

Greenville Independent School District
Bowie Elementary School
2024-2025 Campus Improvement Plan

Accountability Rating: Not Rated



Board Approval Date: November 19, 2024

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	7
School Culture and Climate	10
Staff Quality, Recruitment, and Retention	11
Curriculum, Instruction, and Assessment	12
Parent and Community Engagement	14
School Context and Organization	15
Technology	16
Priority Problem Statements	17
Comprehensive Needs Assessment Data Documentation	18
Goals	20
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.	39
Goal 3: Bowie will follow district processes to actively recruit, support, develop, and retain highly-qualified employees for all areas of our campus.	46
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.	50
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.	53

Comprehensive Needs Assessment

Demographics

Demographics Summary

Bowie Elementary is vibrant campus that serves approximately 590 students in grades Kindergarten through 4th. Bowie is a Title I campus with almost 76% of the population identified as economically disadvantaged. This presents challenges for Bowie to address students basic, academic, and social emotional needs.

Bowie's demographics continue to change over time with increases in students identified as economically disadvantaged, emergent bilingual, and in need of special education services.

Enrollment notes a slight increase in students from last school year.

<u>Enrollment</u>	<u>2019-2020</u>	<u>2020-2021</u>	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>
	615	540	570	573	592

Reflective of 6/2024:

- 75.74% of students are Economically Disadvantaged
- 28.3% of students are served within Bilingual or English as a Second Language programs (slight increase from previous year)
- 4% of students are Gifted and Talented (Slight decline, but this percentage doesn't include current kinder students.)
- 17.58% of students are Special Education (This is a 3% increase from last school year.)

The campus population is comprised of the following demographic breakdown:

- 12.3% African American (About the same as 23-24)
- 53.26%* Hispanic (This is about a 4% increase.)
- 28.3% White (About a 1% decrease)
- 5%* Two-or-More (About a 1% decrease)

Student attendance continues to be focus for us at Bowie Elementary and is committed to ensuring students are at school. Bowie's attendance rate was 94.3% for the 23-24 school year. This was about a 1% increase from 22-23 school year. Bowie's current attendance for 2024-2025 is 96.04%. Daily attendance calls are made following up on all absences.

Our 24-25 attendance goal of 96% and has been communicated to Bowie families and students. Our Student Engagement Officer helps with contacting families and making home visits to ensure students attend school and reduce chronic absenteeism. As well, Bowie has a Community in Schools site coordinator to help meet the many needs of Bowie students.

Class sizes by grade level are within the 22:1 ratio in grades K through 4th. No classes exceed the 22:1 ratio at this time, but several grade levels are nearing capacity.

Bowie houses 2 two-way dual language classes in all grade levels (K-4).

Demographics Strengths

- Bowie's enrollment is continuing to grow along with the District.
- Student Engagement Officers continue to have a positive impact on student enrollment, as evidenced by attendance gains, and student well being.
- Bowie serves a variety of student needs included Gifted and Talented, Dual Language, and a multiple Special Education settings.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 2024 STAAR data indicates that 55% of Special Education students did not meet grade level within Reading/Language Arts, and 76% of Special Education students in Math did not meet grade level. (Due to an order granting a temporary injunction, TEA has not released accountability ratings for 23-24.) **Root Cause:** Inclusion services are meeting only a small percentage of needs.

Problem Statement 2: Bowie's population in Hispanic and Emergent Bilingual continues to grow. Based on 2024 STAAR data, only Hispanic & Emergent Bilingual students increased at the Meets & Masters levels. (Due to an order granting a temporary injunction, TEA has not released accountability ratings for 23-24.) **Root Cause:** Student differentiation within a general education classroom of many student populations is very challenging.

Student Achievement

Student Achievement Summary

Bowie earned an overall rating of "D" based on District calculations. This projected rating is not what the campus expects for student achievement. Campus administration has reviewed accountability data with all grade levels as well as reviewed component of the accountability system as a whole.

Adjustments that Bowie has made for 2024-2025 include:

- Campus awareness of STAAR and MAP data through the use of DMAC and Edspire.
- Critical monitoring lesson plan of lesson plans for alignment and exemplars.
- Train and monitor staff on use of exit tickets and aggressive monitoring.
- Documented walkthroughs with a focus on High Quality Instructional Materials and teacher feedback.
- Creation of a Data wall for Professional Learning Communities (PLCs).
- Implementation of Foundation in Teaching (FIT) in literacy in grades K-2.

Our goal is to have a greater emphasis on students reaching "meets" and achieving (all students/all tests) 80% Approaches, 60% Meets, and 30% Masters

**At the time of creating this campus improvement plan, TEA is prohibited from issuing 2024 A-F Accountability ratings until the court issues a follow-up Order after the hearing on September 26th. Greenville ISD has chosen to still release our preliminary scores and ratings.*

Bowie Elementary 2023-2024 Preliminary Accountability Rating Summary		
	Scaled Score	Rating
Overall	67	D
Student Achievement	64	
STAAR Performance	64	
School Progress	66	
Academic Growth	65	
Relative Performance	66	
Closing the Gap	69	

**Green highlight denotes positive increase.*

Bowie Elementary STAAR Performance Reading Language Arts (RLA)				
	Did Not Meet %	Approaches or Above %	Meets or Above %	Masters %
Grade 3 2023	31	69	38	14
Grade 3 2024	24	76	45	14
Grade 4 2023	23	77	36	11
Grade 4 2024	27	73	29	7

Bowie Elementary STAAR Performance Reading Language Arts (RLA) - Student Populations														
	All Students		Hispanic		African American		White		2 or More		Special Education		Emergent Bilingual	
Year	23	24	23	24	23	24	23	24	23	24	23	24	23	24
Test Count	284	219	140	103	31	30	94	69	16	15	39	38	76	57
Did Not Meet	27%	26%	28%	20%	48%	47%	23%	23%	12%	33%	67%	55%	33%	16%
Approaches	73%	74%	72%	80%	52%	53%	77%	77%	88%	67%	33%	45%	67%	84%
Meets	39%	37%	31%	46%	19%	13%	52%	36%	56%	27%	8%	16%	25%	44%
Masters	13%	10%	10%	12%	3%	0%	18%	13%	25%	0%	0%	0%	7%	11%

Bowie Elementary STAAR Performance Math				
	Did Not Meet %		Approaches or Above %	
Grade 3 2023	37		63	
Grade 3 2024	36		64	
Grade 4 2023	37		63	
Grade 4 2024	45		55	

