

Ennis Independent School District
James Bowie Elementary
2024-2025 Campus Improvement Plan

Mission Statement

“Every Student is Important”

The Ennis Independent School District (ISD) shall be an educational institution that continuously challenges and stimulates its students. Ennis ISD shall provide the highest quality instructional staff and the appropriate facilities to insure that every student is equipped to his/her greatest academic potential.

Vision

Excellence is building relationships while engaging all students to exceed expectations and inspiring growth as lifelong learners.

Motto

Be a PEACEmaker!

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Bowie Teachers met as a faculty to begin discussing needs for the 2022-23 school year in the form of a full faculty meeting. The team leader group then met with the same goals in mind. The student group did not meet this year with the principal due to COVID mitigations. Teams met with their team leaders and submitted thoughts for improving the campus and then we came together with the SBDM who reviewed progress on the current campus improvement plan while discussing ideas for the future. The SBDM approved the draft CIP for the 2021-2022 school year knowing that updates would occur during the summer.

Overall focuses for our campuses will be to continue best practice instruction and focus on the writing across the curriculum and essential TEKS awareness.

Demographics

Demographics Summary

James Bowie Elementary is one of four elementary campuses, serving grades 1-3, in Ennis ISD. Bowie Elementary is the largest elementary campus in the district and is continuing to grow each year. This year Bowie Elementary will have a new campus leadership team consisting of a Principal, an Assistant Principal, and a counselor. Although the leadership team is on year 2 on campus, the staff has many veteran teachers that have called Bowie "home" for years. There are 31 "highly qualified" teachers, one shared Librarian, and 28 support staff, including paraprofessionals, office staff, student workers and a campus nurse. We are also fortunate to have on site dyslexia and speech intervention for both dual language and gen. ed students that float from campus to campus. The student-teacher ratio is 22:1 in regular classrooms.

According to the 22-23 TAPR report, our staff experience is as follows:

Beginning Teachers - 10.2%

1-5 Years Experience - 33.9%

6-10 Years Experience - 10.2%

11-20 Years Experience - 27.1%

Over 20 Years Experience - 18.6%

Bowie Elementary is at or exceeds 500 students. Our demographic breakdown is as follows:

White - 29.5%

Hispanic - 56.9%

African American - 10.9%

Two or More Races- 2.3%

Economically Disadvantaged - 68.4%

Emergent Bilingual - 26.3%

Demographics Strengths

One major strength is the experience of our teaching staff and that we house a dual language campus with 2 dual language teachers per grade level to meet the needs of our students.

Student Learning

Student Learning Summary

Bowie	2022-2023 State	2023-2024 State	2022-2023 Bowie	2023-2024 Bowie	Difference
3rd Reading					
Approaches	76%	75%	82%	71%	-11%
Meets	50%	28%	49%	25%	-24%
Masters	20%	21%	16%	10%	-6%
3rd Math					
Approaches	73%	69%	82%	65%	-17%
Meets	45%	26%	53%	23%	-30%
Masters	19%	15%	21%	10%	-11%

Student Learning Strengths

Students are instructed in small groups with peers as well as with the teacher along with whole group instruction.

Paraprofessionals are scheduled into classrooms to help support teachers and provide intervention for students per hall 1:66

G.A.M.E. Time build into schedule of uninterrupted first 30 minutes of every day for repeat, review, reteach of TEKS as intervention or enrichment and to record data in data folders and set goals, monitor goals as a class and individually.

Reading Intervention is provided by a teacher and aide for the most struggling readers.

Tutors are brought in to provide extra support to students.

i-Ready software has closed gaps for students in the areas of Math and Reading.

DL instruction is strong. DL students are performing considerably higher in the area of writing.

DL intervention teacher was added.

Dual Language paraprofessional per hall 1:2.

School Processes & Programs

School Processes & Programs Summary

Bowie Elementary serves over 500 students in grades 1-3. Grades 1-2 are self-contained classes while 3rd grade is departmentalized. Each grade level has a team leader, third grade has one per department, as well as one for the specials teachers. All teachers are assigned to serve to help in some way with a team either for social events or with school-wide initiatives. Teachers are evaluated through T-TESS goals and objectives. Weekly walk throughs and observations are conducted throughout the school year. PLCs and regular data talks are held to discuss student data and performance objectives. The PBIS team, CARE team, SBDM, and Team Leaders meet to establish and assess school objectives. Teachers also serve as UIL coaches. The dual language program is implemented in all three grade levels. SLC/PASS program is new to campus this year consisting of one certified teacher and two paraprofessionals.

Assessments used to measure achievement included mClass, iReady, Running Records, benchmarks, TRS unit tests, and STAAR. TRS is implemented to manage and align curriculum across the district, insuring that the TEKS are being consistently taught.

School Processes & Programs Strengths

T-TESS is implemented to provide teachers with feedback and the opportunity to reflect and grow professionally.

Committees have been established for various initiatives such as social events for students and staff.

In school targeted tutoring has been implemented.

We have a structured RTI process and CARE Team meeting schedule.

The SBDM team, team leaders and PBIS team meet on a regular basis.

Office procedures are in place to provide a welcoming environment as well as secure check in process for visitors.

We follow pacing guides for Social Studies, Science, Reading and Math.

PLC's are done by grade level teams where TRS unit tests and other data are discussed as well as effective instruction.

School safety policies are executed on a daily basis with door checks numerous times day and all required drills.

Perceptions

Perceptions Summary

A positive School Culture and School Climate is something we pride ourselves on at Bowie Elementary. Our students and parents will be greeted each morning with a smiling face and a warm welcome. Our hallways are safe for all who enter and our faculty and staff work diligently to promote and provide a safe and welcoming environment conducive to lots of hands-on learning that produces productive, thoughtful students.

The culture and climate at Bowie continues to embrace the changing student demographics. We look forward to an inviting atmosphere that will allow staff, students and parents to be stakeholders in the educational process. Bowie Elementary students and faculty are proud of the history of academic excellence and the spirit of teamwork that exists between the school and the community. The Bowie faculty believes the campus is staffed with nurturing individuals who work to make learning engaging for all students. The faculty is dedicated to making a positive impact in the lives of all students in order to help them grow academically, socially, and emotionally.

