

Greenville Independent School District
Bowie Elementary School
2022-2023 Campus Improvement Plan

Accountability Rating: B



Public Presentation Date: October 25, 2022

Mission Statement

Our united GISD community strives to prepare, inspire, and empower every student to lead a successful life.

Vision

Bowie Elementary - Cultivate our UNIQUE learners for today and tomorrow.

We educate today...you succeed tomorrow.

Core Beliefs

We believe every student deserves to be in a safe environment while receiving a broad-based education in preparation for life and work.

- ***We will maintain on each GISD campus, a safe and disciplined environment conducive to student learning and employee effectiveness.***

We believe all children can and will reach their full educational potential when given the necessary tools, direction, and support.

- ***We will ensure that all children leave GISD with a strong educational foundation which will allow them to pursue their goals and dreams regardless of personal circumstance, economic status, or learning challenges. This will be facilitated through the equitable allocation of resources and utilization of personalized education plans.***

We believe our exceptional staff is the most important resource serving the students of our district.

- ***We will actively recruit, support, develop, and maintain highly qualified employees who have character and competencies for all areas of the organization. The district will develop an attractive and competitive career package that will establish GISD as a preferred employer.***

We believe GISD is accountable to all stakeholders through the success of our students and staff.

- ***We will continually strive toward achieving the highest accountability ratings established by the Texas Education Agency and will foster the development of leadership skills which will allow our students to become successful and productive citizens.***

We believe GISD is accountable to all stakeholders through the efficient use of our resources.

- ***We will maintain fiscal responsibility in all district management decisions. We will implement our long-range strategic plan to ensure that improvements in school and support facilities are developed in a timely, functional, and cost-effective manner. We will maintain existing facilities to support the safety, comfort, and educational well-being of all those in our district. We will communicate with open, honest, transparency of the financial needs of the district with the broader community.***

We believe partnerships with the larger community are vital to a vibrant and exceptional educational system, and that maintaining effective communication is critical to maintaining these relationships.

- *We will maintain accurate, consistent, timely, and interactive communication between district employees, students, parents, and the community at large. The district will provide for family and community involvement that results in positive partnerships reflecting a willingness to work with the district and to share responsibility at various levels for the education of our students.*

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Achievement	6
School Culture and Climate	10
Staff Quality, Recruitment, and Retention	11
Curriculum, Instruction, and Assessment	12
Parent and Community Engagement	13
School Context and Organization	14
Technology	15
Priority Problem Statements	16
Comprehensive Needs Assessment Data Documentation	17
Goals	19
Goal 1: Bowie Elementary will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.	20
Goal 2: Bowie Elementary will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.	37
Goal 3: Bowie will follow district processes to actively recruit, support, develop, and retain highly-qualified employees for all areas of our campus.	43
Goal 4: Bowie Elementary will implement the district's long-range financial plan that results in the most effective mix of educational and financial resources available while attaining the long-range goals and objectives of Greenville ISD.	46
Goal 5: Communication among the campus employees, students, parents and the community at-large will be accurate, consistent, timely, effective and interactive. The campus will provide for family and community involvement that results in positive partnership. Partnership means a willingness to do, to give, to work with the campus and share responsibility at various levels of involvement accepting responsibility for the education of students.	49

Comprehensive Needs Assessment

Demographics

Demographics Summary

Bowie Elementary is a kindergarten through 5th grade Title I campus in Greenville ISD serving about 600 students as of October 1, 2022. Enrollment notes a slight increase in students from last school year. During the 2019-2020 school year, student enrollment fluctuated between 615-630 students. During the 2020-2021 school year, student enrollment averaged about 540 students.

Reflective of 10/2022:

71.02%* of students are Economically Disadvantaged

22.51% of students are served within Bilingual or English as a Second Language programs

7.6% of students are Gifted and Talented

11.25%* of students are Special Education

The campus population is comprised of the following demographic breakdown:

9.6% African American

50.33%* Hispanic

32.94% White

6.45%* Two-or-More

(* indicates an increase over previous year)

The overall attendance rate for the 2021-2022 school year was 96.5%.

Class sizes by grade level are within the 22:1 ratio in grades K through 4th. Although not held to the 22:1 ratio guideline, 5th grade also falls within the 22:1 ratio. This school year, Bowie will have 2 established two-way dual language kindergarten classes (Native English and native Spanish speakers) and 3 general education classes. 1st grade will have 2 two-way dual language classes and 3 general education classes. 2nd grade will have 2 two-way dual language classes, and 3 general education classes. 3rd grade will have 2 two-way dual language class and 3 general education classes. 4th grade will have 1 two-way dual language class and 4 general education classes. 5th grade will have 1 one-way dual language class and 4 general education classes.

Demographics Strengths

Bowie's teacher:student ratio is at or under the state requirements. Teachers can provide RtI interventions (academics and behavior), Guided Math and Guided Reading structures effectively.

Bowie continues to add to one-way and two-way dual language classes to our Dual Language Academy.

Bowie houses a full-time Gifted & Talented teacher that serves students daily.

Bowie employees 2 Special Education Inclusion teachers, Inclusion aide, 1 self-contained teacher for Structured Teach unit that serves students with Autism, 2 aides within the self-contained unit, Speech teacher, and Special Education interventionist.

Climate and culture of the campus has thrived with the additions of new families, language of instruction and traditions. Bowie is able to communicate with all families due to having bilingual staff members.

Bowie's student attendance continues to be steady.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Bowie's Economically Disadvantaged, Hispanic, Emergent Bilingual, and Special Education populations have grown. Based on 2022 STAAR data, all of these increasing populations did not meet academic achievement closing the gap status in the area of Math. **Root Cause:** Student differentiation within a general education classroom of many student populations is very challenging.

Problem Statement 2: Bowie's Special Education population has grown. Based on 2022 STAAR data, this increasing population did not meet academic achievement closing the gap status in the area of ELA/Reading. **Root Cause:** Student differentiation within a general education classroom of many student populations is very challenging.