Bowie Elementary STAAR Performance Math - Student Populations														
	All Students		Hispanic		African American		White		2 or More		Special Education		Emergent Bilingual	
Year	23	24	23	24	23	24	23	24	23	24	23	24	23	24
Test Count	284	219	140	103	31	30	94	69	16	15	39	38	76	57
Did Not Meet	31%	40%	37%	29%	45%	70%	21%	45%	25%	40%	56%	76%	49%	28%
Approaches	69%	60%	63%	71%	55%	30%	79%	55%	94%	60%	44%	24%	51%	72%
Meets	35%	30%	31%	36%	10%	7%	47%	33%	50%	13%	13%	13%	24%	35%
Masters	10%	9%	6%	12%	3%	0%	14%	9%	38%	7%	3%	3%	3%	9%

Bowie Elementary STAAR - Academic Growth (4th Grade)			
	0 points (No growth)		1 point (Expected/Accelerated Growth)
Annual STAAR Growth	34.9%		48%
4545 (Students previously @ Did Not Meet)	68.1%		31.8%

Bowie Elementary MAP Growth Percentiles and Goals		
	Spring 2024	Spring 2025 (Goal)
K-2 Reading	40	60
3-4 Reading	37	60

Bowie Elementary MAP Growth Percentiles and Goals		
K-4 Math	45	65

STAAR Goal: 80% Approaching - 60% Meeting - 30% Mastering
MAP Goal:

By increasing our intentional focus on data driven instruction during the allotted intervention time: Bowie will increase MAP Growth Reading Achievement in the K-2 band from the 40th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Additionally, Bowie will increase MAP Growth Reading Achievement in the 3-4 band from the 37th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Also, Bowie will increase MAP Growth Math Achievement from the 45th percentile as of Spring 2024 to the 65th percentile at Spring 2025 testing.

Early Literacy Goal:
K - By the end of the 24-25 school year, 85% of Bowie Kindergarten students will know 100% of letter recognition/sounds.
1st- By the end of the 24-25 school year, 85% of Bowie 1st grade students will fluently read the first Fry's 100 sight words.

2nd - By the end of the 24-25 school year, 80% of Bowie 2nd grade students will read 90 words/minute.

Student Achievement Strengths

- Grade 3 students (and teachers) improved in almost all areas (Approaches, Meets & Masters) in RLA and Math between 23 and 24 school years.
- Hispanic and Emergent Bilingual students improved in ALL areas (Approaches, Meets & Masters) in RLA and Math between 23 and 24 school years.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 23-24 STAAR data reflects that only Hispanic and Emergent Bilingual students showed growth in approaching, meeting and mastering grade level in Math.
Root Cause: Within general education, there is not a vertical alignment of instructing students to the level of independently using math problem solving strategies: Identifying important information, drawing a simple picture, solving and checking answers for reasonableness.

Problem Statement 2: Bowie's K-4th grade students fall within and below the 40th percentile in reading achievement. **Root Cause:** Possible root causes could be: Low reading accuracy, fluency and comprehension, lack of authentic reading - Inconsistencies in early literacy instruction

Problem Statement 3: Even though at the time of creating this campus improvement plan TEA is prohibited from issuing 2024 A-F Accountability ratings, Bowie Elementary has preliminary been rated a D in Student Achievement, School Progress and Closing the Gap. **Root Cause:** Due to the addition of ECR and STAAR redesign questions, teachers require more training to gain understanding and effectively prepare students. Students and their families haven't understood goals and needed growth of students. Bowie K-4 staff have not owned vertical accountability of students year to year.

School Culture and Climate

School Culture and Climate Summary

Bowie's goal of achieving the highest accountability rating is also evidenced in its climate and culture. Our culture is one of excellence. This year Bowie created a Campus Instructional Leadership Team (CILT). This group made of teachers and campus administration will continually review data and make recommendations for instruction and intervention. This group utilizes both DMAC and Edspire to review data and help make instructional decisions.

Bowie has made a concerted effort to make sure that parents are also aware of our academic goals. We meet with students to create growth goals which are also shared with parents. We continue to stress the importance of good student attendance and how parents can help at home.

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: **B**ehave appropriately at all times, **E**xcel in all that I do, **S**how respect and responsibility and **T**reat 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.

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) teams and CILT (Campus Instructional Leadership Team) 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

- Diverse student body
- Active PTA that provides financial and volunteer support
- Strong leadership team

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Administration discovered through staff conversations that there was a focus on "Approaches" instead of "Meets". **Root Cause:** Staff members didn't have a clear understanding of the TEA accountability system.

Problem Statement 2: Attendance rate is lower than desired goal. **Root Cause:** Greenville ISD has not satisfactorily explained the importance and policies of attendance. Families continue to have unexcused absences during days of instruction. Greenville ISD has been inconsistent in filing truancy on families.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Bowie had 82% retention of classroom teachers from last school year: One retiree and one new position at Bowie were included. For the 2024-2025 school year, 57.8% (increase from 40%) of Bowie's classroom teachers have 5 or more years of experience. 8% (decrease from 12.5%) of Bowie's current staff is within their 1st year of teaching.

New teachers are supported daily by campus administrators along with campus mentors. Additionally, a F.I.T. (Foundations in Teaching) mentor will facilitate each new teacher throughout the school year.

All teachers at Bowie are supported by campus administration in addition to district content coordinators. One content coordinator is housed at Bowie four days a week to help support instruction in the classroom. Administration strives to provide needed support and resources to promote the success and retention of new staff members through individual and grade level instructional meetings (PLC), professional development opportunities, administrative coaching, and by assignment of mentor teachers to those new to the field and campus. Our SEO (Student engagement officer) continues to support students and teachers by meeting students' needs.

Bowie had one Texas A&M-Commerce intern/resident that was mentored last school year and ultimately was hired to start this school year. Greenville ISD is working to secure grants to draw back in candidates to our District.

Staff Quality, Recruitment, and Retention Strengths

- Low turnover rate
- Use of mentor teachers
- Planning Fridays
- Strong culture and climate

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Currently, only 33% of classroom teachers are Bilingual or ESL certified. More ESL training is needed to support teachers and students. **Root Cause:** Hard to find certified Bilingual or ESL teachers.

Problem Statement 2: 40% of Bowie's professional classroom teachers have 0-4 years of experience. **Root Cause:** Higher expectations continue to be placed on students and teachers. Student behavior continues to be challenging. Teacher turnover has increased the last couple of years.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Bowie, along with the C&I Department department, restructured the campus PLC efforts around the Effective School Frameworks. As a result of the projected "D" rating the campus also has placed an emphasis on the following:

- Campus awareness of STAAR & MAP data through use of DMAC and Edspire
- Ensure exemplars are within planning/lessons - Specifically in math, vertically establish new math problem solving model.
- Train and monitor the implementation of aligned exit tickets & aggressive monitoring.
- Administrators will provide documented walkthroughs and coaching - One focus will be placed on the use of High Quality Instructional Materials (HQIM).
- Bowie Accelerated Instruction (1416) students will be provided intervention with HQIM in small groups.
- Have formative and summative "real-time" tracking of student performance - Data wall & teacher digital data tracker.
- Ongoing data discussions: CILT (Campus Instructional Leadership Team), Admin meetings, PLC
- Growth celebrations (within classrooms, grade level wide) for students who show growth.
- Long-term solution - Foundations in Teaching (FIT) in K-2 Literacy - Vertical ownership of student growth.

