

Goose Creek Consolidated Independent School District

James Bowie Elementary

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard



Bowie Bears are the Best!

Mission Statement

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

Vision

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

Value Statement

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

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Achievement	6
School Culture and Climate	8
Staff Quality, Recruitment, and Retention	9
Curriculum, Instruction, and Assessment	10
Family and Community Involvement	13
School Context and Organization	15
Technology	16
Comprehensive Needs Assessment Data Documentation	18
Goals	21
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.	21
Goal 2: James Bowie Elementary will provide a well balanced and appropriate curriculum to all students.	22
Goal 3: James Bowie Elementary through enhanced and dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.	23
Goal 4: James Bowie Elementary will provide and maintain a safe, positive learning environment.	24
Goal 5: James Bowie Elementary will recruit, develop, and retain highly qualified and highly effective personnel.	25
Goal 6: James Bowie Elementary will establish and maintain parental and community partnerships in education to enhance student achievement. ...	26
Goal 7: James Bowie Elementary will provide the technology infrastructure and tools to maximize student achievement.	27
2016-2017 Campus Instructional Leadership Team	28

Comprehensive Needs Assessment

Needs Assessment Overview

James Bowie Elementary is one of sixteen campuses in Goose Creek Consolidated Independent School District. James Bowie was built in 1955 which replaced the old Cedar Bayou Elementary School. The school was rebuilt under the 2005 Bond Issue. The new James Bowie which serves the Goose Creek Community opened its doors in January 2008. James Bowie serves approximately 730 students in grades PK to 5th grade. We are a Title I campus with the following special programs at our school; PK Cluster, Gifted and Talented, Bilingual Education, Life Skills, and PPCD.

The student population is 16 % African-American, 16% Anglo, 1% Asian, 65% Hispanic, with 49% male and 51% female. Our overall economically disadvantaged status is 74.3%. The staff population is 15% African-American, 38% Anglo, 1% Asian, 45% Hispanic, 8% male and 91% female. Our staff is 100% of Highly Qualified teachers and 100% of Highly Qualified paraprofessionals.

The overall mobility rate for the campus is approximately 16.9%, The average daily attendance rate for students is 96.8%.

An action plan has been developed to address our system safeguards for the campus.

Demographics

Demographics Summary

In summary, we reviewed enrollment numbers and were wondering if staff would increase as well. We reviewed homeless data, bilingual, SPED, GT, AA and other sup pops. The numbers in our sub pops are pretty comparable to our overall enrollment. Our staff demographics are predominantly white female campus.

Demographics Strengths

At Bowie Elementary, we are able to handle high numbers, have supportive teams and can deal with diversity.

Demographics Needs

Our area of growth would be having support with behavior issues, mentors, and more volunteers.

Student Achievement

Student Achievement Summary

How is the student achievement data disaggregated? During PLC, we look at data by teacher, individual student, TEKS, and compared to all campuses. We use this data to guide instruction and plan for interventions. Data is used to create PIE groups.

Which students are making progress? Why? Bubble Students are showing progress because the teachers are able to take the data from testing and use the information to focus our PIE instruction time to focus on their needs.

What impact are intervention programs having on student achievement? After the teachers and students are able to adapt to the new PIE strategies and grouping student achievement is improving but not enough time and data to show growth.

Which students are benefiting or not? Why? Bubble students are benefiting from PIE instructional time because the teachers are able to identify their weaknesses. Tier 3 students are not improving due to motivation and unidentified learning issues.

What does the data reflect within and among content areas? i, Math scores across the grade levels are improving and heading in the right directions. i, Science scores are lower than last year's scores. i, Reading scores are not improving and are still a very high level of concern on all grade levels.

In which areas are we showing growth? At what rate? Math is showing growth for all grade levels at a slow and steady rate.

Student Achievement Strengths

- Math-moving towards hitting our campus goal
- Making progress in Writing
- PIE grouping Data Collection (Eduphoria provides immediate data.)
- PLC meetings
- Long-term Planning

Student Achievement Needs

- Reading Levels
- Student motivation

- Science
- Phonics Formative assessments Special Ed./Special Program population

School Culture and Climate

School Culture and Climate Summary

In summary, we reviewed all pertinent data in reference to school culture and climate summary.