Student Achievement

Student Achievement Summary

2022 Bowie STAAR Results

	Approaches	Meets	Masters
3 rd Grade Math	70% (57%)	29% (25%)	8% (11%)
3 rd Grade English Reading	73% (52%)	47% (30%)	22% (10%)
3 rd Grade Spanish Reading	36% (65%)	27% (40%)	9% (25%)
4 th Grade Math	70% (61%)	33% (32%)	13% (18%)
4 th Grade English Reading	76% (54%)	52% (26%)	18% (7%)
4 th Grade Spanish Reading	41% (50%)	18% (42%)	12% (21%)
5 th Grade Math	83% (53%)	55% (18%)	31% (2%)
5 th Grade English Reading	82% (51%)	55% (27%)	35% (17%)
5 th Grade Spanish Reading	100% (0%)	0%	0%
5 th Grade Science	74% (44%)	42% (10%)	16% (4%)

Student Achievement

STAAR Performance: 45 (30) - C Rating

School Progress

Academic Growth: 81 - B Rating

Relative Performance (Eco Dis: 68.7%): 45 (30) - C Rating

Closing the Gaps % of Indicators Met

Academic Achievement Status: 39% (0%)

Growth Status: 100%

English Language Proficiency Status: 100% (100%)

Student Success Status: 60% (0%)

Targeted Supports NOT Met (% of students meeting grade level standard or above):

ELA/Reading- White, Special Education

Math - All students, African American, Hispanic, White, Economically Disadvantaged, Emergent Bilingual, Special Education, Continuously Enrolled, and Non-continuously Enrolled

2021 STAAR Results in (); Green shows increase in student performance

Kindergarten End of the Year DRA (Developmental Reading Assessment) - EOY Goal: 4

	DRA Level	Exceeds Expectations	Meets Expectations	Approaches Grade Level	Does NOT Meet Expectations
Bowie Elementary School	4.48	27.85%	22.78%	25.32%	24.05%
Economic Disadvantage	4.48	25%	20%	28.33%	26.67%
Asian	8	100%	0%	0%	0%
Black/African American	5.57	42.86%	42.86%	14.29%	0%
Hispanic	5.15	33.33%	24.24%	18.18%	24.24%
Two or More Races	3.88	12.50%	12.50%	50%	25%
White	3.53	20%	20%	30%	30%
Currently Emergent Bilingual	4.33	33.33%	33.33%	0%	33.33%
Special Ed Indicator	3.33	25%	16.67%	16.67%	41.67%

Kindergarten End of the Year EDL (Spanish) - EOY Goal: 4

	EDL Level	Exceeds	Meets	Approaches	Does NOT Meet
Bowie Elementary School	7.27	81.82%	9.09%	9.09%	0%
Economic Disadvantage	7.35	88.24%	5.88%	5.88%	0%
Hispanic	7.27	81.82%	9.09%	9.09%	0%
Currently Emergent Bilingual	7.3	80%	10%	10%	0%
First Year of Monitoring	8	100%	0%	0%	0%
Second Year of Monitoring	6	100%	0%	0%	0%

1st Grade End of the Year DRA (Developmental Reading Assessment) - EOY Goal: 16-18

	DRA Level	Exceeds	Meets	Approaches Grade Level	Does NOT Meet
Bowie Elementary School	17.24	41.82%	7.27%	7.27%	43.64%
Economic Disadvantage	16	35.71%	4.76%	7.14%	52.38%
Asian	38	100%	0%	0%	0%
Black/African American	10.4	20%	0%	0%	80%
Hispanic	18.35	47.06%	5.88%	11.76%	35.29%
Two or More Races	22	66.67%	33.33%	0%	0%
White	16.55	37.93%	6.90%	6.90%	48.28%

	DRA Level	Exceeds	Meets	Approaches Grade Level	Does NOT Meet
Currently Emergent Bilingual	19	50%	50%	0%	0%
Special Ed Indicator	11.38	12.50%	12.50%	0%	75%

1st Grade End of the Year EDL (Spanish) - EOY Goal: 16-18

	EDL Level	Exceeds	Meets	Approaches Grade Level	Does NOT Meet
Bowie Elementary School	17.54	53.85%	7.69%	5.13%	33.33%
Economic Disadvantage	17.53	56.25%	3.12%	6.25%	34.38%
Hispanic	20.19	74.07%	3.70%	7.41%	14.81%
Two or More Races	12	0%	33.33%	0%	66.67%
White	11.44	11.11%	11.11%	0%	77.78%
Currently Emergent Bilingual	21.79	83.33%	4.17%	4.17%	8.33%
Special Ed Indicator	13	40%	0%	0%	60%

2nd Grade End of the Year DRA (Developmental Reading Assessment; Includes Native Spanish Speakers within Dual Language) - EOY Goal: 28

	DRA Level	Exceeds	Meets	Approaches Grade Level	Does NOT Meet
Bowie Elementary School	26.72	46.60%	11.65%	4.85%	36.89%
Economic Disadvantage	25.64	44.78%	11.94%	5.97%	37.31%
Asian	29	50%	50%	0%	0%
Black/African American	26.57	42.86%	21.43%	0%	35.71%
Hispanic	25.64	44.44%	11.11%	6.67%	37.78%
Two or More Races	27.14	57.14%	14.29%	0%	28.57%
White	27.94	48.57%	5.71%	5.71%	40%
Currently Emergent Bilingual	22.96	40%	8%	8%	44%
Second Year of Monitoring	37	100%	0%	0%	0%
Special Ed Indicator	17.27	18.18%	9.09%	0%	72.73%

2nd Grade End of the Year EDL (Spanish; Includes Native English Speakers within Dual Language) - EOY Goal: 28

	EDL Level	Exceeds	Meets	Approaches Grade Level	Does NOT Meet
Bowie Elementary School	19.76	18.42%	5.26%	21.05%	55.26%
Economic Disadvantage	23.11	25.93%	7.41%	25.93%	40.74%

	EDL Level	Exceeds	Meets	Approaches Grade Level	Does NOT Meet
Asian	4	0%	0%	0%	100%
Black/African American	8	0%	0%	0%	100%
Hispanic	22.19	21.88%	6.25%	25%	46.88%
White	7.25	0%	0%	0%	100%
Currently Emergent Bilingual	24.55	27.27%	4.55%	36.36%	31.82%
Second Year of Monitoring	16	0%	0%	0%	100%
Special Ed Indicator	21	50%	0%	0%	50%

Student Achievement Strengths

3rd through 5th grades at Bowie gained traction in Approaches, Meets, and Master levels of STAAR Reading, Math, and Science.

TEA Rating increase from 76 (2019) to 86 (2022) for a B rating.

At least 3/4 of all Kindergarteners ended approached grade level or higher in DRA and EDL reading inventories.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 1st Grade students not meeting DRA/EDL grade level end of the year standard averaged 33-43%. **Root Cause:** Possible root causes could be: Low reading accuracy, fluency and comprehension, lack of authentic reading, inconsistency of testing calibration due to training/understanding and/or lack of focus on DRA components/foundational reading skills

Problem Statement 2: 36-41% of 3rd and 4th grade native Spanish speaking students approached grade level on their STAAR Spanish Reading assessment. **Root Cause:** The Gomez & Gomez two-way dual language instructional model continues to require teacher training to gain effectiveness and student proficiency growth.