Campus resources are aligned with state standards, and assessments are based on the scope and sequence. Teachers collaboratively plan and input lesson plans into Forethought on Planning Fridays. The Principal and Assistant Principal monitor lessons plans and look for alignment and expected rigor. Administrators conduct walkthroughs to observe best teaching practices and provide opportunities for feedback. Students are assessed through reporting period assessments. Teachers create instructional action plans after giving an assessment. GISD uses MAP Growth and Fluency as its reading and math universal screeners at BOY, MOY and EOY. Assessment results are housed in Eduphoria, DMAC and Edspire, which all assist teachers in disaggregating data.

MTSS (will be replacing Response to Intervention) 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 administrators within PLCs, coaching, or faculty meetings. Professional development topics will stem from district focuses and campus needs determined through walkthroughs and observations.

Curriculum, Instruction, and Assessment Strengths

- Strong PLC teams
- Creation of a Campus Instructional Leadership Team (CILT)
- Use and implementation of DMAC and Edspire to help teachers and administrators disaggregate data.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Most student populations decreased at the Meets and Masters levels on 23-24 STAAR testing. **Root Cause:** There is a lack of exemplars, the implementation of aligned exit tickets & aggressive monitoring, and high quality instructional materials within planning/lessons.

Problem Statement 2: Math continues to lag behind Reading Language Arts in STAAR and unit assessments. Bowie's Math percentages fell in all special populations except Hispanic & Emergent Bilingual. **Root Cause:** Again, there is a lack of exemplars, the implementation of aligned exit tickets & aggressive monitoring, and high quality instructional materials within planning/lessons, but specifically within Math instruction, a vertically establishing a new math problem solving model - RAISE. We MUST allow our students a productive struggle to build independent problem solving.

Problem Statement 3: Only 65% of Bowie students showed growth on their STAAR tests. Only 32% of Accelerated Instruction students showed growth on their STAAR tests. **Root Cause:** Bowie hasn't been growing students to Meets & Masters. We haven't had formative and summative "real-time" tracking of student performance. Bowie hasn't explained the understanding of prior and current STAAR performance/goals enough to students and families. Bowie Accelerated Instruction (1416) student groups have been so large and needs great within them.

Parent and Community Engagement

Parent and Community Engagement Summary

Bowie traditionally receives parent and community support through various ways. As previously noted, Bowie has a very active PTA that supports the campus through volunteers, fundraising efforts, and financial support.

Parent and Community Engagement Strengths

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

- Grade level goals nights where grade level teachers share information and expectations for the current school year
- ACE after school program
- DI teams
- 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
- Seasonal activities sponsored by campus and Bowie PTA
- 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 other applications are used to facilitate communication.
- Student of the Month Luncheon brings multiple parents at the end of each month.
- Bowie's Student Ambassadors
- Robotics
- UIL Academic competition

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents are not as engaged in their children's academic progress and homework, which affects student motivation and overall academic performance. **Root Cause:** Parent have constraints such as work schedules and lack of resources at times to help students with school work.

Problem Statement 2: There is a lack of diversity in parent engagement. **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

Bowie Elementary is a neighborhood elementary school committed to fostering a positive, nurturing environment where every child is valued, supported, and empowered to achieve their full potential. Located in the heart of Greenville ISD, our school serves a diverse community of students from a variety of socio-economic backgrounds, creating a rich and inclusive atmosphere for learning. We have strong reputation for excellence in academics, a safe and secure environment, and meaningful relationships between staff, students, and families. We will continue to strive for the highest rating possible from the Texas Education Agency.

At Bowie, we believe that every child deserves access to a high-quality education, and we are dedicated to providing an engaging, well-rounded curriculum that challenges students to think critically, collaborate, and grow. Our teaching staff consists of experienced and passionate educators who are committed to delivering personalized instruction that meets the needs of all learners. Teachers collaborate closely with one another to ensure a consistent, high-quality educational experience across grade levels and subjects.

We focus on excellence in education, safety, and building relationships.

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. Our campus is also served by as Greenville ISD Police Officer and a Student Engagement Officer to help maintain a safe environment for all. Visitors must check in at the office through the Centegix 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.

All staff members wear Centegix's alert badges that have the ability to alert campus administrators and GISD police officers, but also lock-down the campus and call 911. 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.

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. As well, Bowie houses Structured Teach and Life Choice classrooms.

School Context and Organization Strengths

- Safety and security
- 2nd Year of Effective School Framework grant implementation
- Master schedule that maximizes instructional time

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Additional training needed to help with a growing student population in our special education programs. **Root Cause:** Minimal training opportunities for our teachers in specialized programs.

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 are 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:** Teachers need additional support on Google Classroom, Seesaw, assessment programs, and other technology applications that are most effective for specific content and grade level and data collection. Conversely, (especially younger) students have spent too much of their instruction and intervention time on technology.

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
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- 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 B rating for the 2024-2025 school year.

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Train and monitor the implementation of aligned exit tickets & aggressive monitoring. Strategy's Expected Result/Impact: Student achievement Staff Responsible for Monitoring: Principal, Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Campus awareness of STAAR & MAP data through use of DMAC and Edspire. All staff will be trained. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: 4 Weeks TEKS Blitz covering Readiness TEKS with targeted groups. Strategy's Expected Result/Impact: Increased achievement Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 4 Details	Reviews			
Strategy 4: Administrators will provide documented walkthroughs and coaching . One focus will be placed on the use of High Quality Instructional Materials (HQIM). Staff Responsible for Monitoring: Principal Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