School Culture and Climate Strengths

- We provide a happy and safe environment for our students.
- The consistent implementation of CHAMPS.
- Students want to come to school.
- Teachers are up to date with the weekly news and shared calendar in Outlook.
- Teachers have access to the tools and resources they need.
- Teachers have close working relationships with each other.
- Teachers like coming to work.
- Teachers have strong relationships with students.
- Teachers are proud to tell others they work at this school.

School Culture and Climate Needs

- A copy of the vision and mission for each classroom.
- Flipped meetings for PLC and faculty meetings.
- The weekly news would be even more effective if it were sent on Friday the week prior. This will help teachers to be even more prepared for the following week.
- Consider flipped meetings when appropriate depending on content.
- Continue CHAMPS with fidelity and be proactive about behavior.
- Teacher would like more consistent counseling in the classroom-maybe once a month related to the Keystone character trait.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

How are we recruiting highly qualified and effective staff? Through the GCCISD Job Fair, Interviews, and screening resumes.

What is our staff attendance rate? Retention rate? Turnover rate? We have a total of 86.5 personal days and 327 sick days taken as teachers (data includes teachers who have taken extended days). Para's have 26 personal day and 106.5 sick days taken. Our retention rate is higher than our turnover rate, however our turnover rate is still seems to be problematic.

How is highly effective staff assigned to work with the highest need students? CIS' used to work with TIER 3 students in primary grades and "bubble" students in intermediate grades. Ms. Koch also pulls small groups for reading with K,1st, and 5th . Also, administration considers strengths of teachers and places them where they are needed.

What systems are in place to build capacity and support the notion of continuous improvement? PLC meetings are held to support teacher/student improvement by looking at data, and discussing various teaching strategies. K-5 have long term planning to better prepare for the upcoming 6 weeks. There are also funds available for staff to attend professional development.

What types of professional development has staff attended? How is implementation monitored? What impact has it had on performance? What is the follow-up? CHAMPS is used daily and was followed up with a representative coming to observe classrooms. It has made procedures more uniform and positive. Balanced Literacy in the primary grades is monitored with a follow up lesson with Lackey. It has also been implemented in TTESS goals. It does seem to be helping to improve primary writing and reading levels. Fast Forward and Cogmed is used to monitor student's weekly progress. Sped teachers attend district meetings to discuss the program and implementation. Students using the program have had increased reading levels and their memory has improved.

Staff Quality, Recruitment, and Retention Strengths

- Professional development available
- PLC allows collaboration which increases effectiveness of teaching
- District continues to hold job fairs to find highly qualified teachers

Staff Quality, Recruitment, and Retention Needs

- Improvement of staff attendance

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

How is data used to inform curriculum, instruction and assessment decisions? CBA results, BM results, Reading levels - strengths/weaknesses, reteach. Use district feedback on CBA's. Survey.

What evidence is there that there is a process for monitoring, evaluating and renewing the curriculum to meet the needs of all learners? Math arena-still working, PIE and technology.

How are instructional strategies and activities aligned with student learning needs and expected outcomes for achievement? How consistent is this across the district/school? What is the impact on specific (student groups)? Guided Reading-Research based techniques, Kagan, Balanced Literacy offered in summer, SPED, and Technology Gaps within.

How does instructional design and delivery maximize student engagement, a positive learning climate, higher order thinking skills, problem solving, critical thinking, etc? The more prepared I am -the better. Long term planning. Google Drive. It keeps you accountable.

Is there evidence that assessments are aligned with clearly specified appropriate achievement expectations? How are they developed and linked to measure the effect of curriculum and instruction? CBA's, Benchmarks, Eduphoria, Formative assessments, analysis of specific skill. PLC's dialogue for teachers.

How does the scope of assessments provide a comprehensive and representative sampling of student performance that allows for confident conclusions about achievement? CBA's/Benchmarks, SPED, Math/Science and technology.

Curriculum, Instruction, and Assessment Strengths

- PLC with data to see what we need to reteach using data and long term planning

Curriculum, Instruction, and Assessment Needs

- Vertical Alignment
- Gaps in staff development training
- Develop more formative assessments
- Action plans

- Math and small groups

Family and Community Involvement

Family and Community Involvement Summary

What evidence exists that families and community members are involved in meaningful activities that support students learning? What are the activities? Looking at chart of family events, it is noticed that parents' attendance is higher for the following events: Thanksgiving Lunch with you Child, PAWS Showcase, Language Arts Family Night and Art Night whenever students performed either by singing for honor choir or participating in fitness/dance activity.