Problem Statement 3: Targeted supports NOT met in Math Academic Achievement (% of students meeting grade level standard or above) include these student populations: All students, African American, Hispanic, White, Economically Disadvantaged, Emergent Bilingual, Special Education, Continuously Enrolled, and Non-continuously Enrolled **Root Cause:** Due to math requiring great specificity within instruction and performance, traction in math was stunted due to interruptions from COVID-19 pandemic.

School Culture and Climate

School Culture and Climate Summary

Bowie's climate is positive and warm as expressed by numerous students, teachers, parents, visitors from the community, and central office staff. The culture is one of history and pride, and is now home to general education and one-way and two-way dual language classrooms. Each day is started with an upbeat morning announcement time which includes students. Students recite pledges in English and Spanish and Bowie Bulldog B.E.S.T. Expectations – Be your Bowie Bulldog BEST! For I will: Behave appropriately at all times, Excel in all that I do, Show respect and responsibility and Treat others with kindness. Teachers recognize students with weekly PAWS-itive Praise certificates and Students of the Month. Staff members take turns heading up luncheons, and seeing to the personal and/or professional needs of peers when they arise. Staff members belong to campus committees: Multicultural, literacy, attendance, Capturing Kids Hearts, and sunshine.

Keeping students physically, emotionally, mentally and academically safe along with rigorous teaching to engaged learners are Bowie's top goals. Teachers meet in Professional Learning Communities (PLC) and STEP teams to identify positive deviants, review data and student work and plan instruction, assessment, intervention and enrichment. The campus is further supported by a strong, active PTA.

School Culture and Climate Strengths

Bowie has a strong sense of campus pride, community, commitment to doing the right thing and supporting one another. Teachers and campus administrators have high expectations of one another and hold each accountable. Teachers hold high expectations for students and work to move them toward academic and social-emotional mastery.

Bowie has a very active and strong PTA that provides a great deal of financial and volunteer support.

Bowie's parent base is very active and involved.

Staff members make up many different campus committees.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Many families participate in campus events, but many families do not participate. **Root Cause:** Some families do not regularly check their email or make/have the time to get involved.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

For the 2022-2023 school year, 53% of Bowie's classroom teachers have 5 or more years of experience. 23.5% of Bowie's current staff will be a 1st year teacher or new to GISD. These new-to-Bowie teachers will be supported daily by campus administrators along with campus mentors. Bilingual teachers teach K-5 one-way or two-way dual language classes. Bowie dual language teachers are supported by campus administration, as well as, a district bilingual director. Administration endeavors to provide needed support and resources to promote the success and retention of new staff members through individual and grade level instructional meetings (PLC), STEP team meetings, professional development opportunities, and by assignment of mentor teachers to those new to the field and campus. Teachers will be coached by multiple administrators and lead teacher. 4 interventionists continue on staff: Bilingual, math, reading, and special education. These interventionists support HB 4545 Accelerated Instruction mandates to all students who were not successful on 2022 STAAR and various K-2 students. A lead teacher funded by the IGNITE grant will facilitate STEP meetings and the identification of positive deviants. Additionally, a dean of instruction continues to serve Bowie's staff. The dean will oversee student needs and progress of individual students. Our SEO (Student engagement officer) continues to support students and teachers by meeting students' needs.

Staff Quality, Recruitment, and Retention Strengths

Bowie's teachers are dedicated to one another and work collaboratively to support each other. New hires are assigned an administrative/campus mentor teacher to provide support and belonging. 4 interventionist serve students in Accelerated Instruction. Instructional staff is provided with numerous relevant professional development opportunities in part by the lead teacher, dean of instruction, assistant principal and principal. Campus administration has an open door policy that fosters strong relationships and expectations.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Hispanic and LEP populations show need of improvement in all content areas of STAAR and reading achievement. **Root Cause:** Currently, 40% of classroom teachers are ESL certified. More ESL training is needed to support teachers and students.

Problem Statement 2: 23.5% of Bowie's professional staff members are 1st year teachers or new to the district due to teachers moving to other school districts. **Root Cause:** Higher expectations continue to be placed on students and teachers, but most teachers link their leaving with GISD salary.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum, instruction, and assessments are developed at the district level with the collaborative efforts of the professional teaching staff. District curriculum is aligned with state standards, and assessments are based on the scope and sequence which are aligned with the district's curriculum pacing guide. Teachers input lesson plans into Forethought. Lesson plans will be audited on a weekly basis by administrators. Administrators conduct walkthroughs to observe best teaching practices and provide opportunities for feedback. Students are assessed at the end of each reporting period in Reading, Math, Writing and Science. GISD uses RenStar 360 as its universal screener at BOY, MOY and EOY. Additionally, students participate in Writing Across Greenville and are assessed in reading using DRA/EDL at the MOY and EOY. Assessment results are housed in Eduphoria, which assists teachers in disaggregating data.

Response to Intervention (RtI) will be chaired by dean of instruction and assistant principal. Intervention and progress monitoring will take place during Guided Reading/Math and/or designated intervention block.

Teachers will be required to complete a daily percent of mastery (POM) tracker to track mastery of TEKS covered within a week's time in reading and math.

Professional development will be lead primarily by lead teacher, dean of instruction, admin or staff members every week within PLCs, STEP and/or faculty meetings. Professional development topics will stem from district focuses and campus needs determined through walkthroughs and observations.

Curriculum, Instruction, and Assessment Strengths

PLCs work collaboratively to review and use data to inform instruction that fosters rigour and relevance in student learning. Campus administration leads all PLCs.

Assistant principal will act as testing coordinator.

PONG data showing masters, meets and approaching and does not meet will help to guide intervention and differentiation.

Eduphoria helps teachers and administrators disaggregate data.

Traction was gained last school year - Lesson plan development, teacher understanding of objectives and products, etc. Many more teachers can be used as peer examples.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: For the 2021-2022 school year, 65.5% of Texas Education Agency targets were met for RLA and Math **Root Cause:** There is a need for an increase of visuals/documentation to show percentage of mastery and students not mastering a daily objective and rigorous and specific teaching of TEKS.

Problem Statement 2: Daily lesson objectives and products are not consistently aligned or rigorous enough. **Root Cause:** Lack of lesson plan audits, support, and feedback

Parent and Community Engagement

Parent and Community Engagement Summary

Bowie has a long history of family and community involvement. There is a strong bond between our current and former students' families that has resulted in any program event to be well supported and attended. Efforts are being made to further develop and promote involvement of all stakeholders to support events that focus on student achievement.

