

Corsicana Independent School District
2023-2024 Bowie Campus Improvement Plan
2023-2024 Campus Improvement Plan

Accountability Rating: C



Mission Statement

Bowie Elementary School, in partnership with parents and the community, will strive to teach students in character building, work ethic, and academic achievement in a safe and nurturing environment to become lifelong learners.

Vision

Bowie Elementary faculty and staff members will support students in being the model of a learner-centered school.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bowie students make up is: 14.63% African American, 33.66% Hispanic, 71.34% White, 4.6% Pacific Islander, 1.2% Asian, 1.6% American Indian/Alaskan, 6.62% Multi-Race . Currently, we have 15.23% of students identified as Gifted and Talented. Teachers make up 3% Pacific Islander, 7% Hispanic, 7% African American, 82% White, 5.11% Two-or More. We have approximately 227 students on free lunch and reduced lunches - 46.50% free/reduced lunch. We have 50.55% of students identified At Risk. We have 12.35% Dyslexia, 9.88% 504, 7.82% LEP, 4.81% 504, and 18.44% Special Education. Total enrollment per grade level is 85 Kindergarten, 93 1st Grade, 102 2nd Grade, 107 3rd Grade, 112 4th Grade. Bowie attendance rating - approximately 96%. Perfect attendance incentives are given per 9weeks. Demographics fluctuate due to enrollment and withdrawal.

Demographics Strengths

Bowie met English Learner Proficiency Status in EL Proficiency

Bowie met Math Academic Achievement Status in All Students, Hispanic, White, Economically Disadvantage, Special Education, Continuously Enrolled, and Non-Continuously Enrolled.

Student Achievement

Student Achievement Summary

Bowie Elementary 2021-2022

All Test:

Approaches 78%, Meets 51%, Masters 25%

Met Standard:

Domain 1 Student Achievement - 73%

Domain 2 School Progress - 76%

Domain 3 Closing The Gaps - 68%

Bowie student academic achievements are as follows with the STAAR score:

3rd Reading - Approaches - 70%

Meets - 48%

Masters - 31%

Math - Approaches - 63%

Meets - 39%

Masters - 14%

4th Reading - Approaches -76%

Meets - 52%

Masters - 23%

Math - Approaches - 85%

Meets - 63%

Masters - 33%

Bowie met 0 Reading academic achievement status and met 6 Math academic achievement statuses for meets and masters.

Campus Accountability Rating

Bowie Elementary C-74

Student Achievement Strengths

Bowie's Strengths: Accountability Rating Overall Summary is MET STANDARD with no additional targeted support area.

Teachers use appropriate interventions that are focused and purposeful. Teachers collaborate vertically and have strong Tier 1 instruction. Teachers also use the NWEA MAP, Imagine Learning, DRA, TX-KEA, Education Galaxy-Lift Off, Istation Reading, Istation Math, Moby Max-Fact Master data, and common assessment/benchmark data discussed in Data talk meetings to make appropriate instructional decisions.

Bowie Distinction Designation 2021-2022

Math

Comparative Academic Growth

Comparative Closing the Gaps

School Culture and Climate

School Culture and Climate Summary

Bowie has an outstanding school culture. Students, teachers, and parents are happy and positive. Students are happy to be at school and the overall attitude is a positive one. Teachers truly are about the students and work together well with one another to ensure student success. Our school is getting back to normal and looking forward to our school programs this year with the teachers help to develop the new way of doing school programs: Thanksgiving Feast, Veteran's Day, Black History Month, Cinco do Mayo, and Memorial Day.

The Bowie PTO is very supportive of our teachers, students, academic needs, and campus needs. Fundraisers are supported by parents and community.

