination of Local and State Funds - SCE Funds - \$10,000		Formative		
		Nov	Feb	June
Strategy 5 Details		Formative Reviews		
Strategy 5: Title I, Part A Federal Program - The campus will provide "opportunities for all children to meet state standards" by providing assistance and remediation to students who are unsuccessful in the classroom. Strategy's Expected Result/Impact: Meet Title I, Part A Element 2.4 requirements All students will make at least one year's growth Staff Responsible for Monitoring: Principal District Program Director		Formative		
		Nov	Feb	June
Strategy 6 Details		Formative Reviews		
Strategy 6: Title I, Part A Federal Program - The campus will provide students with "increased learning time and well-rounded education" opportunities. Strategy's Expected Result/Impact: Meet Title I, Part A Element 2.5 requirements Documentation of activities aligned to Well Rounded Education Staff Responsible for Monitoring: Principal District Program Director		Formative		
		Nov	Feb	June
Strategy 7 Details		Formative Reviews		
Strategy 7: Title I, Part A Federal Program - The campus will analyze student assessment data, develop targeted activities, and implement targeted activities to "address the needs of all students, particularly at-risk". Strategy's Expected Result/Impact: Meet Title I Part A Element 2.6 requirements 10% increase in student academic success Staff Responsible for Monitoring: Principal District Program Director		Formative		
		Nov	Feb	June

Strategy 8 Details	Formative Reviews		
Strategy 8: Title I, Part A Federal Program - Provide Campus Teaching and Learning Instructional Specialists to provide coaching support to identified classrooms to meet the needs of all students and increase academic improvement. Strategy's Expected Result/Impact: TLC Coaching Documentation Reviewed for Effectiveness 10% increase in student achievement scores Close achievement gaps Staff Responsible for Monitoring: Campus Principal District Program Director Funding Sources: Costs for Teaching and Learning Coaches - Coordination of Local, State, and Federal Funds - Title I Part A Funds - \$200,000	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
Strategy 9: Title I, Part A Federal Program - The Campus Student Support Team will routinely meet to determine and provide support for students, parents, and/or other related organizations in order to address student academic, attendance, and/or behavior needs. Strategy's Expected Result/Impact: Meet Title I Part A Element 5.1 requirements Improved academic, attendance, and/or behavior outcomes Increase in Student Achievement by 10% overall Staff Responsible for Monitoring: Principal District Program Director Funding Sources: Costs of Student Success Specialist - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$80,000, Harris County CYS Social Worker Contracted Services - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$20,000	Formative		
	Nov	Feb	June
Strategy 10 Details	Formative Reviews		
Strategy 10: Title I, Part A Federal Program - 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. Strategy's Expected Result/Impact: Meet Title I Part A Element 4.1 requirements Review, Revise, and Determine annually Distribute to all parents yearly electronically or by hard copy Provide to all parents in English or Spanish Increase in Parent and Family Engagement participation Staff Responsible for Monitoring: Campus Principal District Program Director	Formative		
	Nov	Feb	June

Strategy 11 Details		Formative Reviews		
Strategy 11: Title I, Part A Federal Program - 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. Strategy's Expected Result/Impact: Meet Title I Part A Element 4.2 requirements Increase parent engagement from prior year Provide sessions in English and Spanish Offer sessions during the day, in the evening, and/or on Saturdays Staff Responsible for Monitoring: Campus Principal District Program Director 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		Formative		
		Nov	Feb	June
Strategy 12 Details		Formative Reviews		
Strategy 12: Title I, Part A Federal Program - The campus will conduct the comprehensive needs assessment through an ongoing basis to address necessary revisions to the campus improvement plan that will focus the campus on increasing the academic performance of all students Strategy's Expected Result/Impact: Meet Title I, Part A Element 1.1 Requirements CNA Documentation indicated in the CIP Documentation with meeting agendas, sign-in sheets, and minutes All students will make at least one year's growth in Reading and Math Staff Responsible for Monitoring: Principal District Program Director		Formative		
		Nov	Feb	June
Strategy 13 Details		Formative Reviews		
Strategy 13: The campus will develop the campus improvement plan with appropriate stakeholders using the results of the comprehensive needs assessment to ensure that the plan considers the needs for improving all structures that support student learning which will ultimately increase academic achievement. Strategy's Expected Result/Impact: Meet Title I, Part A Element 2.1 requirements Documentation results indicated in the CIP Documentation with meeting agendas, sign-in sheets, and minutes submitted. Staff Responsible for Monitoring: Principal District Program Director		Formative		
		Nov	Feb	June