Parent and Community Engagement Strengths

Bowie has a variety of activities for students, parents and the community:

- ACE after school program
- DI teams
- Grade level goals nights where grade level teachers share information and expectations for the current school year
- Regularly scheduled PTA meetings and grade level performances allowing parents, extended families, and the community to hear what's going on with the PTA and then watch student performances
- Track and field for all grade levels where parents are encouraged to attend
- Two annual book fairs with one night dedicated to families and where possible, this night is also aligned with an open house to increase parental attendance
- Numerous grade level social media pages that offer instructional support for parents
- Blackboard Messenger and Reminder are used to facilitate communication.
- Student of the Month Luncheon brings multiple parents at the end of each month.
- Bowie's Student Ambassadors
- 4th and 5th Grade Robotics

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: For Bowie's student population size, Bowie's PTA isn't diverse. **Root Cause:** More parents need to be educated on why joining PTA is important to their child and our campus.

School Context and Organization

School Context and Organization Summary

Safety is a high priority at Bowie Elementary and is supported through a state of the art building that provides security vestibules and electronically controlled access. Visitors must check in at the office through the Raptor system prior to gaining access to the interior of the campus and its students. Drop off and pick up times are well monitored and controlled by staff members including campus administration. All families must have a car placard to pick up their child through the car line. Staff members check off students as they enter their buses. The safety of Bowie's staff and students is a shared belief between parents and faculty, as evidenced by families' adherence to and support of the established student access procedures. It is also well known that instructional time is protected and not easily disturbed or disrupted unnecessarily.

GISD has adopted a counseling curriculum, Character Strong. Daily, character lessons will take place within classrooms along with our counselor providing character lesson each month.

All staff members will be trained in Capturing Kids Hearts. Social contracts, Good Things, 4 Questions, etc. will be implemented in our daily classroom and campus routine/procedures.

A year at a glance campus calendar has been created to incorporate all academic, assessment and climate/culture essential events that will take place throughout the year.

Grade level and staff teams, led by team leaders, work together to plan and organize throughout the school year.

School Context and Organization Strengths

Bowie staff members take safety and security seriously. Instructional time is preserved and used wisely.

Daily, character lessons will take place within classrooms along with our counselor providing character lesson each month.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Hispanic student demographics are not closely aligned with Hispanic staff demographics. **Root Cause:** Student demographics have changed at a faster pace than staff openings. There continues to be a shortage of highly-qualified bilingual candidates applying to Greenville ISD.

Technology

Technology Summary

GISD has a knowledgeable and customer-service technology department that provides tremendous support for the use and implementation of technology. Bowie boasts interactive projectors, sound system, and a document cameras in each classroom. All Bowie Elementary students have been assigned a touch-screen Chromebook meeting a 1:1 ratio. These wireless devices supported by a current WiFi system and bandwidth.

Technology Strengths

New technology and improved bandwidth continues to support online usage.

Teachers and students are motivated by technology.

Bowie has 1:1 ratio of iPads and Chromebooks.

GISD has Footsteps2Brilliance as a reading resource in K-3.

Problem Statements Identifying Technology Needs

Problem Statement 1: The implementation of technology does not always directly support and assess TEKS. **Root Cause:** Additional support on Google Classroom, Google Meets, Seesaw and other technology applications that are most effective for specific content and grade level and data collection.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data

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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Campus department and/or faculty meeting discussions and data
- T-TESS data

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: Bowie Elementary will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.

Performance Objective 1: Bowie Elementary will achieve an overall A rating from Domain I - Student Achievement, Domain II - School Progress, and Domain III - Closing the Gaps, and earn at least 1 academic distinction for the 2022-2023 school year.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR, STAAR-Alternate 2, and TELPAS performance data