School Culture and Climate Strengths

1. Involvement of students, staff, and supporting parents for the entire campus.
2. 4th Grade Leadership program - Students learn the Leader in Me 8 habits of Manage Yourself, Lead Others, and Unleash Potential. These students lead the morning pledges during announcements. Due to DCD and TEA guidelines, we are still in the creative process of adding new ways to serve our campus.
3. Principal, Assistant Principal, Counselor, and campus Officer greet and welcome all students before school every day.
4. Our campus police officer is very involved with campus activities and leads students in raising and lowering the flags everyday. Completes a walk around the campus to make sure all exterior doors are secure. Our campus police officer has started a campus Explorer Program that will guide students to a better path for the future through leadership, teamwork and friendship.
5. The campus custodians are helpful, friendly, and keep the school looking great. They help students daily during their lunch time.
6. Excellent communication through Class Dojo, Bowie's Facebook page, Twitter, Bowie's page on the district website, campus marquee, grade level news letter, Wednesday folders, and Campus News Letter.
7. Fist Bump Fridays: We welcome student groups from the Corsicana High School and Navarro College as well as community organizations with churches, and Chick-fil-A is invited to come and help greet our students before school by giving them a fist bump to start their day while music is playing.
8. Students participate in morning announcements by saying the pledge of allegiance to the American Flag and Texas Flag.
9. Spotighting Teachers and Staff for making a difference in every child's life on our campus.
10. Monday Morning Message and Friday Message from the Principal.
11. Top Dog Intervention Celebration and Acknowledgment for growth
12. Nine-week Growth Celebration on MAP, Education Galaxy, Reading Level

13. Nine-week Perfect Attendance recognition

14. Nine-week Behavior Celebration with Tiger Ticket Prize Patrol

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

1. Strong teachers with experience
2. Low teacher turnover
3. Highly qualified teachers for all subjects

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Strengths

1. This is our 4th year with the Reading and Language Arts curriculum adoption of Houghton Mifflin Harcourt that is aligned with the Texas Essential Knowledge and Skills in all grade levels.
2. This is our 1st year with the StemScopes adoption for Math and Science that is aligned with the Texas Essential Knowledge and Skills in all grade levels
3. All curriculum is vertically aligned through the different grade levels.
4. All weekly assessments that are aligned with instruction.
5. Our teachers are focused on teaching with engagement and higher-order thinking.

Parent and Community Engagement

Parent and Community Engagement Summary

Our Bowie family overall is an involved group of concerned parents, community members, and staff. They participate in our PTO and in our Site-Based team. They attend our campus school activities: Kinder Tiger Cub Camp, Meet the Teacher Night, Reading Night, Math Night, Bilingual Literacy Night, PTO Event, Veteran's Day, Scholastic Book Fair. Our staff members strive to build positive relationships with the families of their students and communicate with them regularly to keep them informed of campus happenings. Bowie Facebook Page, Class Dojo, Bowie PTO Facebook Page, CISD Facebook Page, CISD website, Campus News Letter, and Classroom News Letters are all designed to share valuable information and reminders to families of upcoming events at Bowie and across CISD. When volunteers are needed for various campus events, we have no problem getting help from our families and the community.

Parent and Community Engagement Strengths

Our Bowie PTO is a small, yet very actively involved group of parents. They have an annual fundraiser through the Big Kahuna that provides for many needs on the campus including help with financing and supporting with classroom activities, and many other things. They also provide workers for our Scholastic Book Fairs and monthly staff appreciation. They are a hard-working group of parents and teachers.

Our campus also participates in other community engagement activities:

- Waste Not Want Not - Food Program
- Grade level service projects
- Tiny Teeth - Pediatric Dental
- Voice
- Kids Connection

Technology

Technology Summary

Bowie Elementary students regularly and routinely use technology; one-to-one student laptops and computer labs are used by our students for lesson activities, intervention, and reinforcement of lesson concepts. Our students are continuing to learn how to use Canvas in their classrooms for daily learning. Our technology teacher and our classroom teachers receive regular technology updates.

Technology Strengths

1. Bowie has one-to-one laptop technology campus-wide.
2. We have a cart per classroom of laptops to use in the classroom for Canvas, NWEA MAP, Imagine Learning, Education Galaxy, and Moby Max. Our teachers are receptive to new technology resources and regularly find new ways to use technology in their classrooms.
3. Our Librarian is using technology with our students on a daily basis.
4. Technology is being used on a daily basis with all students and teachers with the application of Canvas.
5. Teachers are now saving things to One Drive.
6. STAAR Test will be taken online with the use of the students one-to-one device.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data




- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results


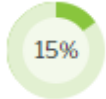






Goals

Goal 1: Bowie Elementary will meet or exceed all State and Federal Standards for Academic Excellence.

