

San Marcos CISD

Bowie Elementary School

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard



Board Approval Date: October 18, 2016
Public Presentation Date: October 18, 2016

Mission Statement

It is the mission of the staff at Bowie Elementary to develop:

Knowledgeable students and staff

Independent lifelong learners

Dedicated partnerships among students, staff, parents, and community

Success for all

Vision

We envision a school in which the staff:

Continuously researches strategies for improving student achievement, takes ownership for implementing such strategies, and uses data to guide instruction.

Demonstrates personal commitment to the academic success of all students.

Works together in collaborative teams to meet the needs of all students with high expectations and compassion.

We envision a school in which students:

Believe they can achieve, becoming actively engaged in and giving their best effort toward academic endeavors.

Demonstrate a respect for others.

Are eager to learn and enjoy coming to school.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The current enrollment of Bowie Elementary as of September 2016 is 558 students. Class size is within the 22:1 ratio in K-4 classrooms, with the exception in 1st grade where two classrooms are currently at 24:1. 5th grade classes are slightly higher at 25:1. The student population at Bowie Elementary consists of 82% Hispanic, 10% White, 5% Black and the remaining percentage other. This population has a low socio-economic status of 76% with no migrant students and a negligible percentage of mobility in the student population. Student assessments help to determine the population's academic needs. Based on current data, the at-risk population is approximately 45%. Approximately 9% of our student population receives special education services, while 2% receive accommodations under 504. The bilingual population is approximately 18% where the majority of these students' home language is Spanish. The attendance rate for the campus has consistently maintained between 95-96%.

Demographics Strengths

The demographics of our campus bring about a multicultural atmosphere that is celebrated by all. To address to needs of our ELL population, each grade level K-5 has one bilingual certified teacher, with the exception of 4th grade, which has two. For the 16-17 school year, district changes in the bilingual program have resulted in bilingual teachers serving only ELL students which resulted in lower classroom numbers for this population. Additionally, several other bilingual staff members are in key positions such as counselor, information literacy specialist, two secretaries, and one special education resource teacher. The cultural heritage of our students is celebrated through special activities such as Baile Folklorico, Cinco de Mayo, Six Flags Over Bowie, Black History Month, and Chinese New Year. Bowie faculty and staff create a positive learning environment for all students, and as demonstrated by the Gallop Poll, our students are proud to be "Bowie Champions!"

Demographics Needs

The high SES rate and increased percentage of ELL learners creates specific needs for our campus. These include keeping abreast with best practices, including ELPS, to address the needs of our ELL and at-risk learners which includes our students receiving Special Education services. Meeting the basic needs of our students so that all students come to school each day ready to learn is our priority. Campus and district RtI systems support a mobile population as well.

Spring 2016 STAAR results: Bowie received an accountability rating of Met Standard; however no Distinction Designations were earned. The Performance Index Report indicates the following scores:

Index 1 Student Achievement- 67 (with a target of 50)

Index 2 Student Progress- 40 (with a target of 32)

Index 3 Closing the Performance Gap- 35 (with a target of 28)

Index 4 Postsecondary Readiness- 31 (with a target of 12)

Bowie met 23 out of 28 (82%) of the System Safeguards. According to the Spring 2016 state assessment results, areas of need include closing the gap between all subgroups. System Safeguards include Special Education in reading and math. Economically Disadvantaged in the areas of math, writing, and science. Although Bowie "Met Accountability" in 2016, we recognize the need to increasing the performance levels for all students in all grades, all subjects. Increasing the percentage of students meeting Level 111on all STAAR test will continue to be a priority as well.