Strategy 5 Details	Reviews			
<p>Strategy 5: Bowie's administrators will participate in auditing teacher lesson plans for compliance and alignment after each planning Friday, observe objectives and products, high-quality instructional materials during walkthroughs, exemplars, and coaching teachers on lesson alignment and formative assessment with.</p> <p>Strategy's Expected Result/Impact: Within the 24-25 school year, Strive data will reflect that at least 80% of the time objectives, products and TEKS are posted and aligned.</p> <p>Administrators will plan for at least 2 walkthroughs/day.</p> <p>Student Achievement & Growth:</p> <p>1. STAAR: 80% of students approaching, 60% meeting, and 30% mastering grade level in Reading/Language Arts and Math</p> <p>2. Early Literacy Goal: K - By the end of the 24-25 school year, 85% of Bowie Kindergarten students will know 100% of letter recognition/sounds. 1st- By the end of the 24-25 school year, 85% of Bowie 1st grade students will fluently read the first Fry's 100 sight words. 2nd - By the end of the 24-25 school year, 80% of Bowie 2nd grade students will read 90 words/minute.</p> <p>3. MAP Goal: Bowie will increase MAP Growth Reading Achievement in the K-2 band from the 40th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Additionally, Bowie will increase MAP Growth Reading Achievement in the 3-4 band from the 37th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Also, Bowie will increase MAP Growth Math Achievement from the 45th percentile as of Spring 2024 to the 65th percentile at Spring 2025 testing.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 6 Details		Reviews			
Strategy 6: Bowie will intentionally plan for all students after review of formative and summative data. Teachers will have a "real time" data tracking within their classroom based on daily, formative assessments and past summative performance. Teachers will use MAP data (universal screener) to plan MTSS interventions. DMAC/Edspire will be used to review STAAR and reporting period assessment data: Students mastering, meeting and approaching grade level and breakdowns of student population performance. Strategy's Expected Result/Impact: Student Achievement & Growth: 1. STAAR: 80% of students approaching, 60% meeting, and 30% mastering grade level in Reading/Language Arts and Math 2. Early Literacy Goal: K - By the end of the 24-25 school year, 85% of Bowie Kindergarten students will know 100% of letter recognition/sounds. 1st- By the end of the 24-25 school year, 85% of Bowie 1st grade students will fluently read the first Fry's 100 sight words. 2nd - By the end of the 24-25 school year, 80% of Bowie 2nd grade students will read 90 words/minute. 3. MAP Goal: Bowie will increase MAP Growth Reading Achievement in the K-2 band from the 40th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Additionally, Bowie will increase MAP Growth Reading Achievement in the 3-4 band from the 37th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Also, Bowie will increase MAP Growth Math Achievement from the 45th percentile as of Spring 2024 to the 65th percentile at Spring 2025 testing. Staff Responsible for Monitoring: Principal, Assistant Principal, Dean of Instruction, PLC members TEA Priorities: Improve low-performing schools - Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
Strategy 7 Details		Reviews			
Strategy 7: Bowie will create a data wall and a digital teacher track to help monitor student progress. Staff Responsible for Monitoring: Principal		Formative			Summative
		Nov	Jan	Mar	June
		N/A			

Strategy 8 Details	Reviews			
<p>Strategy 8: Teachers will participate in weekly Professional Learning Community (PLC) and Campus Instructional Leadership Team (CILT) meetings to discuss/model lesson alignment and formative assessment (exit tickets & aggressive monitoring), as well as, review/implementation of assessment data (MAP, DMAC/Edspire).</p> <p>Strategy's Expected Result/Impact: Within the 24-25 school year, Strive data will reflect that at least 80% of the time classroom teachers used high quality instructional materials with aligned lessons and various formative assessments to engage and measure growth of students.</p> <p>Student Achievement & Growth:</p> <p>1. STAAR: 80% of students approaching, 60% meeting, and 30% mastering grade level in Reading/Language Arts and Math</p> <p>2. Early Literacy Goal: K - By the end of the 24-25 school year, 85% of Bowie Kindergarten students will know 100% of letter recognition/sounds. 1st- By the end of the 24-25 school year, 85% of Bowie 1st grade students will fluently read the first Fry's 100 sight words. 2nd - By the end of the 24-25 school year, 80% of Bowie 2nd grade students will read 90 words/minute.</p> <p>3. MAP Goal: Bowie will increase MAP Growth Reading Achievement in the K-2 band from the 40th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Additionally, Bowie will increase MAP Growth Reading Achievement in the 3-4 band from the 37th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Also, Bowie will increase MAP Growth Math Achievement from the 45th percentile as of Spring 2024 to the 65th percentile at Spring 2025 testing.</p> <p>Staff Responsible for Monitoring: Administrators, PLC Team</p> <p>Title I: 2.4, 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
<p>Strategy 9: Student Goals: Every student and their family will know their student achievement/growth 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 growing and/or meeting and mastering reporting period assessments in RLA and Math. Goals will be set prior to assessments.</p> <p>Strategy's Expected Result/Impact: Student Achievement & Growth:</p> <p>1. STAAR: 80% of students approaching, 60% meeting, and 30% mastering grade level in Reading/Language Arts and Math</p> <p>2. Early Literacy Goal: K - By the end of the 24-25 school year, 85% of Bowie Kindergarten students will know 100% of letter recognition/sounds. 1st- By the end of the 24-25 school year, 85% of Bowie 1st grade students will fluently read the first Fry's 100 sight words. 2nd - By the end of the 24-25 school year, 80% of Bowie 2nd grade students will read 90 words/minute.</p> <p>3. MAP Goal: Bowie will increase MAP Growth Reading Achievement in the K-2 band from the 40th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Additionally, Bowie will increase MAP Growth Reading Achievement in the 3-4 band from the 37th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Also, Bowie will increase MAP Growth Math Achievement from the 45th percentile as of Spring 2024 to the 65th percentile at Spring 2025 testing.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Dean of Instruction, teachers</p> <p>Title I: 2.4 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Ensure exemplars are within lesson plans and daily instruction.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