Performance Objective 1: Students will be actively engaged in rigorous and relevant instruction that will develop deeper understandings of TEKS objectives.

Evaluation Data Sources: STAAR Reports, Lesson Plans/Benchmarks, T-TESS Walkthroughs/Observations, DMAC, Common Assessments, Progress Learning, Age of Learning, NWEA MAP, TX-KEA




Strategy 1 Details	Reviews			
<p>Strategy 1: Prepare all students to show growth in academic progress and state assessment performance utilizing the Fundamental 5 practices</p> <p>Strategy's Expected Result/Impact: Student growth and achievement evident through common assessments, benchmarks, STAAR reports, Progress Learning, Age of Learning, TX-KEA, DMAC, NWEA MAP</p> <p>Staff Responsible for Monitoring: Campus Administration/Curriculum Department/Special Programs/Classroom Teachers/Interventionists</p>	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Prepare English Learners to show growth in academic progress and state assessment performance through the use of ELPS strategies</p> <p>Strategy's Expected Result/Impact: T-TESS and Instructional Walk-throughs, assessment data, student grades, progress monitoring, and number of students meeting approaches grade level standard or higher on state assessments.</p> <p>Staff Responsible for Monitoring: Campus Administration/Curriculum Department/Special Programs/Classroom Teachers/Interventionists</p>	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Prepare Special Education students to show growth in academic progress and state assessment performance through the use of station and parallel teaching inclusion models strategies.</p> <p>Strategy's Expected Result/Impact: Student growth and achievement evident through common assessments, benchmarks, STAAR reports, Progress Learning, DMAC, NWEA MAP</p> <p>Staff Responsible for Monitoring: Campus Administration/Curriculum Department/Special Programs/Classroom Teachers/Interventionists</p>	Formative			Summative
	Nov	Jan	Mar	May
				







Strategy 4 Details	Reviews			
<p>Strategy 4: Provide opportunities for teacher collaboration and guidance for growth in lesson planning, knowledge of content/TEKS, Alignment to the appropriate rigor of TEK, implementation of effective teaching practices at higher levels, and following CISD calibration process for all learning methods .</p> <p>Strategy's Expected Result/Impact: Teachers will become more focused on student progress; teachers will be able to use inclusion strategies and EL strategies more effectively; teachers will take initiative for personal and professional growth</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coaches, Curriculum Department, and Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Bowie teachers will incorporate the Jane Shaffer and Bill MacDonald writing strategies in all content areas K-4.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in writing in all grade levels.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Curriculum Department, and teachers</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers will design lessons to incorporate small group instruction utilizing hands-on learning and use of manipulatives for concrete application of concepts. This should include instruction in guided reading, guided math, interventions, and reteaching.</p> <p>Strategy's Expected Result/Impact: Increase student achievement and content mastery in all grades and content areas.</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coaches, Curriculum Department, and Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide learning opportunities to improve the academic performance of Emergent Bilingual students in reading, listening, speaking, and writing.</p> <p>Strategy's Expected Result/Impact: Increase the number of English Learners who meet grade-level expectations as indicated by MAP growth, TELPAS - advanced high performance levels, and/or STAAR performance in reading and writing.</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coaches, Curriculum Department, and Classroom Teachers, and Coordinator of ESL/Bilingual Education.</p>	Formative			Summative
	Nov	Jan	Mar	May
				
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Goal 1: Bowie Elementary will meet or exceed all State and Federal Standards for Academic Excellence.

Performance Objective 2: Close academic gaps in reading and math in all sub groups to increase proficiency and fluency reading and math.