Student Achievement

Student Achievement Summary

Student achievement scores for grades K-2 are based upon local assessments generated by district/campus level staff, universal screening information and Istation. Students' scores in mathematics were taken from the end of year screeners for grades K-4 and from STAAR for grades 3-5. Students' scores in reading were taken from the end of year PM Benchmark and Istation for grades K-2 and/or STAAR for grades 3-5. In kindergarten, 94% of the students scored above the 25th percentile in math and 98% were on grade level in reading. In first grade, 59% of the students scored above the 25th percentile in math and 53% were on grade level in reading. In second grade, 79% of the students scored above the 25th percentile in math and 68% were on grade level in reading. For third grade, STAAR Math was at 72%, STAAR Reading was at 67%, and 67% were on grade level in guided reading, with 76% scoring above the 25th percentile in ESTAR. In fourth grade, 68% of students passed STAAR Math, 65% passed STAAR Reading, 63% passed STAAR Writing, and 50% were on grade level in guided reading, with 88% of the students scoring above the 25th percentile in ESTAR. In fifth grade, 61% of students passed STAAR Math, 90% passed STAAR Reading, 54% passed STAAR Science, and 46% were on grade level in guided reading.

Student Achievement Strengths

Innovative programs and instructional practices form the heart of Bowie's academic program, along with high academic and behavioral expectations for students. Our motto "We Build Champions" conveys our belief that relationships and perseverance are key for success, not only for our students but for ourselves as well.

While socioeconomic status is highly correlated with academic success, a pure cause-effect relationship has not been established. Every teacher has worked with children who have succeeded in spite of their lack of background knowledge or home support. The Bowie faculty recognizes that while children's home backgrounds can influence failure or success, what happens minute by minute in the classroom is the greatest predictor of how much learning will occur. Bowie's dedicated teaching staff is the most important factor in the success or failure of at-risk children in our school. Our staff is truly committed to doing "whatever it takes" to ensure the success of every Bowie student!

Along with effective teaching practices, strong instructional support programs have contributed greatly to student success. The GOAL Center (Gaining Opportunities to Accelerate Learning) provides accelerated instruction in the areas of reading and math for identified at-risk students. Scheduled Istation times for classrooms ensure students are receiving targeted instruction on needed areas weekly. End of year Istation data indicates an increase in students' overall reading levels ranging from 1-38%. The most significant gains were 2nd grade with a 20% increase and Kindergarten with a 38% increase.

Student Achievement Needs

The Comprehensive Needs Assessment completed in the spring, along with PM benchmark data, information gained from Istation, and QPS indicate the need to continue to increase the number of students reading on grade level. STAAR data indicates the need to strengthen instruction at all grades levels in all areas including reading, writing, math and science. The use of vertical teaming will provide opportunities for teachers to discuss common instructional strategies and resources to align curriculum and ensure students are prepared for the rigor of STAAR in 3rd-5th grade. Bowie faculty recognizes the importance of close monitoring of students by PLC teams and routine data reviews. Use of data to identify student weaknesses and strengths is needed to provide immediate implementation of intervention strategies during Power Hour. Student progress will be reviewed routinely during Follow-up Friday meetings. Additionally, staff must continue to focus on high yield strategies (including the work of Marzano and The Fundamental 5) to increase teacher effectiveness/student achievement in all sub groups.

School Culture and Climate

School Culture and Climate Summary

Bowie Elementary utilizes Positive Behavior Interventions and Supports (PBIS) methods through implementation of Emergent Tree systems to encourage and recognize students whom display our values of respect, responsibility, and safety. As individual students display these values, they are presented with a Blue Ribbon. These Blue Ribbons are displayed by each classroom teacher and count toward a class goal. Once a classroom reaches their goal, the class receives a class reward, is recognized on the announcements, and a ribbon with the teacher's name is placed on the schoolwide bulletin board. The character traits of trustworthiness, respect, responsibility, fairness, caring, and citizenship are also taught and reinforced. Lessons based on the program Character Counts are given to all students through special areas, and reinforced by classroom teachers and counseling sessions. Many students are also "spotlighted" during school assemblies for individual acts of goodness based on the Character Counts traits, while others are recognized for displaying all 6 character traits through the presentation of the TRRFCC Kid award. Bowie Champions are selected by classroom teachers monthly and presented a "Bowie Champion" ribbon at the assemblies as well. Students are also recognized at assemblies for academic progress and attendance as well. For staff, monthly birthday celebrations and regular themed potluck luncheons are used to promote a familial atmosphere. Staff are also recognized and spotlighted by administration and each other during faculty meetings and with "Bowie Bravos" posted in the workroom and printed in the weekly bulletin.