Strategy 1 Details	Reviews			
Strategy 1: Facilitated by Bowie's lead teacher, teachers will participate in weekly STEP (Supporting Teacher Effectiveness Project) meetings to identify positive deviants and grow professionally. Strategy's Expected Result/Impact: 1. STAAR student achievement will increase to: 80% of students approaching, 50% meeting, and 30% mastering grade level in Reading/Language Arts 80% of students approaching, 50% meeting, and 30% mastering grade level in Math 80% of students approaching, 50% meeting, and 30% mastering grade level in Science 2. K-5 students will show 1 year's growth or more on district universal screeners and STAAR. 3. Students will grow by a minimum of 4 questions from one summative to the next, using the 1st summative as the baseline. Staff Responsible for Monitoring: Lead Teacher, Instructional Leadership Team Title I: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Weekly, Bowie's administrators, lead teacher and ILT members will participate in auditing teacher lesson plans for compliance and alignment, observing objectives and products posted in classrooms for compliance and alignment, and coaching teachers on best practices. The ILT will further develop Bowie's traction planner to meet instructional needs.</p> <p>Strategy's Expected Result/Impact: 1. STAAR student achievement will increase to: 80% of students approaching, 50% meeting, and 30% mastering grade level in Reading/Language Arts</p> <p>80% of students approaching, 50% meeting, and 30% mastering grade level in Math</p> <p>80% of students approaching, 50% meeting, and 30% mastering grade level in Science</p> <p>2. K-5 students will show 1 year's growth or more on district universal screeners and STAAR.</p> <p>3. Students will grow by a minimum of 4 questions from one summative to the next, using the 1st summative as the baseline.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: A team of 4 interventionists will serve students in needed Bilingual education, Math, Reading and Special Education interventions. Intervention students will be determined by criteria of HB 4545 and district universal screener results throughout the school year.</p> <p>Strategy's Expected Result/Impact: 1. STAAR student achievement will increase to: 80% of students approaching, 50% meeting, and 30% mastering grade level in Reading/Language Arts</p> <p>80% of students approaching, 50% meeting, and 30% mastering grade level in Math</p> <p>80% of students approaching, 50% meeting, and 30% mastering grade level in Science</p> <p>2. K-5 students will show 1 year's growth or more on district universal screeners and STAAR.</p> <p>3. Students will grow by a minimum of 4 questions from one summative to the next, using the 1st summative as the baseline.</p> <p>Staff Responsible for Monitoring: Dean of Instruction, Interventionists, Principal, Assistant Principal</p> <p>Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Master Schedule: Bowie will create and utilize a master schedule that optimizes learning times and opportunities. Protected intervention blocks will be included each day. Intervention will allow most Speech, Gifted & Talented, dyslexic and RtI (Response to Intervention) students to be serviced without missing Tier I instruction.</p> <p>Strategy's Expected Result/Impact: 1. STAAR student achievement will increase to: 80% of students approaching, 50% meeting, and 30% mastering grade level in Reading/Language Arts</p> <p>80% of students approaching, 50% meeting, and 30% mastering grade level in Math</p> <p>80% of students approaching, 50% meeting, and 30% mastering grade level in Science</p> <p>2. K-5 students will show 1 year's growth or more on district universal screeners and STAAR.</p> <p>3. Students will grow by a minimum of 4 questions from one summative to the next, using the 1st summative as the baseline.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Dean of Instruction, PLC members, staff members</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Student Goals: Every student will know their academic goal by the middle of the year assessment results. Goals will be reviewed with the students and their families.</p> <p>Students will be recognized for meeting and mastering summative assessments in reading, math, science and writing. Goals will be set prior to assessments.</p> <p>Strategy's Expected Result/Impact: 1. STAAR student achievement will increase to: 80% of students approaching, 50% meeting, and 30% mastering grade level in Reading/Language Arts</p> <p>80% of students approaching, 50% meeting, and 30% mastering grade level in Math</p> <p>80% of students approaching, 50% meeting, and 30% mastering grade level in Science</p> <p>2. K-5 students will show 1 year's growth or more on district universal screeners and STAAR.</p> <p>3. Students will grow by a minimum of 4 questions from one summative to the next, using the 1st summative as the baseline.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Dean of Instruction, teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Office staff and Student Engagement Officer will call excessive absent students each week. Information will be given to administrators, teachers, and nurse. Attendance concerns (less than 90%) and truancy phone calls will continue to be made by campus administration, teachers, and SEOs. Truancy letters based on unexcused absences along with excessive tardies and absences will be sent accordingly.</p> <p>Strategy's Expected Result/Impact: Bowie's yearly attendance will increase to 97% or greater.</p> <p>K-5 students will show 1 year's growth or more on district universal screeners and STAAR.</p> <p>Students will grow by a minimum of 4 questions from one summative to the next, using the 1st summative as the baseline.</p> <p>Staff Responsible for Monitoring: Administrators, office/district staff, teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Bowie will intentionally plan for all students after review of data. Teachers will use Eduphoria to review universal screener and summative data. District and campus staff will provide data that identifies students mastering, meeting and approaching grade level and breakdowns of student population performance. Data will be used to create action plans, discussed during PLCs and will drive lesson planning, and RtI (Response to Intervention) process.</p> <p>Strategy's Expected Result/Impact: 1. STAAR student achievement will increase to: 80% of students approaching, 50% meeting, and 30% mastering grade level in Reading/Language Arts</p> <p>80% of students approaching, 50% meeting, and 30% mastering grade level in Math</p> <p>80% of students approaching, 50% meeting, and 30% mastering grade level in Science</p> <p>2. K-5 students will show 1 year's growth or more on district universal screeners and STAAR.</p> <p>3. Students will grow by a minimum of 4 questions from one summative to the next, using the 1st summative as the baseline.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Dean of Instruction, PLC members</p> <p>TEA Priorities: Improve low-performing schools - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: RtI (Response to Intervention): Bowie will follow the RtI process utilizing Tier I, Tier II, and Tier II supports/interventions. RtI committee will at least meet at the beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY). Classroom teachers will review progress every 3 weeks and communicate with families.</p> <p>Tutoring/intervention is provided before and after school. GISD's ACE program fosters and funds after school tutoring/intervention funding. Read Naturally and Amplify mClass being used to intervene with Bowie ACE students.</p> <p>Strategy's Expected Result/Impact: 1. STAAR student achievement will increase to: 80% of students approaching, 50% meeting, and 30% mastering grade level in Reading/Language Arts</p> <p>80% of students approaching, 50% meeting, and 30% mastering grade level in Math</p> <p>80% of students approaching, 50% meeting, and 30% mastering grade level in Science</p> <p>2. K-5 students will show 1 year's growth or more on district universal screeners and STAAR.</p> <p>3. Students will grow by a minimum of 4 questions from one summative to the next, using the 1st summative as the baseline.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Dean of Instruction, RtI committee members, ACE site coordinator</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
Strategy 9: Bowie will implement a clear and intentional focus on early literacy and numeracy in all grade levels using the faithful application of Guided Reading and Guided Math. Strategy's Expected Result/Impact: 1. STAAR student achievement will increase to: 75% of students approaching, 50% meeting, and 30% mastering grade level in Reading 1. STAAR student achievement will increase to: 80% of students approaching, 50% meeting, and 30% mastering grade level in Reading/Language Arts 80% of students approaching, 50% meeting, and 30% mastering grade level in Math 80% of students approaching, 50% meeting, and 30% mastering grade level in Science 2. K-5 students will show 1 year's growth or more on district universal screeners and STAAR. 3. Students will grow by a minimum of 4 questions from one summative to the next, using the 1st summative as the baseline. Staff Responsible for Monitoring: Administrators, Dean of Instruction Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: Bowie Elementary will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.





Performance Objective 2: By June of the 2022-2023 school year, the percentage of 3rd-5th grade Bowie Elementary students that will rate in the category of meets for the combined STAAR will be 50% or higher. Additionally, the percentage of Special Education students that will rate in the category of meets will increase to 21% from 14%. Along with, the percentage of African American students that will rate in the category of meets will increase to 35% from 30%.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR performance data, summative assessment data

Strategy 1 Details	Reviews			
Strategy 1: Coaching from Instructional Leadership Team members will align to staff member needs based on walkthrough and observation data. Strategy's Expected Result/Impact: 1. STAAR student achievement will increase to: 80% of students approaching, 50% meeting, and 30% mastering grade level in Reading/Language Arts 80% of students approaching, 50% meeting, and 30% mastering grade level in Math 80% of students approaching, 50% meeting, and 30% mastering grade level in Science 2. K-5 students will show 1 year's growth or more on district universal screeners and STAAR. 3. Students will grow by a minimum of 4 questions from one summative to the next, using the 1st summative as the baseline. Staff Responsible for Monitoring: Principal, Assistant Principal, Dean of Instruction, Lead Teacher Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Throughout each reporting period, the Dean of Instruction will guide teachers to analyze multiple data points to identify and address gaps in performance of under-performing populations and students. Additionally, the Dean will manage intervention groups to ensure all students who qualify for HB 4545 services receive mandated accelerated instruction.</p> <p>Strategy's Expected Result/Impact: 1. STAAR student achievement will increase to: 80% of students approaching, 50% meeting, and 30% mastering grade level in Reading/Language Arts</p> <p>80% of students approaching, 50% meeting, and 30% mastering grade level in Math</p> <p>80% of students approaching, 50% meeting, and 30% mastering grade level in Science</p> <p>2. K-5 students will show 1 year's growth or more on district universal screeners and STAAR.</p> <p>3. Students will grow by a minimum of 4 questions from one summative to the next, using the 1st summative as the baseline.</p> <p>Staff Responsible for Monitoring: Dean of Instruction, administrators</p> <p>TEA Priorities: Improve low-performing schools - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div> </div>				

Goal 1: Bowie Elementary will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.

Performance Objective 3: STAAR RLA (Reading/Language Arts) scores will be increased to 75% of all students population groups approaching, 50% meeting, and 30% mastering grade level. This includes, the percentage of 3rd grade students that will rate in the category of meets will be at least 50%.