Strategy 14 Details	Formative Reviews		
Strategy 14: Title I, Part A Federal Program -The campus will complete formative reviews of the campus improvement plan in November, February, and June and the summative review in June through campus committees. Strategy's Expected Result/Impact: Meet Title I, Part A Element 2.2 requirements Documentation with meeting agendas, sign-in sheets, and minutes will be submitted. Staff Responsible for Monitoring: Principal District Program Director	Formative		
	Nov	Feb	June
Strategy 15 Details	Formative Reviews		
Strategy 15: Title I, Part A Federal Program - The campus will "annually evaluate the schoolwide plan". Strategy's Expected Result/Impact: Meet Title I Part A Element 3.1 requirements Documentation indicated in the CIP Documentation with meeting agendas, sign-in sheets, and minutes Adjust schoolwide plan as determined by the review Staff Responsible for Monitoring: Principal District Program Director	Formative		
	Nov	Feb	June
Strategy 16 Details	Formative Reviews		
Strategy 16: The campus will conduct the required yearly program evaluations for all campus state allotment program funding as well as all federal program funding to identify campus needs and develop activities to include in the campus improvement plan that will focus the campus on increasing the academic performance of all students. Strategy's Expected Result/Impact: Documentation with meeting agendas, sign-in sheets, and minutes Program Evaluation Documentation indicated in the CIP Staff Responsible for Monitoring: Principal District Program Director	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 3: The campus will meet the requirements required for Federal Accountability in the format designated through the TEA TIP (Targeted Improvement Plan) Process.

Evaluation Data Sources: Screener Data reports, Campus Assessment Data reports, and State Assessment and Accountability reports

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will develop, implement, monitor, and adjust the school improvement strategies through the TEA TIP (Targeted Improvement Plan) Process that will eliminate the campus "school improvement" identification status. Strategy's Expected Result/Impact: Meet Federal Accountability requirements Eliminate identification as a "School Improvement" Campus Staff Responsible for Monitoring: Campus Principal	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
5	2	8	Costs for Teaching and Learning Coaches	Title I Part A Funds	\$200,000.00
5	2	9	Costs of Student Success Specialist	Title I, Part A Funds	\$80,000.00
5	2	9	Harris County CYS Social Worker Contracted Services	Title I, Part A Funds	\$20,000.00
5	2	11	Materials needed for conducting parent training sessions	Title I, Part A Funds	\$500.00
5	2	11	Campus Student Success Specialist to support parent academic training sessions	Title I Part A Funds	\$4,000.00
Sub-Total					\$304,500.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Supplemental instructional materials	GT Funds	\$600.00
5	2	2	Supplemental instructional materials	Special Education Funds	\$500.00
5	2	3	Supplemental instructional materials	Bilingual/ESL Funds	\$600.00
5	2	4	Costs for At-Risk Intervention Teacher	SCE Funds	\$70,000.00
5	2	4	Costs for Accelerated Instruction -Tutoring	SCE Funds	\$10,000.00
Sub-Total					\$81,700.00

James Bowie Elementary Targeted Improvement Plan (TIP)