School Culture and Climate Strengths

Exuding a sense of family, Bowie Elementary is a child-centered environment where all faculty and staff strive to be positive, affirming their belief in the abilities of all students. This atmosphere is maintained by recognizing students' successes individually and collectively and teachers and staff will truly do "whatever it takes" to ensure student success. Our motto "We Build Champions" is demonstrated daily through the students' and staffs' hard work, dedication, and perseverance. Bowie prides itself on the many compliments received from substitutes, parents, community members and district staff.

School Culture and Climate Needs

As a whole, our staff is consistent in recognizing students through verbal praise, Blue Ribbons, and/or through Class Dojo. However, we realize there are some inconsistencies in providing specific praise to all students. Our goal is to provide more public recognitions for behavioral and academic achievements. We also recognize that some students may need additional support in behavior. The Bridges framework will be utilized to support Tier 2 and Tier 3 students in the area of behavior.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Bowie currently employees 29 classroom teachers, 2 special education teachers, 1 half-time art teacher, 4 title staff members (2 professional and 2 para professionals, one ISS staff member, one dyslexia teacher, 1 half-time GT teacher, 1 half-time parent liaison, 1 full time counselor, full time LVN, 1 music teacher, 1 PE coach and 1 PE para, and an informational literacy specialist. 100% of our teachers and instructional para professionals are highly qualified. We also offer a campus mentoring program for new employees.

Staff Quality, Recruitment, and Retention Strengths

All staff are highly qualified.

Weekly faculty meetings/PD opportunities.

Teachers work closely with district instructional coaches.

Classroom teachers and Title staff provide additional learning opportunities for at-risk students.

Staff Quality, Recruitment, and Retention Needs

Needs that have been identified include:

Continued support by instructional coaches in supporting curriculum, instructional needs, and professional learning.

Deeper understanding of differentiated instruction.

Continue to develop and utilize teacher leaders on our campus.

Deeper understanding of the PLC framework and development of teams who utilize this framework to drive instruction on a regular and routine basis is needed.

Develop teams who routinely utilize multiple sources of data to drive instruction.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers utilize the Balanced Literacy approach for language arts instruction with a focus on reader's and writer's workshop and guided reading. All grade levels rotate weekly through the science lab for hands on and engaging lessons. Our approach, as per best practice, is to instruct often in small group settings in all instructional areas, using manipulatives for building concepts as appropriate.

Teams meet weekly to develop plans and discuss materials. Additional planning time is needed to develop quality lessons and CFAs in all curriculum areas. Students (K-5) are grouped for intervention and provided additional support through Title 1, and are provided additional learning opportunities. In addition, teams meet routinely with the RtI committee to discuss student progress and intervention needs. Istation is utilized as a preventative measure in K-1 and as an intervention in grades 2-5.

Representatives from each grade level, including student support services and bilingual/ESL, serve on Curriculum Council, which is the district team that assists in district level decision-making and curriculum design.

Curriculum, Instruction, and Assessment Strengths

Weekly after school team meetings and extra planning time provided

Campus/district assessments and benchmarks

District assessment calendar

Additional learning opportunities for students

Extensive guided reading library

Problem based learning units

Curriculum, Instruction, and Assessment Needs

One full day of planning for classroom teachers each nine weeks

Continue to develop strong PLCs that routinely utilize data to guide instruction

Integration of technology into daily instruction

Common grade level schedules for all curriculum areas

Routine data checks with each grade level, focusing on the four PLC questions

Maintain strong RTI procedures

Increase number of students reading on grade level

Daily use of high yield instruction strategies in all curriculum areas

Writing across the curriculum

Increased development/use of CFAs

Family and Community Involvement

Family and Community Involvement Summary

The parent liaison is on campus 50% of time. This position supports students, parents, staff members, volunteers, community partnerships, and community and parental events. In addition, our parent liaison works closely with parents to decrease student absences and/or tardies and assists parents with accessing community supports.