We use Lion Pride Way and our PBIS strategies to instill character development in our students. We believe this will help our students be successful in school as well as a productive citizen.

Perceptions Strengths

- Caring staff committed to academic excellence and student support.
- Caring parents that support the school and community through PTO, class volunteering, Spaghetti Supper fundraiser, and Field Day support.
- CARE committee which put in place intervention measures for our At-Risk students
- Crisis Drills and Procedures set in place
- Crisis Drills done on a regular basis
- Parent Conferences (Beginning of the Year for each student)
- Campus website – periodically updated
- Facebook updated weekly or after events
- Close-knit PTO Board

Priority Problem Statements

District Goals

District Goal 1: Ensure all students receive a high-quality education.

Core Belief One: We believe in working to improve performance of all students, while closing achievement gaps.

Campus Goal 1: Instructional Leadership: The campus will ensure that every student receives high quality instruction through best practice aligned instruction, high quality professional development, rigorous data driven decisions and maximizing growth of all students including those that are Sped, DT, GT, ESL and or in need of assistance through CARE.

Performance Objective 1: The percentage of students in ESL, Bilingual, White, African American, GT and Special Education will meet or exceed the proficiency in approaching grade level (70%), meets grade level (50%) and masters grade level (30%) with specific focus on the meets and mastered levels in STAAR Reading. We will monitor student growth at each level with iReady screener data at least three times per year, and use district unit and practice release tests.

Effective Instructional Leadership: (i) I, II, III, IV, V and (ii) Effective Data Tracking

Evaluation Data Sources: STAAR Results, State Accountability Summary, iReady, Aware reports, MClass, Amira

Strategy 1 Details	Reviews			
<p>Strategy 1: NEW 1.1.0 (1a,1b,1c,1d) Staff will refocus efforts to write across the curriculum to address free answer system developed in STAAR 2.0 by using free writes, guided writes, journaling, free response answers and dedicated writing to the new ELAR TEKS when appropriate using the training from Going Blue by Gomez and Gomez</p> <p>Strategy's Expected Result/Impact: Increase success correlation between reading and writing while preparing learners for learning expectations and extended constructed responses</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and District Instructional Leaders</p>	Formative			Summative
	Oct	Jan	Mar	June