High Priority

HB3 Goal

Evaluation Data Sources: STAAR performance data, summative reading assessment data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: RtI (Response to Intervention): Bowie will follow the RtI process utilizing Tier I, Tier II, and Tier II supports/interventions. RtI committee will at least meet at the beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY).</p> <p>Tutoring/intervention is provided before and after school. GISD's ACE program fosters and funds after school tutoring/intervention funding. Read Naturally and Amplify mClass being used to intervene with Bowie ACE students.</p> <p>Strategy's Expected Result/Impact: 1. STAAR student achievement will increase to: 80% of students approaching, 50% meeting, and 30% mastering grade level in Reading/Language Arts</p> <p>2. K-5 students will show 1 year's growth or more on district universal screeners and STAAR.</p> <p>3. Students will grow by a minimum of 4 questions from one summative to the next, using the 1st summative as the baseline.</p> <p>Staff Responsible for Monitoring: Administrators, ACE site coordinator</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p>				

Strategy 2 Details		Reviews			
Strategy 2: Guided Reading structures and strategies will be used to provide targeted instruction. Strategy's Expected Result/Impact: 1. STAAR student achievement will increase to: 80% of students approaching, 50% meeting, and 30% mastering grade level in Reading/Language Arts 2. K-5 students will show 1 year's growth or more on district universal screeners and STAAR. 3. Students will grow by a minimum of 4 questions from one summative to the next, using the 1st summative as the baseline. Staff Responsible for Monitoring: Administrators, teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Bowie teachers will utilize Freckle to assign differentiated reading TEKS to specific students for intervention and additional instruction. Strategy's Expected Result/Impact: 1. STAAR student achievement will increase to: 80% of students approaching, 50% meeting, and 30% mastering grade level in Reading/Language Arts 2. K-5 students will show 1 year's growth or more on district universal screeners and STAAR. 3. Students will grow by a minimum of 4 questions from one summative to the next, using the 1st summative as the baseline. Staff Responsible for Monitoring: Administrators, teachers		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Writing Everyday: K-5 students will write every day in each content area. Teachers will facilitate writer's conferences with individualized feedback. Strategy's Expected Result/Impact: MOY and EOY Writing Across Greenville scores will improve from BOY. 1. STAAR student achievement will increase to: 80% of students approaching, 50% meeting, and 30% mastering grade level in Reading/Language Arts. Staff Responsible for Monitoring: Administrators, teachers and staff members Title I: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

Goal 1: Bowie Elementary will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.

Performance Objective 4: Increase STAAR student achievement in Math to 75% of all students approaching, 50% meeting, and 30% mastering grade level. This includes, the percentage of 3rd grade students that will rate in the category of meets will improve from 29% to at least 50% or higher.





High Priority

HB3 Goal

Evaluation Data Sources: STAAR performance data, summative assessment data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: In K-5, Guided Math structures, activities and strategies will be used to provide targeted instruction based on student need.</p> <p>Strategy's Expected Result/Impact: 1. STAAR student achievement will increase to: 80% of students approaching, 50% meeting, and 30% mastering grade level in Math</p> <p>2. K-5 students will show 1 year's growth or more on district universal screeners and STAAR.</p> <p>3. Students will grow by a minimum of 4 questions from one summative to the next, using the 1st summative as the baseline.</p> <p>Staff Responsible for Monitoring: Administrators, math teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Targeted Support Strategy</p>				

Strategy 2 Details	Reviews			
<p>Strategy 2: Math spiral reviews will be used daily in order to enhance mastery and address gaps of math skills.</p> <p>Strategy's Expected Result/Impact: 1. STAAR student achievement will increase to: 80% of students approaching, 50% meeting, and 30% mastering grade level in Math</p> <p>2. K-5 students will show 1 year's growth or more on district universal screeners and STAAR.</p> <p>3. Students will grow by a minimum of 4 questions from one summative to the next, using the 1st summative as the baseline.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: RtI (Response to Intervention): Bowie will follow the RtI process utilizing Tier I, Tier II, and Tier II supports/interventions. RtI committee will at least meet at the beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY).</p> <p>Tutoring/intervention is provided before and after school. GISD's ACE program fosters and funds after school tutoring/intervention funding.</p> <p>Strategy's Expected Result/Impact: 1. STAAR student achievement will increase to: 80% of students approaching, 50% meeting, and 30% mastering grade level in Math</p> <p>2. K-5 students will show 1 year's growth or more on district universal screeners and STAAR.</p> <p>3. Students will grow by a minimum of 4 questions from one summative to the next, using the 1st summative as the baseline.</p> <p>Staff Responsible for Monitoring: Administrators, teachers, ACE site coordinator</p> <p>Title I: 2.6 - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Bowie teachers will utilize Freckle to assign differentiated math TEKS to specific students for intervention and additional instruction. Strategy's Expected Result/Impact: 1. STAAR student achievement will increase to: 80% of students approaching, 50% meeting, and 30% mastering grade level in Math 2. K-5 students will show 1 year's growth or more on district universal screeners and STAAR. 3. Students will grow by a minimum of 4 questions from one summative to the next, using the 1st summative as the baseline. Staff Responsible for Monitoring: Teachers	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 1: Bowie Elementary will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.

Performance Objective 5: Bowie Elementary will increase student achievement in Science to 80% of all students approaching, 50% meeting, and 30% mastering grade level.

Evaluation Data Sources: STAAR performance data, summative assessment data

Strategy 1 Details	Reviews			
Strategy 1: K-5 Tier I science instruction using STEM-scopes, and driven by state standards and our GISD pacing guide, will be monitored for rigor in lesson plans and walkthroughs. Strategy's Expected Result/Impact: 1. STAAR student achievement will increase to: 80% of students approaching, 50% meeting, and 30% mastering grade level in Science 2. Students will grow by a minimum of 4 questions from one summative to the next, using the 1st summative as the baseline. Staff Responsible for Monitoring: Administrators and teachers Title I: 2.4 - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Student Goals: Every 5th grade student will know their academic goal by MOY assessment results. Goals will be reviewed with the students and their families. Strategy's Expected Result/Impact: 1. STAAR student achievement will increase to: 80% of students approaching, 50% meeting, and 30% mastering grade level in Science 2. Students will grow by a minimum of 4 questions from one summative to the next, using the 1st summative as the baseline. Staff Responsible for Monitoring: Administrators, teachers Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





Goal 1: Bowie Elementary will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.

Performance Objective 6: One-way and two-way dual language students will be taught by teachers trained in research-based, best practices.