High attendance at evening activities and functions from parents.

Host TSU block interns.

Committed volunteers who provide much support for classroom teachers.

Family and Community Involvement Strengths

High parental turn out for evening events.

95% of parents attend parent conferences.

High attendance rate.

Transfer requests due to the reputation of the campus.

System of daily/weekly communication with parents by each classroom teacher.

Grants awarded by community organizations.

Strong Baile Folklorico club.

Community/campus projects sponsored by Student Council.

Family and Community Involvement Needs

Increase involvement through PTO and/or volunteer program.

Increase positive communication with families and community.

Increase the amount of positive interactions from the campus via phone calls, notes in behavior folders, etc.

Increase communication in the home language.

Increase after-school club sponsorships that focus on STEM learning.

School Context and Organization

School Context and Organization Summary

24 K-4 self-contained classrooms, 1 5th grade self-contained classroom

4 5th grade departmentalized classrooms (language arts/social studies and math/science)

Continuum of special education services from self-contained to ICS

CIT members engage in campus decision making procedures.

TTESS and walkthroughs are divided among principal and assistant principal.

School Context and Organization Strengths

Professional development continues with all staff in areas of need.

New teachers to the campus are assigned staff to mentor them through the first year at Bowie. Campus mentor supports and monitors the mentors to ensure quality learning opportunities and adequate support for new staff members is provided.

100% highly qualified staff

Weekly after school grade level meetings in addition to extra planning within the school day (one day per grading period)

Regular review of assessment data with teachers and students

Set reasonable goals with and for students

School Context and Organization Needs

Maintain current organization of campus.

Maintain a master schedule which supports intervention in all grade levels.

Provide additional support for intervention in the early grades, particularly K-1.

Scheduling of STEAM activities

Technology

Technology Summary

The current reality for computers and devices is an average of 1:4 (device:student). Students regularly use iPads, Chromebooks and classroom desktop machines. Two labs are available for specific TEK instruction and project work. Students in grades 3-5 attend computer lab once a week as part of their specials. Technology is to be integrated into instruction within lessons and projects, and guidance is to be given to the staff by district coaches and our campus ILS.

Technology Strengths

A variety of online programs are available to assist students with interventions and growth.

Two labs available for classrooms for the flexibility of learning in a lab setting.

EBooks available to all students K-5 through myON.

Technology Needs

Increase proficiency level of all staff in technology and through various online media such as Google Docs and curriculum adoptions, etc.

Professional development for Istation, Eduphoria, TTM, myON and the integration of available technology.

More devices needed for student use.

Develop plan for replacing dated computers in the Mac Lab.

Replace classroom projectors with interactive projectors.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: SMCISD is committed to all students performing at or above grade level.

Performance Objective 1: Improve student mastery of grade level TEKS by utilizing TEKS based, data driven instruction to increase the number of students performing at Final Recommendation on STAAR by 8% in all subject areas and sub groups, including economically disadvantaged, special education, and ELL students. Students in grades K-2 will show one year's growth in the areas of reading and math.