Strategy 2 Details	Reviews			
<p>Strategy 2: 1.2.0 (1a,1b,1c,1d) Staff and students will begin to work toward bilingual instruction that includes instruction in their home language. The implementation of Dual Language in first , second, and third grade staff will continue to build Spanish resources to correlate both languages in the classroom.</p> <p>Strategy's Expected Result/Impact: Purchase and implementation of Spanish instruction</p> <p>Staff Responsible for Monitoring: Principals and District Instructional Coaches and Chapa</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: REVISED 1.3.0 (1a, 1b, 1c, 1d) Staff will participate in colleague visits on campus and other campuses as needed, using a Google form of Best Practices.</p> <p>Strategy's Expected Result/Impact: Build teacher instructional knowledge base and best practices</p> <p>Staff Responsible for Monitoring: Principals</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: 1.4.0 (1a, 1b, 1c, 1d) Consolidate and make consistent the para support in the inclusion model by assigning one paraprofessional to one hallway and work schedule to have them work with same students consistently</p> <p>Strategy's Expected Result/Impact: Build rapport and consistency with inclusion students and staff</p> <p>Staff Responsible for Monitoring: Principals and team leaders</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: REVISED 1.5.0 (1a, 1b, 1c, 1d) Staff will participate in video and or picture self reflection, and Google forms of best practices to promote better instruction</p> <p>Strategy's Expected Result/Impact: Build teacher instructional knowledge base and self reflection of TTESS</p> <p>Staff Responsible for Monitoring: Principals</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: 1.6.0 (1a, 1b, 1c, 1d) Staff will build picture evidence for Walk through and goal setting</p> <p>Strategy's Expected Result/Impact: Build teacher instructional knowledge base and self reflection using TTESS</p> <p>Staff Responsible for Monitoring: Principals</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: 1.7.0 (1a, 1b, 1c, 1d) Faculty will set specific planning days and times to collaborate with each other and the principals during conference times and afterschool and PLC</p> <p>Strategy's Expected Result/Impact: Increase lesson plan preparedness and build collaboration in planning.</p> <p>Staff Responsible for Monitoring: Principals and team leads and District Instructional Team</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: 1.8.0 A(1a, 1b) Faculty will continue a structured PLC system for reviewing data, increasing knowledge and use of technology and programs, finding depth in the planning documents and learning the frameworks while developing units in advance with the addition of a PLC time that does not conflict with their conference</p> <p>Strategy's Expected Result/Impact: Timely planning that matches TRS</p> <p>Staff Responsible for Monitoring: Principals, Team Leaders, District Technology Team, District Instructional Team</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: 1.9.0 (1a, 1b, 1c, 1d) Continue a vertically aligned reading / language arts and math curriculum for grades 1-3.</p> <p>Strategy's Expected Result/Impact: The district RLA Instructional Leader will plan with grade level teams at least once per month. Provide staff with developmental information. Teachers will access all Unit Test data into AWARE in a timely manner. Documentation: Lesson Plans, Team Meeting Notes, Student Work Products, Tracking sheets</p> <p>Staff Responsible for Monitoring: Principals, Classroom Teachers, District Instructional Leader</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: REVISED 1.9.2 (1a, 1b, 1c, 1d) Professionally develop and implement sound instructional model that includes rigorous formal and informal assessments.</p> <p>Strategy's Expected Result/Impact: Data collected on each student using a spreadsheet format to track local benchmarks, Unit test, iReady, Amira, MClass, AWARE, RTI and LPAC meetings, along with Classroom Walkthroughs</p> <p>Staff Responsible for Monitoring: Principals, Classroom Teachers, Special Education Teacher-Gadberry, Reading Interventionist- Peyton, ESL Coordinator-Trojacek, Chapa, Counselor- Bishop</p> <p>Funding Sources: Set Aside Professional Development Money for Reading and Math - 199 - General Fund: Local - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 11 Details	Reviews			
<p>Strategy 11: 1.9.3 (1b, 1d) Faculty will strive to professionally develop according to their goal sheets from summatives and match what they need to grow in with the PD available.</p> <p>Strategy's Expected Result/Impact: Documentation: TTESS, District Instructional team, Eduphoria, Team Planning Notes, comp time attendance sheets</p> <p>Staff Responsible for Monitoring: Principals, Classroom Teachers, District Instructional Leaders</p> <p>Funding Sources: Summative information/Current offerings/focus for 2016-17 - 199 - General Fund: Local - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 12 Details	Reviews			
<p>Strategy 12: REVISED 1.9.4 (1b, 1c, 1d) Staff will continue an individual tracking system for every student on campus to emphasize the knowledge of the student, progress of student and weakness areas while compiling longitudinal data provided by iReady, MClass, Unit test, Amira, AND drill down to individual student successes and weaknesses. Staff will also maintain tracking for the district that will include Aware data, reports from Amira, iReady, and MClass.</p> <p>Strategy's Expected Result/Impact: Data collected on each student using a spreadsheet format to track local benchmarks, iReady, AWARE, MClass, Amira, TRS, RTI meetings, and Classroom Walkthroughs</p> <p>Staff Responsible for Monitoring: Principals, Classroom Teachers, Counselor, Reading Interventionist, SpEd Teacher</p> <p>Funding Sources: Access to Google Drive Technology - 199 - General Fund: Local</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 13 Details	Reviews			
<p>Strategy 13: 1.9.5 (1b, 1c) The Reading Intervention teacher and intervention paraprofessional will instruct students who are identified as struggling readers.</p> <p>Strategy's Expected Result/Impact: Reading Intervention Screening, Amira Reading Level and MClass Data</p> <p>Staff Responsible for Monitoring: Principals, Reading Intervention Teacher, Classroom Teachers</p> <p>Funding Sources: Reading intervention teacher and para salaries - 199 - General Fund: Local - \$60,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 14 Details	Reviews			
<p>Strategy 14: 1.2.8 (1a, 1b) Continue to professionally develop yearly and implement inclusionary practices with a balance of students throughout the campus for all Special education students, focusing on in class support in the inclusion model and the regular classrooms. This strategy supports PBMAS goals.</p> <p>Strategy's Expected Result/Impact: Student IEPs, Special Education Lesson Plans, eSPED Data.</p> <p>Staff Responsible for Monitoring: Principals, Classroom Teachers, Special Education Teacher</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 15 Details	Reviews			
<p>Strategy 15: REVISED 1.2.9 (1a, 1b, 1c, 1d) Staff will examine and adopt a pretest system and or screening process for periodic use during the year. It will include iReady & MClass at the BOY, MOY, EOY , iREADY & Amira lessons on a weekly basis.</p> <p>Strategy's Expected Result/Impact: Data review, data charting, Goal setting and Growth Chart</p> <p>Staff Responsible for Monitoring: Teachers, Grade Level Leaders, Counselor, Principals, Reading Interventionist</p> <p>Funding Sources: District provided application and campus based printing costs - 199 - General Fund: Local - \$500</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 16 Details	Reviews			
<p>Strategy 16: 1.3.0 (1a, 1b, 1c, 1d) Staff will participate in an informal retreat incorporated in the staff development week to team build, collaborate on expectations, secure the vision and set goals for the school year.</p> <p>Strategy's Expected Result/Impact: Reported strategies, sign in sheets and goal setting sheets</p> <p>Staff Responsible for Monitoring: Principals, Grade Level Leaders, Counselor, Teachers</p> <p>Funding Sources: Staff development prep and food - 461 - Campus Activity Fund - \$500</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 17 Details	Reviews			
<p>Strategy 17: 1.3.2 (1a, 1b, 1c, 1d) District special education staff will meet with Principals and if needed conduct PLC sessions each nine weeks to improve campus level of academic achievement and functional performance goals.</p> <p>Strategy's Expected Result/Impact: Principal and Coordinator tracking</p> <p>Staff Responsible for Monitoring: Principals, Coordinators</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 18 Details	Reviews			
<p>Strategy 18: REVISED 1.3.4 (1a,1b,1c,1d) The campus will continue to develop its reading resources by purchasing additional readers and decodable readers for the book room, purchasing close reads, and purchase paper and ink for printing the digital application from HMH adoption.</p> <p>Strategy's Expected Result/Impact: Increase in student overall reading achievement and decoding skills</p> <p>Staff Responsible for Monitoring: Principals and District Instructional Coaches, Team Leads</p> <p>Funding Sources: printing of materials - 199 - General Fund: Local - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 19 Details	Reviews			
<p>Strategy 19: 1.3.5 The campus will systematically structure i READY, digital citizenship and typing usage times by the following: One 15 minute session for each in subject during specials one time per week; Holding spot usage for additional time on i READY.</p> <p>Strategy's Expected Result/Impact: Increased usage and performance levels on applications in math and reading</p> <p>Staff Responsible for Monitoring: Principals, Computer Lab Technician, Teachers</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 20 Details	Reviews			
<p>Strategy 20: REVISED 1.3.6 (1a,1b,1c,1d) The campus will continue an attendance tracking system in the office on board and in the hall, to present daily and weekly attendance counts for all parents, visitors, and students to see as they enter and leave the campus.</p> <p>Strategy's Expected Result/Impact: Students, staff, & parent knowledge of attendance rates and incentives for Perfect attendance</p> <p>Staff Responsible for Monitoring: Principals , Secretary, Receptionist</p> <p>Funding Sources: Incentives - 199 - General Fund: Local - \$200</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 21 Details	Reviews			
<p>Strategy 21: 1.3.7(1a,1b,1c,1d) Resources to support bilingual instruction in Spanish will be added to the library on a yearly basis</p> <p>Strategy's Expected Result/Impact: Appropriate reading development in both languages</p> <p>Staff Responsible for Monitoring: Principal, Librarian</p> <p>Funding Sources: - 199 - General Fund: Local - \$500</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 22 Details	Reviews			
<p>Strategy 22: 1.4.0(1a,1b,1c,1d) Bowie will implement a student to student writing folder system to show growth in students writing by passing folders from one grade to the next.</p> <p>Strategy's Expected Result/Impact: Prepare students for writing skills used on STAAR with Extended Constructed responses</p> <p>Staff Responsible for Monitoring: Principals, Team Leads</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 23 Details	Reviews			
<p>Strategy 23: NEW 1.4.1 Students will receive Bilingual Intervention provided by a district interventionist and bilingual paraprofessionals</p> <p>Strategy's Expected Result/Impact: Support students with second language in the development of reading</p> <p>Staff Responsible for Monitoring: Diem Campbell and Principals and paraprofessionals in Bilingual</p> <p>Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 24 Details	Reviews			
<p>Strategy 24: 1.4.3 All students will use i READY application to promote learning in reading and fill in necessary gaps for the entire school year with a focus on grade 3 for intervention</p> <p>Strategy's Expected Result/Impact: Increase student success on state testing and benchmarking</p> <p>Staff Responsible for Monitoring: Principals</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levels: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

District Goal 1: Ensure all students receive a high-quality education.