Looking at family night data, what trends and patterns do we observe? When students participate by singing, dancing or any other performance, having fun, crafty, hands-on activities, having food, and door prizes then more parents are likely to attend.

What types of services are available to support families, community members and students to encourage healthy family relationships? Parenting Tips sent home or given during a parent conference, home visits, or family nights. Newsletter, Community Youth Specialist from Harris County, Depelchin's Counselor, and Character Breakfast.

How are families and the community members involved in school decisions? Parent/Teacher conferences, ILT, Partners in Education, PTO and parent surveys.

What types of community partnerships exist to support families and students? Houston Food Bank, Deplechin's Love Inc, United Way, Trinity Episcopal Church for ESL Classes. Partners in Education and Harris County---ESL Classes.

Reviewing HOPE data for the 2015-2016, what patterns are evident? How successful is the HOPE is the HOPE team to support classroom instruction? For the staff member that have used HOPE , it has been successful by supporting classroom instruction through home visits, phone calls, scheduling parent/teacher conferences and follow-ups.

What suggestions do you have to increase Family and Community Involvement? In order to increase family involvement for academic family nights -- teachers can promote the event by creating a poster 1 per grade level posted in front of each grade level hallway to promote attendance of students and parents. School messenger informing the parents of events, Sending a sticker label the night before of the event. Offer homework passes for attendance. Include community by offering restaurant coupons like McDonalds, Chick Fil A, Burger King, Cici's and Walmart Cards as drawings to promote attendance.

Family and Community Involvement Strengths

- Parental attendance increases when our Bowie Honor Choir students perform, activities are fun, interactive, hands-on activities, food is offered to the parents.

Family and Community Involvement Needs

- More involvement during Math/Science Academic Nights by offering incentives, door prizes, etc.
- Have the family night the first week of February or late January in order to compete with sports schedule.
- Character Breakfast--stickers sent the night before to remind students/parents.
- Accelerated Reading Night--Invite parents to join us.
- Offer parenting classes based on parent surveys and needs of campus.

School Context and Organization

School Context and Organization Strengths

- The communication between teachers and staff (i.e. weekly news, emails, newsletters, team meeting minutes).
- The communication between the district departments and teachers (i.e. C&I survey, technology specialist on campus, Superintendent's Campus Connection, CBA preview sessions, 4-Core).
- Teachers have a voice in decision making (i.e. committees, PLC's creating CFAs, surveys, placement preferences).
- PIE time utilized to target struggling students.

School Context and Organization Needs

- Allocated time for PIE group planning at the beginning of year.

Technology

Technology Summary

How has technology changed the way you teach? Technology is beneficial to the learning environment. It engages our students and for most is a familiar addition to the classroom.

What is your opinion regarding technology in the classroom? We feel very privileged to have it-it makes teaching a lot easier when used appropriately. The students love the technology-they view Promethean boards as a huge IPAD.

Which technology do you use the most and why? We use the Promethean boards a lot on this campus because it is very interactive. Clickers are also used for quick checks and formative assessments. (data used helps drive instruction)

What do you feel is the greatest obstacle in using technology the district has provided? Some teachers do feel behind with the technology piece and are afraid to use it or dislike it because it is too hard to learn.

What are some barriers that potentially prevent effective use of technology? There is a lack of training that we feel would help not only the teacher who do not know like it to learn more than they already know. Possibly have "teacher trainers" on campus to do professional development courses after school (content/grade specific). Robyn Sewell shared with Ms. Beharry that there will be content specific technology trainings available online.

In which content areas are we using technology and how? What is the effect? We use technology for all content areas because of the active student engagement that takes place when we use it. We are going to send a survey monkey to teachers to complete on a rating system. The questions will be the same as the ones developed but will be compiled into a shorter list. We will look at the data at our next meeting. The team will also bring up our discussion at their respective team meetings.