Summative Evaluation: Using 2016-17 STAAR scores, 3-5 students performing at Final Recommendation in all sub groups and all subjects will increase by 8 percentage points. As evidenced by EOY PM Benchmarks, Istation, and math assessments, students in grades K-2 will show one year's growth in the areas of reading and math.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Utilize the district grade level scope and sequence, grade level TEKS, district resources, guided reading protocol, questioning stems, ELPs and IEPs for identified students to purposely plan for reading, writing, math and science instruction, and supplement instruction with quality, research based instructional materials.	1, 2, 3, 9, 10	Campus Administrators Teachers Instructional Coaches	Lesson Plans reflecting rigor and use of Envision Math, Discovery Science, and a Balanced Literacy approach for teaching reading and writing Walkthrough Data				
State System Safeguard Strategy 2) Grade level teams will meet regularly for planning and data review, ensuring instruction is rigorous and aligned to the SMCISD Scope and Sequence. Grade level teams and special education teachers will be provided a full day each grading period for extended planning purposes.	1, 2, 3, 8, 9, 10	Campus Administrators Teachers Instructional Coaches	Lesson Plans Calendars/Agendas				
3) Increase access to on-grade level TEKS instruction in the general education classroom by providing a common grade level time in which all grade level students will be involved in intervention and/or enrichment activities.	1, 2, 3, 9, 10	Campus Administrators Teachers Interventionists GT Facilitator	Power Hour and Special Education Schedules Lesson Plans and Small Group Documentation Genius Hour plans/activities				
4) Actively engage students through the daily use of small group purposeful talk, partner work, group work, tech devices, hands-on manipulatives, student choice and/or problem based learning projects.	1, 2, 3, 10	Campus Administrators Teachers	Lesson Plans Walkthrough Data TTESS				
5) K-5 students will set SMART goals for reading and math and will track and record their progress in their goal setting folders.	1, 2	Teachers	Individual Student Folders				
State System Safeguard Strategy 6) Increase time of students engaged in reading authentic texts, buddy reading, e-books, audio books (including Epic! and/or myON), etc. to increase vocabulary and reading levels.	1, 2, 10	Campus Administrators Teachers	e-book data usage report reports, student reading logs, PM benchmarks				

State System Safeguard Strategy 7) Actively integrate writing across all areas through the quality use of reader's response journals, writer's notebooks, math journals, and science journals.	1, 2, 3	Campus Administrators Teachers	Student Journals Student Work Displayed				
State System Safeguard Strategy 8) Teachers 2-5 will incorporate Gretchen Bernabei's grammar and writing framework into Writer's Workshop, with the active and routine use of writer's notebooks. Teachers K-1 will incorporate daily writing into instruction through the use of Writer's Workshop, interactive writing, etc. with attention to punctuation and grammar.		Campus Administrators Teachers Instructional Coaches	Lesson Plans Student Writing Notebooks Student Writing Samples				
State System Safeguard Strategy 9) Grade level teams will plan and implement science activities using the 5E model, organize hands on lab experiences for all students, regularly utilize both indoor and outdoor science environments, and participate in the campus STEM/STEAM Fair.	1, 2, 3, 4, 10	Campus Administrators Teachers Instructional Coach	Lesson Plans Walkthrough Data Science/STEM project boards and displays				
10) Grade level teams will meet bi-monthly with interventionists and campus administrators to monitor student progress, analyze student data, and to create and monitor intervention plans for Tier 1-3 students.	1, 2, 3, 9, 10	Campus Administrators Teachers RtI Facilitators	Follow-Up Friday Data Meeting Agendas and Minutes RtI Data/Data Walls				
11) Provide staff development for all teachers including bilingual and special education and monitor for the implementation in the following areas: student engagement, Fundamental 5, small group instruction, guided reading, Moak Casey data, 7 Steps to a Language Rich Environment, Number Talks, problem based learning and hands on science activities.		Campus Administrators Teachers Instructional Coaches Bilingual Coordinator	Walkthrough Data Lesson Plans Staff Sign-in Sheets				
12) Establish internal labs to model best practices for teachers in areas such as technology integration, small group purposeful talk, guided reading, small group instruction and other areas as identified as deficits by campus data.	1, 2, 3, 4, 10	Campus Administrators Teachers Instructional Coaches	Schedules for Internal Labs Reflections following lab observations				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: SMCISD is committed to all students performing at or above grade level.

Performance Objective 2: Increase the percentage of students reading on grade level to 90% by the end of 3rd grade.