Core Belief One: We believe in working to improve performance of all students, while closing achievement gaps.

Campus Goal 1: Instructional Leadership: The campus will ensure that every student receives high quality instruction through best practice aligned instruction, high quality professional development, rigorous data driven decisions and maximizing growth of all students including those that are Sped, DT, GT, ESL and or in need of assistance through CARE.

Performance Objective 2: The percentage of students in ESL, Bilingual, White, African American and Special Education will meet or exceed the proficiency in approaching grade level (70%), meets grade level(50%) and masters grade level(30%) with specific focus on the meets and mastered levels in STAAR Math. We will monitor and adjust to student growth at each level using iReady screener data at least three times a year, and use district unit and practice released tests.

Effective Instructional Leadership: (i) I, II, III, IV, V and (ii) Effective Data Tracking

Evaluation Data Sources: STAAR Results, State Accountability Summary, iReady, Aware reports, MClass, Amira

Strategy 1 Details	Reviews			
<p>Strategy 1: 1.2.5 (1a, 1b, 1c, 1d) Reading and Math Intervention tutoring for grades 1-3 will be provided by assigned paraprofessionals/tutors on a Tiered system that includes fall in-school tutoring, in-school targeted instruction, and after school tutoring..</p> <p>Strategy's Expected Result/Impact: Percent of students per grade level receiving math tutoring. Documentation: Attendance Sheets.</p> <p>Staff Responsible for Monitoring: Principals, Classroom Teachers, Assigned Paraprofessionals</p> <p>Funding Sources: Title I, ESL and local budgets for materials, transportation and personnel - 199 - General Fund: Local - \$4,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 1.2.6 (1b, 1d) Students will engage in Conceptual Refinement in Math & Science to incorporate writing</p> <p>Strategy's Expected Result/Impact: Data collected on each student using a spreadsheet format to track local benchmarks, RTI meetings, and Classroom Walkthroughs</p> <p>Staff Responsible for Monitoring: Principal, Classroom Teachers, Special Education Teacher</p> <p>Funding Sources: Teacher time management and class supplies - 199 - General Fund: Local</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: 1.2.9 (1a, 1b, 1c, 1d) Staff will examine and adopt a system and or screening process for periodic use during the year by effectively using and understanding the iReady process</p> <p>Strategy's Expected Result/Impact: Data review, data charting</p> <p>Staff Responsible for Monitoring: Teachers, Grade Level Leaders, Counselor, Principals</p> <p>Funding Sources: District provided application and campus based printing costs - 199 - General Fund: Local - \$500</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: 1.2.9a (1a, 1b, 1c, 1d) Staff will continue to enhance their Essential Question by verbally recognizing the objective during instruction and develop a focused, kid friendly version of objectives and focus words for their room.</p> <p>Strategy's Expected Result/Impact: Principal observation</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Funding Sources: Teacher time management - 199 - General Fund: Local</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: NEW 1.3.0 Students will access and will use iREADY to support instruction and focus on gaps.</p> <p>Strategy's Expected Result/Impact: Student success in maath</p> <p>Staff Responsible for Monitoring: Principals</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

District Goal 1: Ensure all students receive a high-quality education.

Core Belief One: We believe in working to improve performance of all students, while closing achievement gaps.





Campus Goal 1: Instructional Leadership: The campus will ensure that every student receives high quality instruction through best practice aligned instruction, high quality professional development, rigorous data driven decisions and maximizing growth of all students including those that are Sped, DT, GT, ESL and or in need of assistance through CARE.

Performance Objective 3: 100% of students will be provided varied technology opportunities across each content area, including Math, Science, ELAR and Social Studies.

Effective Instructional Leadership: (i) I, II, III, IV, V and (ii) Effective Data Tracking

Evaluation Data Sources: Administrative Walk throughs and technology check out, 1:1 Chromebooks, Chromebook carts

Strategy 1 Details	Reviews			
<p>Strategy 1: 1.3.1 (1a, 1b, 1c, 1d) iReady and MClass screening application will be used to monitor student growth and support decision making for instructional improvement and review during CARE and ARD meetings on a monthly basis</p> <p>Strategy's Expected Result/Impact: Provide data for impacting instruction</p> <p>Staff Responsible for Monitoring: Principals, All Staff</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: REVISED 1.3.5 (1b, 1d) Continue the use of computer software (AR, Amira, Curriculum applications, Google, Learning.com and iREADY) to enhance instruction across content areas.</p> <p>Strategy's Expected Result/Impact: Reports and progress of individual students, classes, and campus usage reports.</p> <p>Staff Responsible for Monitoring: Principal, Classroom Teacher, Computer Lab Paraprofessional</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: 1.3.6 (1b, 1d) The Science Lab will be utilized, scheduled weekly, and maintained for hands-on Science instruction, including the use technology.</p> <p>Strategy's Expected Result/Impact: Lesson Plans, Teacher Feedback, Science Lab sign-in scheduling</p> <p>Staff Responsible for Monitoring: Principal, Classroom Teachers</p> <p>Funding Sources: Combination of technology funding, grant funding and activity accounts - 199 - General Fund: Local - \$200, Combination of technology funding, grant funding and activity accounts - 461 - Campus Activity Fund - \$200</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: 1.3.9(3a, 3b, 3c) Campus will continue a one to one device system to increase app usage and enhance classroom instruction</p> <p>Strategy's Expected Result/Impact: Increased use of mobile technology and a resource for parent functions to increase parent involvement in on line participation</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Secretary, Classroom Teacher, Computer Lab Paraprofessional</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

District Goal 2: Provide and support high quality staff for all classrooms.