Please select campus you are reporting Student Outcome Goals for.	If the campus you are reporting Student Outcome Goals for is not available in the list above, please enter the campus(es) CDCN number in the field below.	Please enter your full name.	Please enter your email.	Enter the campus-wide goal for the All Grades ELA/Reading Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.
Bowie El	101911103	James Husband	james.husband@gccisd.net	55%
Enter the campus-wide goal for the All Grades Math Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	Enter the 2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III.	Enter the 2025-2026 Component Points campus goal for the Growth Status Component of Domain III.	Enter the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III.	Enter the 2025-2026 Component Points campus goal for the Student Success Status Component of Domain III.
50%	50	75	100	50
Please select the option that best describes your overall school improvement strategy for this campus/these campuses for the 2025-2026 school year.	Which, if any, grants has your school system been awarded to support this strategy?	Please name any organizations you are currently working with to build capacity and support strategy implementation.	Please select the adopted curriculum	Is this the curriculum that will be implemented for the duration of the plan?
Intensive Curriculum & Instruction Improvements	ESF Focused Support Grant	ESC	Bluebonnet Learning Math Grades K-5, Bluebonnet Learning K-5 Reading Language Arts	Yes
How many instructional minutes per week are required/recommended for implementation of this curriculum?	How many instructional minutes per week are in master schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?			
K-2 RLA-190 mins/day 3-4 RLA- 170 mins/day 5 RLA- 150 mins/day K-4 Math- 100 mins/day 5 Math- 110 mins/day	K-2 RLA-190 mins/day 3-4 RLA- 170 mins/day 5 RLA- 150 mins/day K-4 Math- 100 mins/day 5 Math- 110 mins/day			

James Bowie Elementary Targeted Improvement Plan (TIP)

Instructional Minutes Outline				How many instructional days are included in the 2025-2026 calendar?
(K-2) ELA 190 includes: 120 Whole Group (Bluebonnet Learning Foundational Skills and RLA) 60 Targeted Small Group (mCLASS) 10 Transitions embedded with ELA Math 100 includes: 60 Whole Group (Bluebonnet Learning Math) 30 Targeted Small Group 5 Math Routine (10 for Kinder) 5 Transitions embedded with Math (10 for Kinder) Social Studies/Science 55 includes: 3 days a week Science (suggest M, T, TH) 2 days a week Social Studies (suggest W, F)	(3rd) ELA 170 includes: 120 Whole Group (Bluebonnet Learning RLA) 50 Targeted Small Group (Bluebonnet Learning Foundational Skills & mCLASS) Math/Science/Social Studies 170 includes: 60 HQIM (Bluebonnet Learning Math) 30 Targeted Small Group 5 Math Routine 5 Transitions embedded with Math 25 Social Studies 45 Science	(4th) ELA/Social Studies 175 includes: 90 Whole Group (Bluebonnet Learning RLA) 50 Targeted Small Group (TBD) 25 Social Studies 10 Transitions embedded with ELA Math/Science 170 includes: 60 Whole Group (Bluebonnet Learning Math) 30 Targeted Small Group 10 Math Routine 10 Transitions embedded with Math 60 Science	(5th) ELA/Social Studies 175 includes: 90 Whole Group (Bluebonnet Learning RLA) 50 Targeted Small Group (TBD) 25 Social Studies 10 Transitions embedded with ELA Math/Science 170 includes: 60 Whole Group (Bluebonnet Learning Math) 30 Targeted Small Group 10 Math Routine 10 Transitions embedded with Math 60 Science	170
Please describe the assessment plan for the impacted campus(es)			Will the campus(es) implement a PLC structure?	How will PLCs be organized (by grade level, content area, etc.)?
Math: we will use the mid- and end-of-module assessments provided with Bluebonnet Learning.	Reading: We will use both the mid- and end-of-unit assessments for K-5 and the BoY, MoY, and EoY assessments provided with Bluebonnet Learning.	All assessments will be administered via our local LMS to allow streamlined data analysis following each assessment.	Yes	Each grade level and content area has their own PLC
How frequently will PLCs occur?	Who will facilitate PLCs?	Who is required to attend PLCs?	Please describe the PLC protocol to be used	
1-2 times per week	Instructional Leadership Team	Teachers/Instructional Leadership TEAM	Lesson internalization PLCs: Understand the lesson purpose and objectives, Understand the sequence and pacing of activities, Activity deep dive, Resource Organization Student Work Analysis PLCs: Task review, Determine Success Criteria, Analyze and Sort Student Work, Discussion, Action Steps	

James Bowie Elementary Targeted Improvement Plan (TIP)