Summative Evaluation: EOY PM Benchmark scores, K-3 students reading on level will increase by 20%.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
State System Safeguard Strategy 1) Plan and effectively implement guided reading for all groups, focusing on the three cue reading system of phonology, fluency and comprehension. Teachers will analyze running records and Istation reports, making adjustments for individual students as necessary.	1, 2, 3, 10	Campus Administrators Teachers Instructional Coaches	Lesson Plans Guided Reading Plans Student Progress in Guided Reading as reflected in Eduphoria/Data wall				
2) Students K-5 set SMART goals for reading and will track and record their progress in Istation and guided reading in their goal setting folders.	1, 2	Teachers	Individual Student Folders				
State System Safeguard Strategy 3) Provide professional development for all components of guided reading: planning, analyzing running records (MSV), keeping anecdotal records, administering and analyzing PM Benchmarks for fluency, decoding, and comprehension, using the district guided reading protocol as a guide, etc.	1, 2, 4, 8, 10	Campus Administrators Teachers Instructional Coaches	Staff Sign-in Sheets Eduphoria Records				
4) Library books will be marked with guided reading levels, enabling students to select appropriate texts for independent reading.	1, 9	ILS Teachers Instructional Assistants	Books labeled with guided reading levels				
 =Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: SMCISD is committed to establishing a rigorous academic culture where all students graduate college and career ready.

Performance Objective 1: Increase enrichment opportunities for all students. State data will reflect an 8% increase in the Post-Secondary Readiness Index as scored on the Campus Accountability Summary.

Summative Evaluation: Index 4 of the 2017 State Accountability Report

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Increase student awareness of college and career readiness by celebrating College and Career Weeks for all K-5 students.	1, 2, 3	Campus Administrators Teachers ILS Counselor GT Facilitator	Lesson Plans Calendar				
2) Enhance college awareness by providing 3-5 grade students the opportunity to tour a college campus.	1, 2, 3, 10	Campus Administrators Teachers ILS GT Facilitator	Calendar Student Rosters				
3) Provide opportunities for developing a well-rounded child through art and music classes, STEAM/STEM activities, after school clubs which include choir, robotics, Baile Folklorico, SciGirls, gardening, Genius Hour, etc. and grade level performances.	1, 2, 6	Campus Administrators Special Area Teachers Classroom Teachers ILS	Special Area Schedules Club Rosters Parent/Community/Visitor sign-in sheets for events Lesson plans documenting STEAM/STEM activities				
4) Supplement classroom instruction with field trips to broaden experiences, vocabulary, and general knowledge of our world.	1, 2, 10	Campus Administrators Teachers ILS	Lesson Plans Calendar Student Rosters				
5) Expose students to current CTE classes at the high school by providing tours to grade levels and/or groups.	1, 2, 10	Campus Administrators Club Sponsors	Calendar Student Rosters				
6) Assist with a smooth transition of students from pre-K to kindergarten and from 5th grade to middle school by scheduling school tours and a Kindergarten Round Up. Fifth grade students will be informed of possible electives through orientation sessions.	1, 2, 7	Campus Administrators Counselor	Calendar				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: SMCISD is committed to creating a culture of high expectations for performance and professionalism.

Performance Objective 1: Provide a safe, rigorous, highly engaging learning environment to all students and staff. 100% of students will participate in our campus wide discipline plan and have access to schoolwide celebrations, clubs, assemblies, etc.

Summative Evaluation: Emergent Tree campus data, student rosters, calendar of events, etc.

Eduphoria records and/or sign in sheets for staff members

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Implement a school wide positive behavioral intervention and support program as outlined in the Emergent Tree Groundwork (Tier 1) and Bridges (Tier 2) framework.	1, 2	Campus Administrators Teachers Counselor	Emergent Tree Implementation Plan and Data Classes meeting Blue Ribbon goals				
2) Provide classroom guidance for all K-5 students, with an emphasis on anti-bullying, verbal/physical aggression and internet safety.	1, 2	Counselor ILS	Documentation of guidance lessons Documentation of internet safety lessons				
3) Provide daily physical activity for all K-5 students through PE classes and/or recess.		Teachers PE Coach	Master and special area schedules State FitnessGram results for 3-5				
4) Monitor daily attendance rates, recognizing classes each day with 100% attendance, and contacting parents of students with attendance and/or tardy issues.	1, 2, 6	Campus Administrators Classroom Teachers Counselor Parent Liaison Attendance Clerk	Parent Contact Logs Perfect Attendance Display Attendance Data				
5) Hold Character Counts assemblies each grading period to recognize student and classroom behavioral and academic achievements, in addition to recognizing students and staff for accomplishments on daily announcements, hallway displays, Class Dojo, etc.	1, 2, 6	Campus Administrators Special Area Teachers ILS	Calendar Pictures/Videos				
6) Train all staff on the Standard Response Protocol, blood borne pathogens, suicide prevention, anti-bullying, child abuse, sexual harassment, and the Texas Behavior Support Initiative.	4	Campus Administrators	Safe Schools Report Employee Certificates				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: SMCISD is committed to eliminating achievement gaps within student populations.