Strategy 11 Details	Reviews			
<p>Strategy 11: MTSS: Bowie will follow the MTSS process utilizing Tier I, Tier II, and Tier II supports/interventions. MTSS 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: Student Achievement & Growth:</p> <p>1. STAAR: 80% of students approaching, 60% meeting, and 30% mastering grade level in Reading/Language Arts and Math</p> <p>2. Early Literacy Goal: K - By the end of the 24-25 school year, 85% of Bowie Kindergarten students will know 100% of letter recognition/sounds. 1st- By the end of the 24-25 school year, 85% of Bowie 1st grade students will fluently read the first Fry's 100 sight words. 2nd - By the end of the 24-25 school year, 80% of Bowie 2nd grade students will read 90 words/minute.</p> <p>3. MAP Goal: Bowie will increase MAP Growth Reading Achievement in the K-2 band from the 40th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Additionally, Bowie will increase MAP Growth Reading Achievement in the 3-4 band from the 37th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Also, Bowie will increase MAP Growth Math Achievement from the 45th percentile as of Spring 2024 to the 65th percentile at Spring 2025 testing.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Dean of Instruction, MTTS committee members, ACE site coordinator</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 12 Details	Reviews			
<p>Strategy 12: Office staff and Student Engagement Officer will call daily absences. Information will be given to administrators, teachers, and nurse. Teachers will contact families when a student is absent. Truancy letters based on unexcused absences along with excessive tardies and absences will be sent accordingly. Attendance incentives/information is shared within weekly family newsletter. Attendance incentives will be changed up and announced each couple of weeks to increase engagement. Perfect attendance and no tardies will be celebrated by individual classes.</p> <p>Strategy's Expected Result/Impact: Bowie's yearly attendance will increase to 96% or greater.</p> <p>Student Achievement & Growth:</p> <p>1. STAAR: 80% of students approaching, 60% meeting, and 30% mastering grade level in Reading/Language Arts and Math</p> <p>2. Early Literacy Goal: K - By the end of the 24-25 school year, 85% of Bowie Kindergarten students will know 100% of letter recognition/sounds. 1st- By the end of the 24-25 school year, 85% of Bowie 1st grade students will fluently read the first Fry's 100 sight words. 2nd - By the end of the 24-25 school year, 80% of Bowie 2nd grade students will read 90 words/minute.</p> <p>3. MAP Goal: Bowie will increase MAP Growth Reading Achievement in the K-2 band from the 40th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Additionally, Bowie will increase MAP Growth Reading Achievement in the 3-4 band from the 37th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Also, Bowie will increase MAP Growth Math Achievement from the 45th percentile as of Spring 2024 to the 65th percentile at Spring 2025 testing.</p> <p>Staff Responsible for Monitoring: Administrators, office/district staff, teachers</p> <p>Title I: 2.5 - TEA Priorities: Improve low-performing schools - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 13 Details	Reviews			
<p>Strategy 13: 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 MTSS (Multi-Tiered Systems of Support) students to be serviced without missing Tier I instruction.</p> <p>Strategy's Expected Result/Impact: Student Achievement & Growth:</p> <p>1. STAAR: 80% of students approaching, 60% meeting, and 30% mastering grade level in Reading/Language Arts and Math</p> <p>2. Early Literacy Goal: K - By the end of the 24-25 school year, 85% of Bowie Kindergarten students will know 100% of letter recognition/sounds. 1st- By the end of the 24-25 school year, 85% of Bowie 1st grade students will fluently read the first Fry's 100 sight words. 2nd - By the end of the 24-25 school year, 80% of Bowie 2nd grade students will read 90 words/minute.</p> <p>3. MAP Goal: Bowie will increase MAP Growth Reading Achievement in the K-2 band from the 40th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Additionally, Bowie will increase MAP Growth Reading Achievement in the 3-4 band from the 37th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Also, Bowie will increase MAP Growth Math Achievement from the 45th percentile as of Spring 2024 to the 65th percentile at Spring 2025 testing.</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
<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 2: At least 75% of Bowie 4th grade students will show growth on their STAAR tests. Among these 4th graders, at least 50% of Accelerated Instruction (1416) students will show growth.

High Priority
HB3 Goal
Evaluation Data Sources: STAAR performance data

Strategy 1 Details		Reviews			
Strategy 1: Intervention students will be determined by criteria of HB 1416 and district universal screener results throughout the school year. Classroom teachers will serve students during intervention block and small group time within Math or RLA instruction/intervention using high quality instructional materials approved by Greenville ISD Curriculum & Instruction. Strategy's Expected Result/Impact: At least 75% of 4th grade students will show growth on STAAR as compared to their 3rd grade STAAR data. At least 50% of Accelerated Instruction students will show growth on their STAAR tests vs. 32% within the 23-24 school year. Student Achievement & Growth: 1. STAAR: 80% of students approaching, 60% meeting, and 30% mastering grade level in Reading/Language Arts and Math 3. MAP Goal: Additionally, Bowie will increase MAP Growth Reading Achievement in the 3-4 band from the 37th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Also, Bowie will increase MAP Growth Math Achievement from the 45th percentile as of Spring 2024 to the 65th percentile at Spring 2025 testing. Staff Responsible for Monitoring: Dean of Instruction, Classroom teachers, Principal, Assistant Principal Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Coaching from administrators and dean of instruction will align to teacher needs based on walkthrough and observation data during these specific 4th grade Accelerated Instruction times. Focuses will be placed on ESF practices (Lesson alignment and formative assessment along with the use of high-quality instructional materials).</p> <p>Strategy's Expected Result/Impact: At least 75% of 4th grade students will show growth on STAAR as compared to their 3rd grade STAAR data. At least 50% of Accelerated Instruction students will show growth on their STAAR tests vs. 32% within the 23-24 school year.</p> <p>Student Achievement & Growth:</p> <p>1. STAAR: 80% of students approaching, 60% meeting, and 30% mastering grade level in Reading/Language Arts and Math</p> <p>3. MAP Goal: Additionally, Bowie will increase MAP Growth Reading Achievement in the 3-4 band from the 37th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Also, Bowie will increase MAP Growth Math Achievement from the 45th percentile as of Spring 2024 to the 65th percentile at Spring 2025 testing.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Dean</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
<p>Strategy 3: After reporting period assessments, teachers will use DMAC/Edspire reports to create instructional action plans to analyze multiple data points to identify and address gaps in performance of under-performing populations and students.</p> <p>Strategy's Expected Result/Impact: At least 75% of 4th grade students will show growth on STAAR as compared to their 3rd grade STAAR data. At least 50% of Accelerated Instruction students will show growth on their STAAR tests vs. 32% within the 23-24 school year.</p> <p>Student Achievement & Growth:</p> <p>1. STAAR: 80% of students approaching, 60% meeting, and 30% mastering grade level in Reading/Language Arts and Math</p> <p>3. MAP Goal: Additionally, Bowie will increase MAP Growth Reading Achievement in the 3-4 band from the 37th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Also, Bowie will increase MAP Growth Math Achievement from the 45th percentile as of Spring 2024 to the 65th percentile at Spring 2025 testing.</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

0% No Progress

100% Accomplished

Continue/Modify

Discontinue





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

Performance Objective 3: 2024-2025 3rd and 4th grade STAAR RLA (Reading/Language Arts) scores will average to 80% of all students population groups approaching, 60% meeting, and 30% mastering grade level.

High Priority
HB3 Goal
Evaluation Data Sources: STAAR performance data, summative reading assessment data