Core Belief Two: We believe that all employees are critical to the success of our students.

Campus Goal 2: Human Capital: The campus will ensure that there are high quality teachers and staff in every classroom throughout the school.





Performance Objective 1: Develop and retain highly qualified personnel via appropriate professional development opportunities to maintain a high staff morale.

Human Capital: (i) I, II, III, IV, V, VI, VII and (ii) Evaluation of Instructional Strengths and Weaknesses

Evaluation Data Sources: Documentation of staff development attended.

Strategy 1 Details	Reviews			
<p>Strategy 1: 2.1.0 (2i: 2b, 2c) Staff will participate in FUNshine activities provided by campus committee to build moral and have events to look forward to during the school year Strategy's Expected Result/Impact: Build positive experiences to keep morale up Staff Responsible for Monitoring: Principal, Counselor, Nurse, Secretary</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 2.1.1 (2i: 2b, 2c) Staff will participate in two monthly staff meetings. One will consist of a specific designed professional development and the second will be information and input session format. Strategy's Expected Result/Impact: Sign in documentation, professional development plan Staff Responsible for Monitoring: Principals, Counselor, Team Leaders, Secretary Funding Sources: Staff development supplies and snacks - 461 - Campus Activity Fund - \$500</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: REVISED 2.1.2 (2i: 2a,2b,2c) Cross grade level PLC for vertical alignment purposes. Strategy's Expected Result/Impact: Documentation/Meeting Notes Staff Responsible for Monitoring: Principals, Team Leaders Funding Sources: Teacher time management and extended time - 199 - General Fund: Local</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: 2.1.3 (2i: 2a,2b,2c) Staff will collaborate, plan and participate in an annual PLC to transition students from one grade level to the next.</p> <p>Strategy's Expected Result/Impact: Sign in documentation</p> <p>Staff Responsible for Monitoring: Team Leaders, Counselors, Principals</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: 2.1.4 (2i: 2a,2b,2c) All staff will be GT qualified and students will be dispersed heterogeneously to receive their instruction.</p> <p>Strategy's Expected Result/Impact: GT certification, schedules</p> <p>Staff Responsible for Monitoring: Principals, Bostwick</p> <p>Funding Sources: Teacher time management - 199 - General Fund: Local</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: 2.1.5 (2i: 2a,2b,2c) All staff will insure ESL students will get best practice instruction through their knowledge of ELPS, SIOP and ESL.</p> <p>Strategy's Expected Result/Impact: PD agendas, sign in, principal observation</p> <p>Staff Responsible for Monitoring: Principals, Trojacek</p> <p>Funding Sources: PD funding - 199 - General Fund: Local</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: 2.1.7 Staff lounge will have yearly purchases of items to fill the coffee bar to make it more user friendly and fun to visit</p> <p>Strategy's Expected Result/Impact: Positive employee affirmation</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Funding Sources: - 461 - Campus Activity Fund</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: NEW 2.1.6 Student rosters will be comprised of a balanced level of gender, race, academics and behavior to ensure student success. Inclusion classes will continue to have the bulk of students with IEP's that reflect low academic ability.</p> <p>Strategy's Expected Result/Impact: Student and staff success</p> <p>Staff Responsible for Monitoring: Principals, Counselor, SpEd, SLC</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





District Goal 3: Empower staff with resources to ensure student excellence

Core Belief Three: We are committed to providing the resources necessary to ensure educational excellence.

Campus Goal 3: Executive Leadership: The campus is responsible for collaborating on a consistent focus and personal responsibility to improving student outcome through best practice instruction and incorporation of resources.

Performance Objective 1: To continue improvements of structural, technological campus and balanced student demographics

Evaluation Data Sources: Documentation of completed improvements

Strategy 1 Details	Reviews			
Strategy 1: 3.1.2 (3a, 3b, 3c) Balance known student behavior in the development of class rosters Strategy's Expected Result/Impact: Lessen student interruption and increase learning Staff Responsible for Monitoring: Principals, Counselor, SpEd	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 3.1.3 (3a, 3b, 3c) The campus will set aside four increments of \$1000 to ensure staff has professional development opportunities in reading, math, bilingual education and or the area of their specialty. Strategy's Expected Result/Impact: PD Report out, financials Staff Responsible for Monitoring: Principal, Secretary Funding Sources: \$1000, \$1000, \$1000 - 199 - General Fund: Local - \$3,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: REVISED 3.1.4(3a, 3b, 3c) Create CARE (RTI) committees that include one teacher, one counselor, and any specialist needed Strategy's Expected Result/Impact: Collaborative decision making with one team member included Staff Responsible for Monitoring: Peterson	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

District Goal 3: Empower staff with resources to ensure student excellence





Core Belief Three: We are committed to providing the resources necessary to ensure educational excellence.

Campus Goal 3: Executive Leadership: The campus is responsible for collaborating on a consistent focus and personal responsibility to improving student outcome through best practice instruction and incorporation of resources.

Performance Objective 2: To manage funds appropriately to ensure the instructional needs of the campus.