Technology Strengths

- Accessibility of technology, everyone uses the Promethean board/clickers
- Long term planning support with technology department
- Specialists are available to help when needed(district)
- Fourth and fifth grade new technology (ipads and laptops)

Technology Needs

- Training and exposure to the new technology not just the Promethean boards and clickers
- Primary needs exposure to the technology that is available in fourth and fifth grades (vertical alignment)
- Sharing resources with other grade levels (upper to primary)
- Teacher trainers that are available to do professional developments

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

- Running Records results
- Observation Survey results

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data






- Organizational structure data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

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

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






Summative Evaluation: CBA, Benchmarks

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Utilize PLC's to analyze and review assessment data in order to plan for and provide effective TEKS instruction in all content areas.	8	Principal, Assistant Principal, Teachers, Campus Instructional Specialists, At-Risk Specialist	Report Cards, Benchmark/CBA Scores, STAAR Results, TELPAS Results, & Walkthroughs			
2) Review student data to gather information, review achievement data (i.e. STAAR, TELPAS, EOY, CBA, Benchmark, DRA2, ISIP and I station) and to determine appropriate instructional interventions to help close the achievement gap for ED, AA, Hispanic, SPED	2	Principal, Assistant Principal, Teachers, Campus Instructional Specialists, At-Risk Specialist	PLC Meeting Minutes, Data Charts			
3) Use STAAR data, reading levels and formative assessments to analyze student performance by dividing students into quintiles to evaluate major concept gaps, long term planning, review interventions and create action plans with data binders/plans to increase student success.	8	Principal, Assistant Principal, Campus Instructional Specialists, Teachers	Eduphoria, Math, Waterford, Think through Math			
4) Implement planning time where IEP's and 504 plans can be executed effectively.	9	Principal, Assistant Principal, Teachers, Special Ed Teacher, Counselor	Modification folders and 504 Accommodations			
5) Collaborate in PLC meetings for grades K-5 to focus on evaluating student learning, analyzing the standards, and creating intervention action plans.	9	Principal, Assistant Principal, Campus Instructional Specialists, Teachers, At-Risk Specialist	Lesson Plans, Walkthroughs and PLC Meetings			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

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


Summative Evaluation: Agendas, sign in sheets, surveys

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Developing Formative Assessments to evaluate student learning to close achievement gap.	2	Principal, Assistant Principal, Teachers, Campus Instructional Specialists	CBA and Benchmark Testing Data, Report Cards, Weekly Assessment Grades and Attendance Rosters			
2) Implement Planned Intervention and Enrichment to meet student needs effectively with interventions or enrichment.	2	Teachers, Principal, Assistant Principal, Campus Instructional Specialists	CBA and Benchmark Testing Data Report Cards, Weekly Assessment Grades			
3) Conduct vertical content planning sessions 1 a semester with Language Arts, Math and Science teachers in order to implement common vocabulary and instructional focus.	4	Teachers, Principal, Assistant Principal, Campus Instructional Specialists	Alignment Chart to be included in data handbook			
4) Provide coaching, modeling, technology and planning in the area of Language Arts and Math for teachers to improve instruction.	4	Principal, Assistant Principal, Campus Instructional Specialists	Coaching Classroom Feedback Forms			
5) Provide opportunities for staff to attend conferences, workshops, and training to improve classrooms instruction and increase student success.	4	Principal, Assistant Principal, Counselor, Teachers	Training Agendas, Report Cards			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

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






Summative Evaluation: Attendance Report

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Increase student attendance by displaying student attendance, having student incentives, teacher encouragement, thank you letters to the parents for having their child to school everyday and by reviewing the attendance policy with parents at Parent Orientation/Title I Meetings and during parent conferences throughout the year, calling parents with the School Messenger system, using the district attendance contract, and referring attendance concerns to the Student Support Team.	10	Principal, Assistant Principal, Counselor, Family Involvement Coordinator, Hope Team, CYS Worker, Teachers	HOPE Minutes, Attendance Data			
2) Promote daily attendance by conducting an awards assembly each six weeks for students and providing incentives for Bowie staff and students. Inviting parents to awards assembly each 6 weeks.	6	Principal, Assistant Principal, Counselor, Family Involvement Coordinator, Attendance Clerk	97% attendance for the 2015-16 school year			
3) Continue a partnership with Buick-GMC of Baytown, PIE to provide student learning opportunities like mentoring.	9	Principal, Assistant Principal, PIE Representative, Counselor	EOY Volunteer Survey			
4) Encourage students to set goals to complete high school and make college and career decisions. This includes participation in GCCISD College Week and having college shirt day on Wednesday. The first Wednesday of every month will be emphasized with a trivia quiz of college of the month during announcements.	2	Principal, Counselor, Teachers	Agenda, Lesson Plans			
5) Attendance Data will be provided to homeroom teachers every 6 weeks so interventions can be documented.	10	Attendance Clerk, Homeroom Teachers, Family Involvement Coordinator	6 weeks attendance report			
						