Evaluation Data Sources: Progress Learning, TX-KEA, STAAR, Age of Learning, NWEA MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Implementing Tiger Time with fidelity in all grades daily.</p> <p>Strategy's Expected Result/Impact: Student growth and achievement evidence through common assessments, benchmarks, STAAR reports, Progress Learning, MAP, TX-KEA</p> <p>Staff Responsible for Monitoring: Campus Administration /Curriculum Department /Special Programs/ Classroom Teachers/ Campus Interventionist</p>	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Grades K-4 will continue consistent math and reading RTI plan. Grades K-4 will continue a universal and diagnostic screener in math and reading three times per year (BOY, MOY, EOY). Increased time for individualized interventions will be planned in the campus daily schedules.</p> <p>Strategy's Expected Result/Impact: Student growth and achievement evidence through common assessments, benchmarks, STAAR reports, Progress Learning, NWEA MAP, TX-KEA</p> <p>Staff Responsible for Monitoring: Campus Administration /Curriculum Department /Special Programs/ Classroom Teachers /Campus Interventionist</p>	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: We will design lessons to incorporate small group instruction utilizing hands-on learning and the use of manipulative for concrete applications of concepts. This should include instruction in guided reading, guided math, interventions, and reteaching. Small group strategies will be adapted for virtual learners.</p> <p>Strategy's Expected Result/Impact: Increased student achievement and content mastery in all grades and content areas.</p> <p>Staff Responsible for Monitoring: Campus Administration /Curriculum Department /Special Programs/ Classroom Teachers /Campus Interventionist/ Digital Learning Coach/Technology/Instructional Coaches</p>	Formative			Summative
	Nov	Jan	Mar	May
				






Strategy 4 Details	Reviews			
<p>Strategy 4: Bowie teachers will close gaps in foundational literacy skills by supplementing with phonics program Saxon Phonics and increasing time spent in hands-on activities on phonics, phonemic awareness, spelling, and fluency in grades K-2.</p> <p>Strategy's Expected Result/Impact: Increased mastery of phonics, reading fluency, spelling, reading and writing proficiencies.</p> <p>Staff Responsible for Monitoring: Campus Administration, Teachers, Instructional Coaches, and Curriculum Department</p> <p>TEA Priorities: Build a foundation of reading and math -</p> <p>Funding Sources: Early Literacy Phonics & Phonemic Awareness Materials - 282 ESSER III</p>	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Bowie teachers will monitor progress of oral reading fluency for each student in grades K-4 utilizing district RTI programs and resources.</p> <p>Strategy's Expected Result/Impact: Increased oral reading fluency and reading proficiencies.</p> <p>Staff Responsible for Monitoring: Campus Administration, Teachers, Instructional Coaches, and Curriculum Department</p> <p>Funding Sources: RTI Program - MAP Oral Reading Fluency - 282 ESSER III</p>	Formative			Summative
	Nov	Jan	Mar	May
				
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Goal 1: Bowie Elementary will meet or exceed all State and Federal Standards for Academic Excellence.

Performance Objective 3: The percentage of 3rd grade students who score "Meets" grade level or "Above" on STAAR Reading will increase to a minimum of 45% by June 2024 . HB3 Early Childhood Literacy Goal

HB3 Goal

Evaluation Data Sources: STAAR Reading Assessment, TAPR Report, State Accountability Data






Strategy 1 Details	Reviews			
<p>Strategy 1: Increase 3rd grade literacy proficiency through effective implementation of the RTI programs, oral reading fluency practice & monitoring, small group instruction, and core instruction aligned to the TEKS and district ELAR adoption.</p> <p>Strategy's Expected Result/Impact: The percentage of 3rd grade students who score "Meets" grade level or "Above" on STAAR Reading will increase from 48% to 50% by June 2024. Continued annual increases will exceed the district goal of 45% by June 2024.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Instructional Coaches, and Curriculum Department</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Bowie Elementary will meet or exceed all State and Federal Standards for Academic Excellence.

Performance Objective 4: The percentage of 3rd-grade students who score "Meets" grade level or "Above" on STAAR Math will increase to a minimum of 45% by June 2024. HB3 Early Childhood Math Goal.

HB3 Goal








Evaluation Data Sources: STAAR Math Assessment, TAPR Report, State Accountability Data






Strategy 1 Details	Reviews			
<p>Strategy 1: Increase 3rd grade math proficiency through effective implementation of the RTI programs, computational fluency practice & monitoring, small group instruction, and core instruction aligned to the TEKS and district instructional resources.</p> <p>Strategy's Expected Result/Impact: The percentage of 3rd grade students who score "Meets" grade level or "Above" on STAAR Math will increase from 39% to 47% by June 2024. Continued annual increases will achieve district goal of 45% by June 2024.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Instructional Coaches, and Curriculum Department</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Promote and develop positive relationships through communication, involvement, and partnerships with our community.