Evaluation Data Sources: Budget/Financial System

Strategy 1 Details	Reviews			
<p>Strategy 1: 3.2.2 (3b) Budget funds will be utilized in the most effective manner to support the educational needs of students and teachers and promote student success. Strategy's Expected Result/Impact: Budget Usage. Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 3.2.4 (3a,3c, 3d) Guidelines for fundraisers and field trips will be established and approved by the DWC. Strategy's Expected Result/Impact: Scheduling of fundraisers and field trips within established policy. Staff Responsible for Monitoring: Principal, Site-Based Team</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 3.2.5 (3a,3b,3c, 3d) All funding requests from staff will be collaborative in nature, flow through the team leader, convey a rationale, and be submitted to the secretary and principal prior to approval Strategy's Expected Result/Impact: Budget Usage Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: 3.2.6 (3a,3b,3c, 3d) Staff will manage all print shop requests through the secretary and principal to insure resources are available for the school year.</p> <p>Strategy's Expected Result/Impact: Emails, Purchase orders</p> <p>Staff Responsible for Monitoring: Principal and Secretary</p> <p>Funding Sources: Print shop fund - 199 - General Fund: Local - \$4,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: 3.2.6 (3a,3b,3c, 3d) Staff will manage all additional resource requests through the secretary and principal to insure that targeted instruction for our Bilingual, ESL, GT, Special education and struggling learners is monitored for the necessary materials needed for student growth are available for the upcoming school year.</p> <p>Strategy's Expected Result/Impact: Emails, Purchase Orders, Budget Log</p> <p>Staff Responsible for Monitoring: Principal and Secretary</p> <p>Funding Sources: Critical resource budget - 199 - General Fund: Local - \$4,000</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

District Goal 3: Empower staff with resources to ensure student excellence





Core Belief Three: We are committed to providing the resources necessary to ensure educational excellence.

Campus Goal 3: Executive Leadership: The campus is responsible for collaborating on a consistent focus and personal responsibility to improving student outcome through best practice instruction and incorporation of resources.

Performance Objective 3: To insure that professional development and campus focus are correlated

Evaluation Data Sources: Documentation of goal setting and summative process in TTESS

Strategy 1 Details	Reviews			
<p>Strategy 1: 3.3.1 (1b, 1d) Teachers will attend specifically assigned workshops or staff development based on the needs of students and individual teachers as discussed in the TTESS process</p> <p>Strategy's Expected Result/Impact: TTESS evaluation, goal setting sheets</p> <p>Staff Responsible for Monitoring: Principal and teachers</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 3.3.2 (1b, 1d) Teachers will be evaluated using the TTESS protocol which includes evaluation, observation, goal setting</p> <p>Strategy's Expected Result/Impact: TTESS</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: NEW 3.3.3 (1b, 1d) Teachers will reimplement data tracking and reflection through the use of data trackers: RenSTAR, iReady and BAS(new)</p> <p>Strategy's Expected Result/Impact: More efficient, focused mentality for student success and or intervention</p> <p>Staff Responsible for Monitoring: Coach</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: 3.3.4 (1b, 1d) Instructional coach in conjunction with the admin staff will implement a living "things to know" calendar to keep apprised of rapidly changing and upcoming events</p> <p>Strategy's Expected Result/Impact: Help teachers manage the future expectations and any changes that may occur along the way</p> <p>Staff Responsible for Monitoring: Coach-Principal</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: NEW 3.3.5(1b,1d) Staff will meet in a PLC format once a week to discuss improvement of instruction.</p> <p>Strategy's Expected Result/Impact: Support staff in delivering instruction at a high level</p> <p>Staff Responsible for Monitoring: Principal and IC</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: NEW 3.3.6(1b,1d) Staff will designate up to an hour of instructional time to focus and maintain a guided reading system for student improvement and meet this expectation every day of the week M-Th.</p> <p>Strategy's Expected Result/Impact: Deliver more face time instruction to students and improve reading</p> <p>Staff Responsible for Monitoring: Principal and IC</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

District Goal 4: Provide a safe and secure learning environment, cultivating character and high expectations.

Core Belief Four: We believe all students deserve to be educated in a safe and secure environment with high expectations for positive student behavior.

Campus Goal 4: School Culture: The campus will ensure that a shared vision and culture of high expectations exists on the campus for students, staff and parents so that we can maintain an environment that fosters high achievement

Performance Objective 1: To improve the safety and security of our campus, we will maintain our security protocols and raise the expectation for consistency and follow through on safety requirements


Evaluation Data Sources: Documentation of crisis drills, use of the code of conduct as it relates to our campus and board policy


Strategy 1 Details	Reviews			
<p>Strategy 1: REVISED 4.0.0 Campus will prepare and design an implementation of Lion's Pride Way while blending the PBIS characteristics and reward system that includes student leadership opportunities.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline incidence and office referrals by 5%</p> <p>Staff Responsible for Monitoring: PBIS Committee, Principals, Counselor</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 4.0.1 Campus Lion's Pride team will meet two times a year to discuss progress, positives for students, positives for teachers and leader and speaking roles for students.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals and increase in staff attendance</p> <p>Staff Responsible for Monitoring: PBIS Committee, Principals, Counselor</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 4.0.2 Campus Lion's Pride team will meet annually to prepare and implement lessons, goals, strategies and resource notebook</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals and increase in staff attendance</p> <p>Staff Responsible for Monitoring: PBIS Committee, Principals</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: 4.1.1 (4b, 4c, 4d, 4e) Every visitor and volunteer entering the building will report to the office to be screened through RAPTOR and to receive a visitor ID sticker.</p> <p>Strategy's Expected Result/Impact: Usage of RAPTOR system.</p> <p>Staff Responsible for Monitoring: Principal, School Secretary, receptionist</p> <p>Funding Sources: Raptor district level - 199 - General Fund: Local</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: 4.1.2 (4b, 4c, 4d, 4e) Safety weeks will be conducted in both semesters to insure safety. Hold, Secure, Lockdown, Evacuate and Shelter drills will be discussed and practiced.</p> <p>Strategy's Expected Result/Impact: Documentation: Safety Drills Log</p> <p>Staff Responsible for Monitoring: Principals, SRO, , Campus Crisis Team</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: 4.1.3 (4a, 4b, 4c, 4d, 4e) Campus will implement a campus wide discipline plan to support continuity between grade levels, Lion's Pride Way, other elementary campuses and support the district code of conduct.</p> <p>Strategy's Expected Result/Impact: Discipline data over three year continuum</p> <p>Staff Responsible for Monitoring: Principal and Counselor</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: 4.1.4 (4a, 4b, 4c, 4d, 4e) Counselor will conduct monthly classroom visits addressing various character education topics including bullying, social skills, and appropriate decision-making.</p> <p>Strategy's Expected Result/Impact: Discipline data over three year continuum</p> <p>Staff Responsible for Monitoring: Principal and Counselor</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: 4.1.5 (3a,3b,3c) Staff will take a collective responsibility to submit emails to the office to facilitate grounds and facility maintenance.</p> <p>Strategy's Expected Result/Impact: Help-Desk tickets</p> <p>Staff Responsible for Monitoring: All Staff</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 9 Details	Reviews			
Strategy 9: 4.1.8 Campus will translate materials to the Spanish language for parents to understand at home. Staff Responsible for Monitoring: Principal, Secretary, Designated teachers	Formative			Summative
	Oct	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: NEW 4.2.0 The campus will practice active monitoring in the general areas of the building and increase their active monitoring in the halls, restrooms, cafeteria and playground, supply student leaders and speakers and support the characteristics designated in the Lion's Pride Way goals and complete a daily social emotional goal through video to support emotional needs and concepts of the Lion Pride Way. Strategy's Expected Result/Impact: Fewer referrals/ better emotional support with fewer incidents documented in the office Staff Responsible for Monitoring: Principal, Counselor and Teachers	Formative			Summative
	Oct	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: 4.2.1 The campus will continue a Lion's Pride Way student folder system that includes tracking of attendance, screener growth and goal setting Strategy's Expected Result/Impact: Students will take ownership in a high expectation and in their growth Staff Responsible for Monitoring: Principal and teachers Funding Sources: Purchase folders for student use - 199 - General Fund: Local - \$400	Formative			Summative
	Oct	Jan	Mar	June
Strategy 12 Details	Reviews			
Strategy 12: 4.2.2 Students will attend a TEKS related Field Trip and Class picnic yearly as a positive incentive for their attention to academic and behavior progress Strategy's Expected Result/Impact: Students will respond to the incentive by working hard in the classroom Staff Responsible for Monitoring: Principals and teachers, PTO Teacher Representatives	Formative			Summative
	Oct	Jan	Mar	June
Strategy 13 Details	Reviews			
Strategy 13: 4.2.3 Staff will take collective responsibility to use break areas to emphasize simple skills with the addition of posters, skills, walls of honors Strategy's Expected Result/Impact: Increase student awareness and thinking during historically non thinking times Staff Responsible for Monitoring: Teachers, Coach, Principal	Formative			Summative
	Oct	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