Strategy 1 Details		Reviews			
Strategy 1: Long term goal of building 3rd and 4th grade STAAR percentages at meets and masters will begin with lesson planning, progress monitoring and teaching strategies through F.I.T. (Foundations in Teaching) in Kinder-2nd grades. Strategy's Expected Result/Impact: Student Achievement & Growth: 1. STAAR: 80% of students approaching, 60% meeting, and 30% mastering grade level in Reading/Language Arts and Math 2. MAP Goal: Additionally, Bowie will increase MAP Growth Reading Achievement in the 3-4 band from the 37th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Also, Bowie will increase MAP Growth Math Achievement from the 45th percentile as of Spring 2024 to the 65th percentile at Spring 2025 testing. Staff Responsible for Monitoring: Administrators, teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Bowie's administrators will participate in auditing RLA lesson plans for compliance and alignment after each planning Friday, observe objectives and products, high-quality instructional materials during walkthroughs, and coaching teachers on lesson alignment and formative assessment. Strategy's Expected Result/Impact: Student Achievement & Growth: 1. STAAR: 80% of students approaching, 60% meeting, and 30% mastering grade level in Reading/Language Arts and Math 2. MAP Goal: Additionally, Bowie will increase MAP Growth Reading Achievement in the 3-4 band from the 37th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Also, Bowie will increase MAP Growth Math Achievement from the 45th percentile as of Spring 2024 to the 65th percentile at Spring 2025 testing. Staff Responsible for Monitoring: Principal & Assistant Principal Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: MTTS: Bowie will follow the MTTS process utilizing Tier I, Tier II, and Tier II supports/interventions. MTSS committee will at least meet at the beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY). 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. Strategy's Expected Result/Impact: Student Achievement & Growth: 1. STAAR: 80% of students approaching, 60% meeting, and 30% mastering grade level in Reading/Language Arts and Math 2. MAP Goal: Additionally, Bowie will increase MAP Growth Reading Achievement in the 3-4 band from the 37th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Also, Bowie will increase MAP Growth Math Achievement from the 45th percentile as of Spring 2024 to the 65th percentile at Spring 2025 testing. Staff Responsible for Monitoring: Administrators, ACE site coordinator Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Bowie teachers will utilize Progress Learning & Liftoff to assign differentiated reading TEKS to specific students for intervention and additional instruction. Strategy's Expected Result/Impact: Student Achievement & Growth: 1. STAAR: 80% of students approaching, 60% meeting, and 30% mastering grade level in Reading/Language Arts and Math 2. MAP Goal: Additionally, Bowie will increase MAP Growth Reading Achievement in the 3-4 band from the 37th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Also, Bowie will increase MAP Growth Math Achievement from the 45th percentile as of Spring 2024 to the 65th percentile at Spring 2025 testing. Staff Responsible for Monitoring: Administrators, teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: K-4 students will write every day in each content area. Focus will be placed on Extended Constructed Responses (ECR) and Short Constructed Responses (SCR) when responding to grade-level texts. Strategy's Expected Result/Impact: Bowie's 24-25 3rd and 4th grade ECR scores will be greater than the State's ECR 2024 averages: 2.82/10 points (3rd grade) and 3.87/10 points (4th grade). Student Achievement & Growth: 1. STAAR: 80% of students approaching, 60% meeting, and 30% mastering grade level in Reading/Language Arts and Math 2. MAP Goal: Additionally, Bowie will increase MAP Growth Reading Achievement in the 3-4 band from the 37th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Also, Bowie will increase MAP Growth Math Achievement from the 45th percentile as of Spring 2024 to the 65th percentile at Spring 2025 testing. Staff Responsible for Monitoring: Administrators, teachers and staff members Title I: 2.5 - TEA Priorities: Build a foundation of reading and math - - Targeted Support Strategy	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 4: 2024-2025 3rd and 4th grade STAAR Math scores will average to 80% of all students population groups approaching, 60% meeting, and 30% mastering grade level.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR performance data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Bowie's administrators will participate in auditing Math lesson plans for compliance and alignment after each planning Friday, observe objectives and products, high-quality instructional materials during walkthroughs, and coaching teachers on lesson alignment and formative assessment.</p> <p>Strategy's Expected Result/Impact: Student Achievement & Growth:</p> <p>1. STAAR: 80% of students approaching, 60% meeting, and 30% mastering grade level in Math</p> <p>2. MAP Goal: Bowie will increase MAP Growth Reading Achievement in the K-2 band from the 40th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Additionally, Bowie will increase MAP Growth Reading Achievement in the 3-4 band from the 37th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Also, Bowie will increase MAP Growth Math Achievement from the 45th percentile as of Spring 2024 to the 65th percentile at Spring 2025 testing.</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			
Strategy 2: Teachers and students will be vertically trained in a campus math problem solving model - RAISE. This strategy is to provide students with a productive struggle and ability to independently solve word problems. Strategy's Expected Result/Impact: Student Achievement & Growth: 1. STAAR: 80% of students approaching, 60% meeting, and 30% mastering grade level in Math 2. MAP Goal: Bowie will increase MAP Growth Reading Achievement in the K-2 band from the 40th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Additionally, Bowie will increase MAP Growth Reading Achievement in the 3-4 band from the 37th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Also, Bowie will increase MAP Growth Math Achievement from the 45th percentile as of Spring 2024 to the 65th percentile at Spring 2025 testing. Staff Responsible for Monitoring: Math curriculum coordinator, Admin, Teachers Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: MTTS: Bowie will follow the MTTS process utilizing Tier I, Tier II, and Tier II supports/interventions. MTTS committee will at least meet at the beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY). Strategy's Expected Result/Impact: Student Achievement & Growth: 1. STAAR: 80% of students approaching, 60% meeting, and 30% mastering grade level in Math 2. MAP Goal: Bowie will increase MAP Growth Reading Achievement in the K-2 band from the 40th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Additionally, Bowie will increase MAP Growth Reading Achievement in the 3-4 band from the 37th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Also, Bowie will increase MAP Growth Math Achievement from the 45th percentile as of Spring 2024 to the 65th percentile at Spring 2025 testing. Staff Responsible for Monitoring: Administrators, teachers Title I: 2.6 - Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Bowie teachers will utilize Progress Learning & Liftoff to assign differentiated reading TEKS to specific students for intervention and additional instruction. Strategy's Expected Result/Impact: Student Achievement & Growth: 1. STAAR: 80% of students approaching, 60% meeting, and 30% mastering grade level in Math 2. MAP Goal: Bowie will increase MAP Growth Reading Achievement in the K-2 band from the 40th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Additionally, Bowie will increase MAP Growth Reading Achievement in the 3-4 band from the 37th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Also, Bowie will increase MAP Growth Math Achievement from the 45th percentile as of Spring 2024 to the 65th percentile at Spring 2025 testing. Staff Responsible for Monitoring: Teachers Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></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: 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			
Strategy 1: The Teaching for Bi-literacy, bilingual education model, will continue to be implemented, monitored and provide support within Bowie's two-way dual language classrooms to promote the academic and linguistic developmental growth along with cultural awareness. Strategy's Expected Result/Impact: Bowie will continue to earn all possible points to receive 10% of STAAR Domain 3 (Closing the Gaps). Student Achievement & Growth: 1. STAAR: 80% of students approaching, 60% meeting, and 30% mastering grade level in Reading/Language Arts and Math 2. Early Literacy Goal: K - By the end of the 24-25 school year, 85% of Bowie Kindergarten students will know 100% of letter recognition/sounds. 1st- By the end of the 24-25 school year, 85% of Bowie 1st grade students will fluently read the first Fry's 100 sight words. 2nd - By the end of the 24-25 school year, 80% of Bowie 2nd grade students will read 90 words/minute. 3. MAP Goal: Bowie will increase MAP Growth Reading Achievement in the K-2 band from the 40th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Additionally, Bowie will increase MAP Growth Reading Achievement in the 3-4 band from the 37th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Also, Bowie will increase MAP Growth Math Achievement from the 45th percentile as of Spring 2024 to the 65th percentile at Spring 2025 testing. Staff Responsible for Monitoring: Administrators, district staff and dual language teachers Title I: 2.5 - TEA Priorities: Improve low-performing schools - - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify







Discontinue

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

Performance Objective 1: Bowie Elementary will train all staff members to follow and adhere to all district and state safety protocols. Bowie will pass all Intruder Audit Detections by June 2005.