Performance Objective 1: Increase the academic achievement of all students, in all sub groups by 8%, and ensure that all students are making a minimum of one year's growth. Close the achievement gap by 5% between the economically disadvantaged, special education and ELLs.

Summative Evaluation: Index 1, 2 and 3 of the 2017 State Accountability Report

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Provide researched based, small group intervention for students having difficulty meeting grade level TEKS as determined by universal screeners, CFAs and district benchmarks, and PM Benchmarks.	1, 2, 9	Campus Administrators Interventionists Teachers	Tier 1, 2, 3 Rosters Walkthrough Data TTESS				
2) Monitor Istation, TEKS Target Practice, VMath, and Think Through Math usage to ensure fidelity of program and analyze data reports monthly.	1, 2, 9	Campus Administrators Interventionists	Istation, TEKS Target Practice, VMath, and TTM Reports				
3) Utilize programs such as VMath and Read Naturally to close achievement gaps for Tier 2 and 3 students.	1, 2, 9	Campus Administrators Interventionists	Lessons completed				
4) Hold ELL teachers accountable for utilizing research based practices, integrating ELPS throughout all content areas.	1, 2, 9	Campus Administrators Bilingual Instructional Coach	Increase in guided reading levels and TELPAS scores				
State System Safeguard Strategy 5) Provide additional learning opportunities for at-risk students (including ELL, Sped, Homeless, Dyslexia, Eco. Dis.) before and/or after school.	1, 9, 10	Campus Administrators Teachers Interventionists	Student Rosters				
6) Meet with grade level teams twice a month to monitor student progress and make recommendations.	1, 2	Campus Administrators Interventionists Classroom Teachers	RtI Data/forms Minutes from Follow Up Friday data meetings Data walls				
7) Hold vertical team meetings monthly to discuss strategies, vocabulary, and difficult to teach/reach TEKS.	1, 2	Campus Administrators Teachers	Minutes from meetings and evidence of classroom implementation through walkthroughs				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: SMCISD is committed to improving parental and community engagement.

Performance Objective 1: 100% of parents will have the opportunity to participate in school events and activities. Bowie will continue to partner with community stakeholders to ensure student/campus success.

Summative Evaluation: Sign in sheets, parent contact logs, calendar of events, documentation of community sponsors/partners