District Goal 4: Provide a safe and secure learning environment, cultivating character and high expectations.





Core Belief Four: We believe all students deserve to be educated in a safe and secure environment with high expectations for positive student behavior.

Campus Goal 4: School Culture: The campus will ensure that a shared vision and culture of high expectations exists on the campus for students, staff and parents so that we can maintain an environment that fosters high achievement

Performance Objective 2: To improve positive campus culture with good communication, high expectations and excellent customer service

Evaluation Data Sources: Documentation of parent contacts, newsletters, parent forums, committees and students groups

Strategy 1 Details	Reviews			
<p>Strategy 1: 4.2.5 (1a, 1b, 1c, 1d) The campus will complete a transition activity for students in kindergarten who will attend Bowie in the following year. Students will visit building and receive snack.</p> <p>Strategy's Expected Result/Impact: Principal observation</p> <p>Staff Responsible for Monitoring: Principals, Counselor and Secretary</p> <p>Funding Sources: Bus transportation and activity account - 461 - Campus Activity Fund - \$100</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 4.2.6 (1a, 1b, 1c, 1d) The campus will complete a transition activity for students in third grade who will attend Lummus in the following year. Students will visit building and receive a tour.</p> <p>Strategy's Expected Result/Impact: Principal observation</p> <p>Staff Responsible for Monitoring: Principals, Counselor and Secretary</p> <p>Funding Sources: Bus transportation - 199 - General Fund: Local</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 4.2.7 (1a, 1b, 1c, 1d) The principal will install "We are P.E.A.C.E.makers" theme and focus for the school year. The principal will outline the following focuses: All students are met at the door, all staff will have a sense of building awareness, the campus will instill a sense of pride in our Lion Leaders, Lion's Pride Way , Principals will promote and monitor data goals and tracking with classrooms and students, staff members will participate in a voluntary mentorship program, CARE meetings will be thoughtful and meaningful and staff will commit to home visits based on need.</p> <p>Strategy's Expected Result/Impact: Positive School Climate</p> <p>Staff Responsible for Monitoring: Principals and Counselor and teachers</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: 4.3.0 (4b,4c,4d,4e) Bowie Students will track their attendance by flying their flag outside classroom and charting the most days on a pictograph to raise attendance data 5% for the 2024-2025 school year measured by Skyward data, through public display awareness, student incentives, self monitoring and goal setting monitored through a school-wide bulletin board.</p> <p>Strategy's Expected Result/Impact: Increase attendance, academic awareness and student ownership</p> <p>Staff Responsible for Monitoring: Principal, Teachers and Office Staff</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

District Goal 5: Maintain a positive two-way partnership designed to strengthen the strategies aligned to the district vision and continuously improve teacher effectiveness and student outcomes





Core Belief Five: We believe that maintaining a positive two-way partnership with our community will enhance and strengthen our school system's appeal.

Campus Goal 5: Strategic Operations: The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.

Performance Objective 1: To improve communication and involvement between school, student, parents and community that will increase the number of people who are involved with their child's education and school activities.

Evaluation Data Sources: Documentation of various communications, and documentation of parent involvement in school activities.