Please describe your planned training/PD sessions (and who delivers and attends) for: -Principal manager -Principal -Other campus admin (assistant principals, instructional coaches) -Teachers		How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?	What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?	How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?
District Leadership (Principals and Aps) receive professional development twice a month in the form of a Principal Operational meeting and a Principal PLC meeting. These meetings are structured in such a way that they are then turned around to the Campus AP's as well as the Campus Instructional Coaches. Also during district PLC days training is offered by the district personnel to develop the district leaders. The principal coach also receives professional development monthly from Region IV as part of the ESF Grant. This PD is geared to equipping the principal supervisor to lead the principals more effectively.	1:1 Coaching (Principal Supervisors) * 9 sessions * each session held virtually/F2F scheduled from July 2025 through June 2026 * Principal Supervisor Training – A refresher session designed to strengthen coaching practices for principal supervisors, with a specific focus on supporting the effective implementation of action steps by campus leaders.	Inexperienced Staff (<2 years): Training for this group will focus on foundational skills, including classroom management, instructional planning, and implementation of the campus instructional framework. Staff will receive scaffolded support through mentoring, modeling of best practices, guided observations, and hands-on workshops. Ongoing coaching and formative feedback will ensure that these staff members build confidence and competence while gradually increasing instructional autonomy.	TTESS Walkthrough tool, BlueBonnet Checklist, Observation and Feedback Walks with Rubric	The number of observation from an instructional leader or coach and receive feedback varies on what Tier (red, yellow, green) the teacher is on. A red tiered teacher will receive some sort of observation daily, yellow 2-3 times a week, and green weekly. The tiering teacher tracking document will be updated each 9 weeks to reflect growth of the teacher.

James Bowie Elementary Targeted Improvement Plan (TIP)

What capacity building supports related to supporting students in special populations will teachers and administrators receive?	Please share the key milestones for this strategy through August 2026 for TIP, and key milestones through August 2027 for TAP. Be sure to include milestones related to capacity building efforts, resources/tool deployment, implementation checkpoints, coaching touchpoints, and assessment cycles.			
Our district federal programs personnel from Sped and the Multilingual department will also attend initial strong foundations implementation trainings and join learning walks to determine how best to support teachers and will provide specific coaching once per grading period. In addition our district content specialists (SPED and EB) support the campuses to ensure high yield instructional strategies are being implemented and are effective. Progress monitoring is being done by the use of Summit K-12 for our EB students and implementation and effectiveness are being monitored monthly. Usage and progress reports are run and the usage of a Summit K-12 Calendar lets campuses know when Progress Monitoring assessments are done and the data is evaluated.	8/27: ASE TIL Support Visit 9/24: Region IV TIL- DDI Day 1 10/1: Region IV TIL- DDI Day 2 By mid-fall semester (Oct. 15): all teachers are within 5 days of the BL pacing guide, teacher surveys indicate high confidence in the RBIS, and teachers are not reading from a script/ instruction is consistently aligned to the RBIS 10/3: BOY Screener (K-5 RLA Amira, K-5 Math NWEA, 5th Science District created) ends 10/31 10/10: BOY Screener data to campuses to review with campus ILT 10/21: BOY Screener data reviewed at principal PLC (principal, principal supervisor, DCSI, Assistant Superintendent of C&I) 10/23: TAP Stakeholder Feedback Meeting	11/10: TAP Board Approval 11/13: ASE TIL Support Visit 11/18/26: Principal PLC to review data up to this point (CUA, Blue Bonnet Modules, etc.) with principal, principal supervisor, DCSI, and Assistant Sup of C&I 12/2/2026: 3-5 RLA Benchmark (TFAR), 3-5 Math (TFAR), 5 Science (TFAR) 12/9/26: Benchmark data to principals to review with campus ILT 12/16/26: Benchmark data reviewed at principal PLC (principal, principal supervisor, DCSI, Assistant Superintendent of C&I) 1/7/26: MOY Screener (K-5 RLA Amira, K-5 Math NWEA, 5th Science District created) ends 1/23	by 1/26: mid-year IA step back 1/30/26: MOY Screener data to campuses to review with campus ILT 2/10/26: MOY Screener data reviewed at principal PLC (principal, principal supervisor, DCSI, Assistant Superintendent of C&I) 2/19/26: 3-5 RLA Benchmark (STAAR Interim), 3-5 Math (STAAR Interim), 5 Science (STAAR Interim) 2/27/26: Benchmark data to principals to review with campus ILT 3/3/26: Benchmark data reviewed at principal PLC (principal, principal supervisor, DCSI, Assistant Superintendent of C&I) by 4/1/26: ASE TIL Support Visit	4/20: EOY Screener (K-5 RLA Amira, K-5 Math NWEA, 5th Science District created) ends 5/8 5/15/26: EOY Screener data to campuses to review with campus ILT 5/19/26: EOY Screener data reviewed at principal PLC (principal, principal supervisor, DCSI, Assistant Superintendent of C&I) 5/28: ASE Final TIL Support Visit August 2026 (date TBD): Refresh training for returning teachers August 2026 (dates TBD): New training for new teachers