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

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


Summative Evaluation: Discipline and attendance data, surveys

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Continue PBAS initiative school wide along with CHAMPS to promote a safe and orderly environment with the use of the school wide Behavioral Support Teams action plan.	1	Principal, Assistant Principal, Family Involvement Coordinator, Counselor, Teachers	Decrease in student discipline referrals for 2016-2017.			
2) Students and their parents are recognized for outstanding character traits at a Character Celebration.	2	Counselor, Family Involvement Coordinator, Principal, Assistant Principal	Agenda, sign in sheets			
3) Continue school-wide character education (Keystone), classroom guidance, OLWEUS, and conflict resolution to reduce discipline referrals and bullying incidents.	2	Principal, Assistant Principal, Counselor, Teachers	Decrease in discipline referrals and bullying incidents in 2016-2017			
4) Provide mentors from Big Brothers and Big Sisters and our staff to students who will benefit from the program academically, socially and emotionally.	2	Counselor, PIE Representative, Teachers, Big Brothers and Big Sisters	Mentor Sign In Sheets			
5) Promote Staff morale through a variety of teacher incentives (You Matter) and events scheduled through social committee.	5	Principal, Assistant Principal, Teachers	EOY survey			
6) Enforce and reaffirm our daily mission by reciting the Bowie Learners' Creed every morning and Bully Pledge on Fridays with all students and staff.	2	Principal, Assistant Principal, Teachers	Daily Announcements			
7) Students participate in high interest hobbies and clubs after school with teacher sponsors and then perform or display their work at the PAWS showcase.	2	Teachers, Principal, Assistant Principal	PAWS showcase, Attendance sign-in			
8) Teachers will use Review 360 to implement PBAS for all students at James Bowie Elementary.	1	Principal, Assistant Principal	Faculty Training, Review 360 Reports			
9) All staff to develop and foster positive relationships with students, staff, parents and all stakeholders by participating in a Book Study Teach like a Champion.	3	Principal, Assistant Principal, Counselor, Teachers	Sign Ins and Presentations			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 1: All students will be taught by a teacher who has met the requirement as Highly Qualified (HQ) or state certified if N.C.L.B.rules do not apply.






Summative Evaluation: Certification report

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Recruit and retain Highly Qualified personnel.	5	Principal, Director of Personnel	Certification Report			
						

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

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


Summative Evaluation: Surveys, PTO membership

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Campus will hold family nights like AR nights, Academic Events, Health, Fitness integrated with Family Nights.	6	Teachers, Principal, Assistant Principal, Family Involvement Coordinator, Counselor	Parent Survey and Attendance Sign-In Sheets			
2) Provide parent training sessions with data gathered from parent surveys	7	Counselor, Family Involvement Coordinator, Principal	Parent Surveys			
3) Foster positive communication between home and school through the use of a campus Tuesday folder system, monthly campus newsletters, Bowie website and School Messenger.	6	Principal, Assistant Principal, Counselor, Family Involvement Coordinator	Conference Records, Newsletter, Weekly Folders			
4) Increase Teacher and Parent Participation with PTO to enhance student achievement.	6	Teachers, Parents, Parent Teacher Organization, Principal, Family Involvement Coordinator	Parent Surveys and Attendance Sign-In Sheets			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

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

Summative Evaluation: CogMed, Fast Forward, Imagine Learning, I Station Reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Train staff In latest educational technology programs and tools to help keep students engaged and motivated to learn at high levels.	4	Principal, Assistant Principal, Teachers	Lesson Plans, Sign-In Sheets			
2) Increase access to technology to all students using resources in the classrooms, computer labs, and in our the Library in order to support Technology TEKS.	2	Principal, Assistant Principal, Teachers	Lesson Plans			
3) Utilize Cogmed, Fast Forward, I-station and Imagine Learning to increase comprehension and fluency.	2	Principal, Assistant Principal, Teachers, Counselor	Increased Scores			
						

2016-2017 Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Julicia Beharry	Teacher
Administrator	Blanca G. Capetillo	Prinicpal
Administrator	LaShon Jackson	Math CIS
Administrator	Mandi King	Counselor
Administrator	Leticia Miranda	Family Involvement Cord.
Administrator	Ahime Orneles	Assistant Principal
Non-classroom Professional	Angela Munoz	Secretary