Strategy 1 Details	Reviews			
<p>Strategy 1: 5.1.0 (5a,5b, 5d)The campus will continue a reward system to affirm students following the Lion's Pride Way and include a Bowie Store every 3 weeks & Bowie Bashes quarterly.</p> <p>Strategy's Expected Result/Impact: Increase good behavior and decrease referrals for negative behavior</p> <p>Staff Responsible for Monitoring: Principals, Staff, Counselor</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 5.1.4 (5a,5b, 5c,5d) Reconstitute Family Reading/Math Night and several parent activities that include community involvement such as Glow Night, Relay for Life, Goodies with GrownUps and Spaghetti Supper.</p> <p>Strategy's Expected Result/Impact: Sign-in Sheets</p> <p>Staff Responsible for Monitoring: Principals, Committees, Counselor</p> <p>Funding Sources: Teacher time management and Federal Money - 461 - Campus Activity Fund - \$200</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: REVISED 5.1.6 (5a,5b, 5c,5d) Meet the teacher will be conducted in August to bring parents into the building and conference about the upcoming school year.</p> <p>Strategy's Expected Result/Impact: Sign-in Sheets</p> <p>Staff Responsible for Monitoring: Principal, Classroom Teachers</p> <p>Funding Sources: Teacher time management - 199 - General Fund: Local</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: REVISED 5.1.8 (5a,5c, 5d) Multiple forms of communication will be used to share school-related information for teachers and parents, including marquee, Remind 101, Dojo, Facebook, progress reports, newsletter, CARE, weekly folders, and scrolling pictures and calendars on website.</p> <p>Strategy's Expected Result/Impact: School Messenger Usage Reports, Newsletters, Campus & Class Notes</p> <p>Staff Responsible for Monitoring: Principals, Classroom Teachers</p> <p>Funding Sources: Teacher time management, supplies, office management - 199 - General Fund: Local - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: 5.1.9 (5a,5c, 5d) Conduct a parent forum at least three times per year, during which parents have an opportunity to meet with each other and the principal to discuss relevant issues and education-related topics.</p> <p>Strategy's Expected Result/Impact: Sign-in Sheets</p> <p>Staff Responsible for Monitoring: Principals, PTO</p> <p>Funding Sources: Principal time management, supplies - 461 - Campus Activity Fund - \$300</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: 5.2.0 (5a, 5b, 5c) Campus will promote student success and achievements within our community through parent contact, District Website, parent conferences, FB, and quarterly awards assemblies.</p> <p>Strategy's Expected Result/Impact: Completion</p> <p>Staff Responsible for Monitoring: Principals, Counselor and selected staff members</p> <p>Funding Sources: Activity accounts - 461 - Campus Activity Fund - \$200, Teacher/Office time management - 199 - General Fund: Local</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: 5.3.0(5a,5b,5c) The campus will partner with Boys and Girls Club of Ennis to provide after school care on campus</p> <p>Strategy's Expected Result/Impact: Give the students active learning options for the after school hours without moving to the main site and increasing the numbers there</p> <p>Staff Responsible for Monitoring: Principal/Director of B and G</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

District Goal 6: Maintain high-quality facilities with an instructional focus





Core Belief Six: We believe that our facilities should be of the highest quality and well maintained to meet the needs of all stakeholders of the district.

Campus Goal 6: School Culture: The campus will inspire a pride in school facilities that ensures that they meet the highest expectation, maintain the safety and security of the students and provide the environment for optimal learning.

Performance Objective 1: Provide for a safe and positive learning environment for all students.

Evaluation Data Sources: Documentation of work submissions will equate to a positive best kept facility that will inspire school pride and ownership

Strategy 1 Details	Reviews			
<p>Strategy 1: 6.1.0 Campus staff and district leadership will examine the needs of the campus for security and implement planning, training, and physical changes to the campus to strengthen security challenges in the school. The staff will follow expectations for closed door learning(props have been removed)</p> <p>Strategy's Expected Result/Impact: Continue the process of being prepared for any emergency to keep students safe from harm</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: REVISED 6.1.1 Staff will have professional development in the area of behavior de-escalation</p> <p>Strategy's Expected Result/Impact: Support staff in knowing the escalation cycle of every student and how to manage a response.</p> <p>Staff Responsible for Monitoring: Principals, SLC, SpEd</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 6.1.2 School Development of Bully education and reporting Bullying according to district procedures</p> <p>Strategy's Expected Result/Impact: Decrease the amount of reported bullying on campus</p> <p>Staff Responsible for Monitoring: Principal, Staff, PBIS team and Counselor</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: 6.1.5 The staff will continue to supervise at designated times and welcome students to their room each morning Strategy's Expected Result/Impact: Fewer safety concerns in the nurses office Staff Responsible for Monitoring: Principal, teachers	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: 6.1.6 (3a,3b,3c) Staff will take a collective responsibility to provide greeters, speakers and other helpers to support the Lion's Pride Way initiative with our Lion Leaders, recognize weekly ticket winners, positive points in PBIS. Strategy's Expected Result/Impact: Help-Desk tickets Staff Responsible for Monitoring: All Staff	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Title I

2.1: Campus Improvement Plan developed with appropriate stakeholders

[SBDM BOY Meeting](#)

Campus Funding Summary

199 - General Fund: Local					
District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10	Set Aside Professional Development Money for Reading and Math		\$2,000.00
1	1	11	Summative information/Current offerings/focus for 2016-17		\$1,000.00
1	1	12	Access to Google Drive Technology		\$0.00
1	1	13	Reading intervention teacher and para salaries		\$60,000.00
1	1	15	District provided application and campus based printing costs		\$500.00
1	1	18	printing of materials		\$1,000.00
1	1	20	Incentives		\$200.00
1	1	21			\$500.00
1	2	1	Title I, ESL and local budgets for materials, transportation and personnel		\$4,000.00
1	2	2	Teacher time management and class supplies		\$0.00
1	2	3	District provided application and campus based printing costs		\$500.00
1	2	4	Teacher time management		\$0.00
1	3	3	Combination of technology funding, grant funding and activity accounts		\$200.00
2	1	3	Teacher time management and extended time		\$0.00
2	1	5	Teacher time management		\$0.00
2	1	6	PD funding		\$0.00
3	1	2	\$1000, \$1000, \$1000		\$3,000.00
3	2	4	Print shop fund		\$4,000.00
3	2	5	Critical resource budget		\$4,000.00
4	1	4	Raptor district level		\$0.00
4	1	11	Purchase folders for student use		\$400.00
4	2	2	Bus transportation		\$0.00
5	1	3	Teacher time management		\$0.00
5	1	4	Teacher time management, supplies, office management		\$1,000.00
5	1	6	Teacher/Office time management		\$0.00
Sub-Total					\$82,300.00

461 - Campus Activity Fund

District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	16	Staff development prep and food		\$500.00
1	3	3	Combination of technology funding, grant funding and activity accounts		\$200.00
2	1	2	Staff development supplies and snacks		\$500.00
2	1	7			\$0.00
4	2	1	Bus transportation and activity account		\$100.00
5	1	2	Teacher time management and Federal Money		\$200.00
5	1	5	Principal time management, supplies		\$300.00
5	1	6	Activity accounts		\$200.00
Sub-Total					\$2,000.00