High Priority

HB3 Goal





Evaluation Data Sources: STAAR/TELPAS performance data, summative assessment data, universal screener data

Strategy 1 Details	Reviews			
<p>Strategy 1: The Gomez & Gomez Dual Language Enrichment (DLE) Model will continue to be monitored and provide support within Bowie's one-way and two-way dual language classrooms to promote the academic and linguistic developmental growth along with cultural awareness.</p> <p>Strategy's Expected Result/Impact: 1. K-5 students will show 1 year's growth or more on district universal screeners and STAAR/TELPAS.</p> <p>2. Students will grow by a minimum of 4 questions from one summative to the next, using the 1st summative as the baseline.</p> <p>Staff Responsible for Monitoring: Administrators, district staff and teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Bowie Elementary will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Performance Objective 1: Bowie will follow district and state campus safety policies and procedures during daily campus schedules and emergency response situations.

Evaluation Data Sources: GISD Pandemic Preparedness Plan, COVID response level, GISD Rapid Response Plan, TEA guidelines

Strategy 1 Details	Reviews			
Strategy 1: All campus staff will ensure exterior and interior doors are secured and locked. Daily and weekly monitoring and documenting of doors will take place. Strategy's Expected Result/Impact: Bowie will pass TEA's intruder audits, and ensure safety of all students. Staff Responsible for Monitoring: Administrators, staff members, custodial staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Sanitizing and disinfecting efforts will be increased throughout the school day. Due to sanitizing stations setup all around campus and hand washing scheduled within master schedules, students will use hand sanitizer and wash their hands frequently. Custodial staff will follow schedules to continually clean high-touch areas. Teachers will clean high-touch areas within their classrooms during classroom transitions. Strategy's Expected Result/Impact: Bowie Elementary will maintain or return to a COVID-19 Safety Response Level 1. Staff Responsible for Monitoring: Administrators, staff members, custodial staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Bowie will prioritize resources and adjust timelines as necessary to support each of Greenville ISD's goals. Actions will take into consideration supporting the physical, mental, social and emotional health and safety of students, families and staff. Strategy's Expected Result/Impact: Bowie Elementary will maintain or return to a COVID-19 Safety Response Level 1. Students will continue to make 1 year's growth as an online or in-person learner. Staff Responsible for Monitoring: Administrators, counselor, teachers	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Bowie Elementary will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Performance Objective 2: Student office referrals will continue to be reduced by 2-3% from the 2021-2022 school year. Special Education out of placement actions will be tracked online for review.





High Priority

Evaluation Data Sources: PEIMS data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Utilize Student Engagement Officer and Community in Schools to support and effectively coach students with multiple discipline referrals.</p> <p>Strategy's Expected Result/Impact: Student office referrals will continue to be reduced by 2-3% from the 2021-2022 school year.</p> <p>Students will increase self-advocating, regulating, and social skills.</p> <p>Instructional time will increase for all students</p> <p>Staff Responsible for Monitoring: Student Engagement Officer, Community in Schools, assisted by Assistant Principal and Principal</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>				

Strategy 2 Details		Reviews			
<p>Strategy 2: Campus and district discipline data, applicable to Bowie, will be reviewed every 3 weeks and reported back to staff within grade levels and staff meeting.</p> <p>Teachers must provide evidence of accommodations (504, SpEd, RtI, LPAC) every 2 weeks.</p> <p>Campus 504 coordinator, Student engagement officer, SpEd diagnostician, and RtI committee are alerted to specific needs. Student service plans, IEPs, BIPs, behavior charts, check-in/outs, student schedules, parent conferences and created/modified, as needed.</p> <p>Strategy's Expected Result/Impact: Student office referrals will continue to be reduced by 2-3% from the 2021-2022 school year.</p> <p>Students will increase self-advocating, regulating, and social skills.</p> <p>Instructional time will increase for all students</p> <p>Staff Responsible for Monitoring: Administrators, counselor, SpEd staff members, campus diagnostician, RtI committee members; Student engagement officer</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
<p>Strategy 3: Classroom teachers and Bowie counselor will conduct guidance lessons based on Character Strong character curriculum. Each month will focus on a character trait(s).</p> <p>Strategy's Expected Result/Impact: Student office referrals will continue to be reduced by 2-3% from the 2021-2022 school year.</p> <p>Students will increase self-advocating, regulating, and social skills.</p> <p>Instructional time will increase for all students</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>		Formative			Summative
		Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
Strategy 4: Students are encouraged to show excellent behavior by: -Each teacher is given two PAWS-itive Praise certificates/week to give deserving students. Administrators or teachers will call home with congratulations. -Every month, one student from each class is chosen as Student of the Month. Pictures are taken and posted on Bowie Facebook, and students receive a certificate. -Students earn "E Parties" at the end of a reporting period. -Principal awards will be given at the end of every reporting period. -End of the year awards will be given. Strategy's Expected Result/Impact: Student office referrals will continue to be reduced by 2-3% from the 2021-2022 school year. Students will increase self-advocating, regulating, and social skills. Instructional time will increase for all students Staff Responsible for Monitoring: Administrators, office staff, teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Bowie will continue to implement Capturing Kids Hearts and MANDT relational strategies to foster relationships and classroom management. Strategy's Expected Result/Impact: Student office referrals will continue to be reduced by 2-3% from the 2021-2022 school year. Students will increase self-advocating, regulating, and social skills. Instructional time will increase for all students Staff Responsible for Monitoring: Administrators, counselor, staff members ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Bowie will continue our bullying committee which focuses on addressing bullying by focusing on prevention efforts and health and wellness initiatives. Strategy's Expected Result/Impact: Student office referrals will continue to be reduced by 2-3% from the 2021-2022 school year. Students will increase self-advocating, regulating, and social skills. Instructional time will increase for all students Staff Responsible for Monitoring: Assistant principal, counselor, other staff members	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 2: Bowie Elementary will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Performance Objective 3: Along with safety, students will participate in required physical education minutes and annual FitnessGram to promote physical health and well-being.

Evaluation Data Sources: Master schedule, PEIMS data, FitnessGram data

Strategy 1 Details	Reviews			
Strategy 1: Student will receive the required number of physical education minutes as established by the State of Texas. Strategy's Expected Result/Impact: Students will be healthier, and as a result will positively impact academics, attendance and overall well-being. Staff Responsible for Monitoring: Administrators, PE teacher	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Eligible students will participate in the annual FitnessGram. Strategy's Expected Result/Impact: All student data will be reported to the State. Students will be healthier, and as a result will positively impact academics, attendance and overall well-being. Staff Responsible for Monitoring: Administrator, PE teacher	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Bowie will follow district processes to actively recruit, support, develop, and retain highly-qualified employees for all areas of our campus.

Performance Objective 1: 100% of teachers will be certified, be given timely feedback, and provided appropriate coaching and professional development.