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

Strategy 1 Details	Reviews			
Strategy 1: The assigned Student Resource Officer will conduct drills in conjunction with the Greenville ISD Police Department. Strategy's Expected Result/Impact: Principal Chief of Police	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: All staff will be trained in the Standard Response Protocol in emergency situations. Staff Responsible for Monitoring: Principal Chief of Police	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: 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
<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: Bowie Elementary will reduce out-of-class discipline placements by 5% by June 2025.

High Priority

Evaluation Data Sources: PEIMS data, discipline tracker

Strategy 1 Details	Reviews			
<p>Strategy 1: Bowie will continue to implement and review a Management & Instructional Playbook. The playbook contains management and instructional procedures specific to areas throughout the campus.</p> <p>Strategy's Expected Result/Impact: Student office referrals will continue to be reduced by 2-3% from the 2023-2024 school year.</p> <p>Students will increase self-advocating, regulating, and social skills.</p> <p>Student Achievement & Growth:</p> <p>1. STAAR: 80% of students approaching, 60% meeting, and 30% mastering grade level in Reading/Language Arts and Math</p> <p>2. Early Literacy Goal: K - By the end of the 24-25 school year, 85% of Bowie Kindergarten students will know 100% of letter recognition/sounds. 1st- By the end of the 24-25 school year, 85% of Bowie 1st grade students will fluently read the first Fry's 100 sight words. 2nd - By the end of the 24-25 school year, 80% of Bowie 2nd grade students will read 90 words/minute.</p> <p>3. MAP Goal: Bowie will increase MAP Growth Reading Achievement in the K-2 band from the 40th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Additionally, Bowie will increase MAP Growth Reading Achievement in the 3-4 band from the 37th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Also, Bowie will increase MAP Growth Math Achievement from the 45th percentile as of Spring 2024 to the 65th percentile at Spring 2025 testing.</p> <p>Staff Responsible for Monitoring: Administrators, counselor, staff members</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Along with administrators and counselor, Bowie will utilize Student Engagement Officer and Community in Schools to support and effectively support 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 2023-2024 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>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: 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, MTSS, LPAC) submitted online.</p> <p>Campus 504 coordinator, Student Engagement Officer, SpEd diagnostician, and MTSS 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>Roster reviews will be completed with each classroom teacher every 4-5 weeks.</p> <p>Strategy's Expected Result/Impact: Student office referrals will continue to be reduced by 2-3% from the 2023-2024 school year.</p> <p>Students will increase self-advocating, regulating, and social skills.</p> <p>Student Achievement & Growth:</p> <p>1. STAAR: 80% of students approaching, 60% meeting, and 30% mastering grade level in Reading/Language Arts and Math</p> <p>2. Early Literacy Goal: K - By the end of the 24-25 school year, 85% of Bowie Kindergarten students will know 100% of letter recognition/sounds. 1st- By the end of the 24-25 school year, 85% of Bowie 1st grade students will fluently read the first Fry's 100 sight words. 2nd - By the end of the 24-25 school year, 80% of Bowie 2nd grade students will read 90 words/minute.</p> <p>3. MAP Goal: Bowie will increase MAP Growth Reading Achievement in the K-2 band from the 40th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Additionally, Bowie will increase MAP Growth Reading Achievement in the 3-4 band from the 37th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Also, Bowie will increase MAP Growth Math Achievement from the 45th percentile as of Spring 2024 to the 65th percentile at Spring 2025 testing.</p> <p>Staff Responsible for Monitoring: Administrators, counselor, SpEd staff members, campus diagnostician, MTSS committee members; Student engagement officer</p> <p>TEA Priorities: Improve low-performing schools -</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Conduct guidance lessons based on Character Strong character curriculum. Each month will focus on a character trait(s). Strategy's Expected Result/Impact: Student office referrals will continue to be reduced by 2-3% from the 2023-2024 school year. Students will increase self-advocating, regulating, and social skills. Instructional time will increase for all students Staff Responsible for Monitoring: Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Students are encouraged to show excellent behavior and excel academically by: -Each teacher is given one 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 will be celebrated for growing and meeting/mastering -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 2023-2024 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 6 Details	Reviews			
Strategy 6: Bowie will provide anti-bullying lessons throughout the year to reduce incidents of bullying. Strategy's Expected Result/Impact: Reduced bullying Staff Responsible for Monitoring: Principal Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			