James Bowie Elementary Targeted Improvement Plan (TIP)

Please describe how district and campus leaders will monitor the successful implementation of this plan.		Who will be responsible for reviewing progress towards the milestones described in the previous section?		
District and campus leaders will ensure the successful implementation of this plan through systematic monitoring and accountability structures. Monitoring will occur through scheduled data analysis meetings, formal walkthroughs, and progress checks aligned to district and state performance indicators. Campus leaders will be responsible for collecting and analyzing evidence of implementation, including instructional practices, professional development participation, and student outcome data. Findings will be documented and reported regularly to district leadership.	District leaders will review campus reports, conduct joint monitoring visits, and facilitate leadership meetings to ensure fidelity to the plan. Adjustments will be made based on evidence from formative assessments, performance trends, and stakeholder feedback. This multi-level monitoring system will provide consistent oversight, promote alignment across campuses, and ensure that both district and campus leaders are accountable for achieving the identified goals.	Campus Principal, Principal Supervisor, DCSI		
How frequently will progress toward milestones be reviewed?	How will milestone progress data be collected?	How will milestone progress data be shared with district leadership and other relevant stakeholders?		

James Bowie Elementary Targeted Improvement Plan (TIP)

Monthly	Data will be collected through multiple sources to ensure accuracy and alignment with the plan's objectives. Student Achievement Data: Collected from state assessments, district benchmarks, TFAR Assessments, progress monitoring tools, and classroom-based assessments entered into the district's data management system. Instructional Practice Evidence: Gathered through scheduled classroom walkthroughs, formal observations, and implementation checklists completed by campus administrators. Professional Development Participation: Tracked through sign-in sheets	Progress Monitoring Reports: Compiled by campus leaders using attendance records, intervention logs, and curriculum pacing guides. Stakeholder Feedback: Collected through staff surveys, parent/community input forms, and focus groups when applicable. All data will be centralized in the district's reporting system, reviewed during scheduled leadership meetings, and used to guide continuous improvement efforts.	Milestone progress data will be shared with district leadership and relevant stakeholders through structured and transparent communication processes. Campus principals will submit scheduled progress reports aligned to established milestones, which will be reviewed during district-led leadership meetings to analyze data trends, address challenges, and plan next steps. Within the campus, progress will be communicated to staff during faculty meetings and professional learning communities (PLCs) to ensure teachers receive timely updates and can make necessary instructional adjustments. At the district and community level, summarized updates will be presented in board reports, newsletters, and campus communications to promote accountability and transparency.	Parents and families will also be informed of milestone progress through parent-teacher conferences, school websites, and family engagement events. This comprehensive approach ensures that all stakeholders remain informed and engaged in supporting the successful implementation of the plan. The campus principal, principal supervisor, DCSI, and Deputy Superintendent of Curriculum and instruction will review the data once a month during the Principal PLC to ensure that the campus is on track to meet their goals set.
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James Bowie Elementary Targeted Improvement Plan (TIP)

Please share the required costs to implement plan and source of funds			If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do	
Region IV TIL Support (DDI/Observation and Feedback)	Use of Product Advisors from Region IV to assist with Planning and Implementation of Bluebonnet Curriculum along with PLC support	Partnering with Region IV for TIL to provide training to Campus ILT and Principal supervisors in high yield instructional strategies to increase student outcomes and teacher efficiency.	ESF Focus grant	