High Priority

Evaluation Data Sources: TEA certification, Eduphoria/Strive walkthrough/observation data

Strategy 1 Details	Reviews			
Strategy 1: Coaching from Instructional Leadership Team members will align to staff member needs based on walkthrough and observation data. Strategy's Expected Result/Impact: 1. Staff retention is increased by 7%. 2. STAAR student achievement will increase to: 80% of students approaching, 50% meeting, and 30% mastering grade level in Reading/Language Arts 80% of students approaching, 50% meeting, and 30% mastering grade level in Math 80% of students approaching, 50% meeting, and 30% mastering grade level in Science Staff Responsible for Monitoring: Principal, Assistant Principal, Dean of Instruction, Lead Teacher TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
<p>Strategy 2: School Culture: Teachers and administrators will participate in professional learning communities (PLC) weekly for planning what students will need to do to know unit content and show mastery. Members will share instructional methods/practices, and review student work and data. Special Education inclusion staff will attend PLCs with general education teachers.</p> <p>Facilitated by Bowie's lead teacher, teachers will participate in weekly STEP (Supporting Teacher Effectiveness Project) meetings to identify positive deviants and grow professionally.</p> <p>Strategy's Expected Result/Impact: 1. Staff retention is increased by 7%.</p> <p>2. Increase teacher T-TESS rating from BOY to EOY.</p> <p>3. K-5 students will show 1 year's growth or more on district universal screeners and STAAR.</p> <p>4. Students will grow by a minimum of 4 questions from one summative to the next, using the 1st summative as the baseline.</p> <p>Staff Responsible for Monitoring: Administrators, Lead teacher</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
<p>Strategy 3: Bowie will partner with Texas A&M University-Commerce Intern/Residency Program.</p> <p>Strategy's Expected Result/Impact: Provide field experience for college students and prepare future teachers for Bowie and Greenville ISD.</p> <p>Staff Responsible for Monitoring: Administrators, teachers, Teacher of teacher</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>		Formative			Summative
		Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
Strategy 4: Bowie will continue to work alongside Greenville ISD Human Resources to recruit certified staff members. The classroom teacher turnover rate at Bowie will decrease from 23% to 15% by June 2023. Strategy's Expected Result/Impact: 1. Staff retention is increased by 7%. 2. Increase teacher T-TESS rating from BOY to EOY. 3. K-5 students will show 1 year's growth or more on district universal screeners and STAAR. 4. Students will grow by a minimum of 4 questions from one summative to the next, using the 1st summative as the baseline. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: First year Bowie teachers will be supported by campus mentors. Strategy's Expected Result/Impact: 1. Staff retention is increased by 7%. 2. Increase teacher T-TESS rating from BOY to EOY. 3. K-5 students will show 1 year's growth or more on district universal screeners and STAAR. 4. Students will grow by a minimum of 4 questions from one summative to the next, using the 1st summative as the baseline. Staff Responsible for Monitoring: Campus administrators, campus mentors ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 4: Bowie Elementary will implement the district's long-range financial plan that results in the most effective mix of educational and financial resources available while attaining the long-range goals and objectives of Greenville ISD.

Performance Objective 1: Striving for 97% student and staff attendance, Bowie will increase average daily attendance (ADA).

Evaluation Data Sources: PEIMS data, Skyward Employee Access data





Strategy 1 Details	Reviews			
<p>Strategy 1: Office staff, nurse, and Bowie's Student Engagement Officer will track and call excessive absent students each week. Information will be given to administrators, teachers and nurse. Attendance concerns (less than 90%) and truancy phone calls will continue to be made by campus administration, teachers, and district truancy officer. Bowie will send out truancy letters based on unexcused absences along with excessive tardies and absences.</p> <p>Strategy's Expected Result/Impact: Bowie's staff and student yearly attendance will increase to 97% or greater.</p> <p>K-5 students will show 1 year's growth or more on district universal screeners and STAAR.</p> <p>Students will grow by a minimum of 4 questions from one summative to the next, using the 1st summative as the baseline.</p> <p>Staff Responsible for Monitoring: Administrators, office staff members, counselor, teachers, Bowie nurse</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All expenditures requests will be reviewed to authenticate the need for the said expense, as well as, its impact on the instructional and physical operation of the campus.</p> <p>Strategy's Expected Result/Impact: The effective review and assessment of need before monies are expended will result in 100% equitable and accurate budget expenditures.</p> <p>Staff Responsible for Monitoring: Administrator, campus secretary</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Throughout the entire school year, staff members will be appreciated by administrative staff and PTA through food, incentives and affirmations.</p> <p>Strategy's Expected Result/Impact: Bowie's staff attendance will maintain 97% or greater.</p>	Formative			Summative
	Nov	Jan	Mar	June

<p>Staff retention will is increased by 15%.</p> <p>Staff Responsible for Monitoring: Administrators, PTA</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 4: Bowie Elementary will implement the district's long-range financial plan that results in the most effective mix of educational and financial resources available while attaining the long-range goals and objectives of Greenville ISD.

Performance Objective 2: 100% of expenditures will be aligned with campus and district goals.

Evaluation Data Sources: Campus budget and expenditures





Strategy 1 Details	Reviews			
Strategy 1: The campus budget will be reviewed weekly to ensure expenditures align with campus and district goals. Strategy's Expected Result/Impact: Reviewing will ensure efficient use of school resources. Staff Responsible for Monitoring: Administrator, campus secretary	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Master Schedule: The master schedule and staff assignments will be reviewed to ensure effective use of personnel. Strategy's Expected Result/Impact: Reviewing will ensure proper allocations of personnel and school resources. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Communication among the campus employees, students, parents and the community at-large will be accurate, consistent, timely, effective and interactive. The campus will provide for family and community involvement that results in positive partnership. Partnership means a willingness to do, to give, to work with the campus and share responsibility at various levels of involvement accepting responsibility for the education of students.

Performance Objective 1: Bowie Elementary will provide multiple communication platforms providing the opportunity for all families and community members to be informed and involved.

Evaluation Data Sources: Parent contact logs, Blackboard Messenger data, PTA minutes, Facebook page, Grade level communication, email/calendar invites. other electronic applications

Strategy 1 Details	Reviews			
Strategy 1: Family Partnerships: Periodic communications via newsletters, Facebook, Remind 101, Blackboard Messenger will be sent. Strategy's Expected Result/Impact: Effective two-way communication between home, school, and community will be fostered. Staff Responsible for Monitoring: Administrators, staff members Title I: 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students and families will have opportunities to take part in various campus activities/groups: Destination Imagination, PTA, Robotics, Student Ambassadors, Suzuki Strings. Strategy's Expected Result/Impact: 1. Attendance will improve to 97% or greater.	Formative			Summative
	Nov	Jan	Mar	June

<p>2. K-5 students will show 1 year's growth or more on district universal screeners and STAAR.</p> <p>3. Students will grow by a minimum of 4 questions from one summative to the next, using the 1st summative as the baseline.</p> <p>Staff Responsible for Monitoring: Administrators, staff, PTA</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				