No Progress



Accomplished



Continue/Modify



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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 3rd and 4th grade 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><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div><div></div></div><div>100%</div></div>Accomplished</div> <div><div><div><div></div></div><div></div></div>Continue/Modify</div> <div><div><div><div></div></div><div></div></div>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: In working with Greenville ISD HR, 100% of teachers will pursue teacher certification, 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 administrators will align to staff member needs based on walkthrough and observation data. Strategy's Expected Result/Impact: Staff retention is increased by 10%. Student Achievement & Growth: 1. STAAR: 80% of students approaching, 60% meeting, and 30% mastering grade level in Reading/Language Arts and Math 2. Early Literacy Goal: K - By the end of the 24-25 school year, 85% of Bowie Kindergarten students will know 100% of letter recognition/sounds. 1st- By the end of the 24-25 school year, 85% of Bowie 1st grade students will fluently read the first Fry's 100 sight words. 2nd - By the end of the 24-25 school year, 80% of Bowie 2nd grade students will read 90 words/minute. 3. MAP Goal: Bowie will increase MAP Growth Reading Achievement in the K-2 band from the 40th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Additionally, Bowie will increase MAP Growth Reading Achievement in the 3-4 band from the 37th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Also, Bowie will increase MAP Growth Math Achievement from the 45th percentile as of Spring 2024 to the 65th percentile at Spring 2025 testing. Staff Responsible for Monitoring: Principal, Assistant Principal, Dean of Instruction TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will participate in weekly Professional Learning Community (PLC) and Campus Instructional Leadership Team (CILT) meetings to discuss/model lesson alignment and formative assessment (exit tickets & aggressive monitoring), as well as, review/implementation of assessment data (MAP, DMAC/Edspire).</p> <p>Strategy's Expected Result/Impact: Staff retention is increased by 10%.</p> <p>90% of teachers increase their T-TESS rating from BOY to EOY.</p> <p>Student Achievement & Growth:</p> <p>1. STAAR: 80% of students approaching, 60% meeting, and 30% mastering grade level in Reading/Language Arts and Math</p> <p>2. Early Literacy Goal: K - By the end of the 24-25 school year, 85% of Bowie Kindergarten students will know 100% of letter recognition/sounds. 1st- By the end of the 24-25 school year, 85% of Bowie 1st grade students will fluently read the first Fry's 100 sight words. 2nd - By the end of the 24-25 school year, 80% of Bowie 2nd grade students will read 90 words/minute.</p> <p>3. MAP Goal: Bowie will increase MAP Growth Reading Achievement in the K-2 band from the 40th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Additionally, Bowie will increase MAP Growth Reading Achievement in the 3-4 band from the 37th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Also, Bowie will increase MAP Growth Math Achievement from the 45th percentile as of Spring 2024 to the 65th percentile at Spring 2025 testing.</p> <p>Staff Responsible for Monitoring: Administrators</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 continue to 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			
<p>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 to 10% by June 2025.</p> <p>Strategy's Expected Result/Impact: Staff retention is increased by 10%.</p> <p>90% of teachers increase their T-TESS rating from BOY to EOY.</p> <p>Student Achievement & Growth:</p> <p>1. STAAR: 80% of students approaching, 60% meeting, and 30% mastering grade level in Reading/Language Arts and Math</p> <p>2. Early Literacy Goal: K - By the end of the 24-25 school year, 85% of Bowie Kindergarten students will know 100% of letter recognition/sounds. 1st- By the end of the 24-25 school year, 85% of Bowie 1st grade students will fluently read the first Fry's 100 sight words. 2nd - By the end of the 24-25 school year, 80% of Bowie 2nd grade students will read 90 words/minute.</p> <p>3. MAP Goal: Bowie will increase MAP Growth Reading Achievement in the K-2 band from the 40th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Additionally, Bowie will increase MAP Growth Reading Achievement in the 3-4 band from the 37th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Also, Bowie will increase MAP Growth Math Achievement from the 45th percentile as of Spring 2024 to the 65th percentile at Spring 2025 testing.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 5 Details	Reviews			
<p>Strategy 5: First year and new to campus Bowie teachers will be supported by campus mentors.</p> <p>Strategy's Expected Result/Impact: Staff retention is increased by 10%.</p> <p>90% of teachers increase their T-TESS rating from BOY to EOY.</p> <p>Student Achievement & Growth:</p> <p>1. STAAR: 80% of students approaching, 60% meeting, and 30% mastering grade level in Reading/Language Arts and Math</p> <p>2. Early Literacy Goal: K - By the end of the 24-25 school year, 85% of Bowie Kindergarten students will know 100% of letter recognition/sounds. 1st- By the end of the 24-25 school year, 85% of Bowie 1st grade students will fluently read the first Fry's 100 sight words. 2nd - By the end of the 24-25 school year, 80% of Bowie 2nd grade students will read 90 words/minute.</p> <p>3. MAP Goal: Bowie will increase MAP Growth Reading Achievement in the K-2 band from the 40th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Additionally, Bowie will increase MAP Growth Reading Achievement in the 3-4 band from the 37th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Also, Bowie will increase MAP Growth Math Achievement from the 45th percentile as of Spring 2024 to the 65th percentile at Spring 2025 testing.</p> <p>Staff Responsible for Monitoring: Campus administrators, campus mentors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<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 1: Striving for 96% student and staff attendance, Bowie will increase average daily attendance (ADA) from 2023-2024 school year.

Evaluation Data Sources: PEIMS data, Skyward Employee Access data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Office staff, nurse, and Bowie's Student Engagement Officer will track and call families daily, if an absence occurs. 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 student engagement 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 attendance will improve to at least 96% throughout the entire 24-25 school year.</p> <p>Student Achievement & Growth:</p> <p>1. STAAR: 80% of students approaching, 60% meeting, and 30% mastering grade level in Reading/Language Arts and Math</p> <p>2. Early Literacy Goal: K - By the end of the 24-25 school year, 85% of Bowie Kindergarten students will know 100% of letter recognition/sounds. 1st- By the end of the 24-25 school year, 85% of Bowie 1st grade students will fluently read the first Fry's 100 sight words. 2nd - By the end of the 24-25 school year, 80% of Bowie 2nd grade students will read 90 words/minute.</p> <p>3. MAP Goal: Bowie will increase MAP Growth Reading Achievement in the K-2 band from the 40th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Additionally, Bowie will increase MAP Growth Reading Achievement in the 3-4 band from the 37th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Also, Bowie will increase MAP Growth Math Achievement from the 45th percentile as of Spring 2024 to the 65th percentile at Spring 2025 testing.</p> <p>Staff Responsible for Monitoring: Administrators, office staff members, counselor, teachers, Bowie nurse</p> <p>TEA Priorities: Improve low-performing schools</p>				

Strategy 2 Details	Reviews			
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. Campus will submit monthly variance reports to GISD CFO. 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. Staff Responsible for Monitoring: Administrator, campus secretary	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Throughout the entire school year, staff members will be appreciated by administrative staff and PTA through food, incentives and affirmations. Strategy's Expected Result/Impact: Bowie's staff attendance will maintain 96% or greater. Staff retention will be increased by 10%. Staff Responsible for Monitoring: Administrators, PTA	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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. Campus will submit monthly variance reports to GISD CFO.

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. Campus will submit monthly variance reports to GISD CFO. 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><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></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: Weekly and daily communications will be sent via newsletters, Facebook, Remind 101, Blackboard Messenger. Strategy's Expected Result/Impact: Effective two-way communication between home, school, and community will be fostered. Families feel comfortable reaching out to campus staff for questions and concerns. Attendance improves to at least 96% (ADA) throughout the 24-25 school year. 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			
<p>Strategy 2: Students and families will have opportunities to take part in various campus activities/groups: Destination Imagination, PTA, Robotics, Student Ambassadors, UIL, etc.</p> <p>Strategy's Expected Result/Impact: Attendance will improve to 96% or greater.</p> <p>Student Achievement & Growth:</p> <p>1. STAAR: 80% of students approaching, 60% meeting, and 30% mastering grade level in Reading/Language Arts and Math</p> <p>2. Early Literacy Goal: K - By the end of the 24-25 school year, 85% of Bowie Kindergarten students will know 100% of letter recognition/sounds. 1st- By the end of the 24-25 school year, 85% of Bowie 1st grade students will fluently read the first Fry's 100 sight words. 2nd - By the end of the 24-25 school year, 80% of Bowie 2nd grade students will read 90 words/minute.</p> <p>3. MAP Goal: Bowie will increase MAP Growth Reading Achievement in the K-2 band from the 40th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Additionally, Bowie will increase MAP Growth Reading Achievement in the 3-4 band from the 37th percentile as of Spring 2024 to the 60th percentile at Spring 2025 testing. Also, Bowie will increase MAP Growth Math Achievement from the 45th percentile as of Spring 2024 to the 65th percentile at Spring 2025 testing.</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>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				