Performance Objective 1: Improve and increase partnerships with parents, community organizations and businesses.

Evaluation Data Sources: Campus Administration/Counselor/Classroom Teachers/PTO







Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct a "Meet the Teacher" night. Students and parents will meet their student's classroom teacher and receive a parent packet.</p> <p>Strategy's Expected Result/Impact: Participation in campus activities/comments from parents/attendance</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselor, Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Host Campus Parent Information Night and parent/teacher conference events to encourage communication with teachers, to understand the STAAR expectations, to explain grade level information and parent involvement opportunities, as well as the attendance, punctuality, and organization.</p> <p>Strategy's Expected Result/Impact: Participation in campus activities/comments from parents/attendance sign-in sheets</p> <p>Staff Responsible for Monitoring: Campus Administration, Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Regularly utilize Social Media, school webpages, Class Dojo, Grade Level News Letters and Campus News Letters sent home to parents for school communication</p> <p>Strategy's Expected Result/Impact: Participation in campus activities/comments from parents/attendance sign-in sheets</p> <p>Staff Responsible for Monitoring: Campus Administration, Classroom Teachers, PTO</p>	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Conduct a Tiger Cub Camp to encourage communication with teachers, to understand the Kindergarten expectations, to explain grade level information and parent involvement opportunities, as well as attendance and punctuality.</p> <p>Strategy's Expected Result/Impact: Participation in campus activities/comments from parents/attendance sign-in sheets</p> <p>Staff Responsible for Monitoring: Campus Administration, Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Host Math Activity Night, Literacy Activity Night, Bilingual Family Literacy Night to introduce and encourage games in math and reading activities.</p> <p>Strategy's Expected Result/Impact: Participation in campus activities/comments from parents/attendance sign-in sheets</p> <p>Staff Responsible for Monitoring: Campus Administration, Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: Analyze and identify student non academic needs and connect families with wrap-around resources.</p> <p>Staff Responsible for Monitoring: Family and Community Parent Liaison, Counselor, Classroom Teachers, Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	May
				
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Goal 3: Bowie Elementary will create a safe and orderly environment that promotes student learning and staff effectiveness.

Performance Objective 1: All students and staff will feel safe, valued, and cared for at Bowie Elementary.

Evaluation Data Sources: Campus Administration/Counselor/Classroom Teachers/Campus Staff Members/CISD Law Enforcement

Strategy 1 Details	Reviews			
<p>Strategy 1: Acknowledgement and recognition of character traits by implementation of "Bowie Best" program, leaders acknowledged by being named "Student of the Week"</p> <p>Strategy's Expected Result/Impact: Leadership qualities instilled in all students and pride in themselves and their school; kindness shown toward classmates, reduction in office referrals</p> <p>Staff Responsible for Monitoring: Campus Administration/Counselor/Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus emergency plans are updated annually by Campus Administration; students and staff participate in emergency evacuation, fire, shelter, hold, lockout and lockdown drills regularly and are prepared for emergencies</p> <p>Strategy's Expected Result/Impact: Students exit the building appropriately during drills and participate cooperatively with teacher instructions during drills to be prepared for any campus emergency</p> <p>Staff Responsible for Monitoring: Campus Administration/Counselor/Classroom Teachers/Campus Staff Members</p>	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Positive Behavior Interventions and Strategies are used on campus to promote positive behavior choices; Tiger Ticket Prize Patrol (once each nine weeks) and Class Dojo are awarded as incentives.</p> <p>Strategy's Expected Result/Impact: Students consistently modeling appropriate campus and classroom behavior</p> <p>Staff Responsible for Monitoring: Campus Administration/Counselor/Classroom Teachers/Campus Staff Members</p>	Formative			Summative
	Nov	Jan	Mar	May
				
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Title I

1.1: Comprehensive Needs Assessment

Bowie Elementary 2021-2022

All Test:

Approaches 78%, Meets 51%, Masters 25%

Met Standard:

Domain 1 Student Achievement - 78%

Domain 2 School Progress - 86%

Domain 3 Closing The Gaps - 83%

Bowie student academic achievements are as follows with the STAAR score:

3rd Reading - Approaches - 80%

Meets - 48%

Masters - 31%

Math - Approaches - 73%

Meets - 39%

Masters - 14%

4th Reading - Approaches -73%

Meets - 52%

Masters - 23%

Math - Approaches - 84%

Meets - 63%

Masters - 33%

Bowie met 1 Reading academic achievement status and met 6 Math academic achievement statuses for meets and masters.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Name	Position	Committee Role
Hollye Usery	Principal	Administrator
Verlena Bodie	Assistant Principal	Administrator
Madison Medrano	Counselor	Non-classroom Professional
Abigail Lavene	Kindergarten Teacher	Classroom Teacher
Jennifer Hill	1st Grade Teacher	Classroom Teacher

	Name	Position	Committee Role
	Bethany Johnson	2nd Grade Teacher	Classroom Teacher
	Cynthia Watson	3rd Grade Teacher	Classroom Teacher
	Bret Sowell	4th Grade Teacher	Classroom Teacher
	Courtney Drain	Parent	Parent
	Paula Jones	Business Owner	Business Representative
	Lori Haynie	Community Representative	Community Representative

2.2: Regular monitoring and revision

Bowie Elementary will conduct monthly and quarterly assessments to show academic progress and reteach when necessary.

2.3: Available to parents and community in an understandable format and language

Bowie Campus Improvement Plan is available on the district web site. This is also communicated through Class Dojo and translated to Spanish.

2.4: Opportunities for all children to meet State standards

Opportunities provided to all students to meet State standards consist of:

- * Small Group Instruction
- * Progress Learning
- * Moby Max
- * Imagine Learning
- * RTI
- * Summit K-12

* Saxon Phonics

2.5: Increased learning time and well-rounded education

Bowie provides opportunities for students to come in early for morning computer time on Progress Learning, Imagine Learning and Moby Max.

Bowie provides all students with a one to one device.

Bowie continues the Leader In Me program, which provides leadership opportunities for students.

Bowie participates by grade level on community projects.

*Kindergarten - Supports our local Fire Department

*1st - Collects food for the local animal shelter

*2nd - Create cards and visit local nursing homes

*3rd - Collects food for the local food pantry

*4th - Relay for Life

2.6: Address needs of all students, particularly at-risk

Bowie Elementary addresses the needs of all students and at-risk by using universal screeners to identify the level of the student and support through a structured Tiger Time that supports the RTI program to close gaps in learning.

3.1: Annually evaluate the schoolwide plan

4.1: Develop and distribute Parent and Family Engagement Policy

Bowie Elementary will develop and distribute the Parent and Family Engagement Policy through the Bowie Site Base Decision Making Committee and PTO Meeting.

4.2: Offer flexible number of parent involvement meetings

The Bowie counselor in conjunction with the district counselors are starting Counselors in the Communities to support parents and provide needed training on the district Webpage, Sign up for Parent Portal and Smart Tag. They will be meeting with parents at their jobs and provide a translator when needed.

Bowie will also provide Parent Information Nights, Math Night, Reading Night, Bi-lingual Family Literacy Night, Fun Night, Book Fair and Holiday Open House.

2023-2024 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Hollye Usery	Principal
Administrator	Verlena Bodie	Assistant Principal
Non-classroom Professional	Madison Medrano	Counselor
Classroom Teacher	Abigail Lavene	Kindergarten Teacher
Classroom Teacher	Jennifer Hill	1st Grade Teacher
Classroom Teacher	Bethany Johnson	2nd Grade Teacher
Classroom Teacher	Cynthia Watson	3rd Grade Teacher
Classroom Teacher	Brett Sowell	4th Grade Teacher
Parent	Courtney Drain	Parent
Business Representative	Paula Jones	Business Owner
Community Representative	Lori Haynie	Community Representative

Campus Funding Summary

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Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	Early Literacy Phonics & Phonemic Awareness Materials		\$0.00
1	2	5	RTI Program - MAP Oral Reading Fluency		\$0.00
Sub-Total					\$0.00