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Increase parental and community involvement through the following school events: Back to School Night, Open House, Title 1 Parent Engagement Presentation, PTO meetings, STEM Night, Storyville Parent Night, Character Counts assemblies, Six Flags over Bowie, grade level performances, Grandparent's Day, Veteran's Day assembly, Bowie Champion Days, Parent Conferences	1, 6	Campus Administrators Teachers ILS	Parent/Visitor sign-in sheets				
2) Maintain partnership with TSU by providing a campus site to develop pre-service elementary teachers.	1, 5	Campus Administrators	Intern assignments to classrooms				
3) Continue to partner with First Baptist Church and the School Fuel Program.		Campus Administrators Parent Liaison	School fuel bags delivered weekly				
4) Increase PTO/VIPS participation through active recruitment, providing awareness of parental opportunities and to assist with individuals with the online background check process.	1, 6, 10	Campus Administrators Parent Liaison PTO/VIPS Members	Raptor volunteer report PTO meetings Volunteer hours				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	Grade level teams will meet regularly for planning and data review, ensuring instruction is rigorous and aligned to the SMCISD Scope and Sequence. Grade level teams and special education teachers will be provided a full day each grading period for extended planning purposes.
1	1	6	Increase time of students engaged in reading authentic texts, buddy reading, e-books, audio books (including Epic! and/or myON), etc. to increase vocabulary and reading levels.
1	1	7	Actively integrate writing across all areas through the quality use of reader's response journals, writer's notebooks, math journals, and science journals.
1	1	8	Teachers 2-5 will incorporate Gretchen Bernabei's grammar and writing framework into Writer's Workshop, with the active and routine use of writer's notebooks. Teachers K-1 will incorporate daily writing into instruction through the use of Writer's Workshop, interactive writing, etc. with attention to punctuation and grammar.
1	1	9	Grade level teams will plan and implement science activities using the 5E model, organize hands on lab experiences for all students, regularly utilize both indoor and outdoor science environments, and participate in the campus STEM/STEAM Fair.
1	2	1	Plan and effectively implement guided reading for all groups, focusing on the three cue reading system of phonology, fluency and comprehension. Teachers will analyze running records and Istation reports, making adjustments for individual students as necessary.
1	2	3	Provide professional development for all components of guided reading: planning, analyzing running records (MSV), keeping anecdotal records, administering and analyzing PM Benchmarks for fluency, decoding, and comprehension, using the district guided reading protocol as a guide, etc.
4	1	5	Provide additional learning opportunities for at-risk students (including ELL, Sped, Homeless, Dyslexia, Eco. Dis.) before and/or after school.

Title I

Schoolwide Program Plan

Bowie Elementary is a Title 1 school-wide campus. The master schedule was altered for the 2016-7 school year to provide reading and/or math assistance for K-5 at-risk students during a common time for each grade level. Each grade level has approximately one hour which we refer to as "Power Hour" devoted to enrichment and intervention, depending on student needs. During this time, no new TEK instruction is provided, allowing for "all hands on deck". Grade level classroom teachers, as well as interventionists and Paras, are available to provide instruction. Student data (diagnostic, formative and summative) is used to determine students in need of intervention. Students are grouped by specific needs and assigned accordingly. Students who are performing at or above grade level are provided enrichment activities during this time. The campus RtI team which consists of classroom teachers, interventionists and administrators meet regularly to discuss individual student RtI data and make appropriate adjustments as needed. Students in need of additional assistance in reading and math are also providing extended learning opportunities before school. The master schedule for the 2016-17 school year also reflects common instructional times for the grade levels. Common schedules allow for flexible grouping among grade level teachers to better meet individual student needs. Teachers meet regularly in PLCs to review student data, plan for instruction, share ideas and best practice to continue to develop their craft. Additionally, to allow time for teachers to collaborate and plan more effectively, each grade level team is provided with a full day of planning each grading period.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in the Spring of 2016. All staff work to effectively meet the needs of our diverse student population and increasing the percentage of students mastering grade level requirements. Among the identified needs are: Increase the percentage of students "Meeting Standards" in Student Achievement (Index 1), Student Progress (Index 2), and Closing Performance Gaps 3 (Index 3) as reported by TEA. Focusing on the needs of our ELLs and special education population has also been identified as a priority. Several priorities were outlined to address the needs described above. Explicit phonology instruction, specifically in grades K-3, must be provided to ensure students are reading on grade level by the end of 3rd grade. Vocabulary continues to be an area where many of our students struggle, both ELL and non-ELL students. Deficits in vocabulary impact comprehension across all curriculum areas.

2: Schoolwide Reform Strategies

As a result of the Comprehensive Needs Assessment, several school-wide reform strategies were identified. The biggest change in the way we do business at Bowie this year, is the revamping of our intervention schedule. The Power Hour which was described above will allow for greater Tier 1 support by having a dedicated time for intervention, with no student missing core instruction. Data from several sources indicate large numbers of students reading below grade level. Reading encompasses three components: phonology, fluency and comprehension. Although the Balanced Literacy framework provides for instruction in all three areas, many of our students show deficits in phonology. Therefore, phonology instruction continues to be a school-wide focus. Additionally, our campus also recognizes the need to provide a school-wide reading incentive program to increase the amount of time students engage in reading. This strategy will also increase vocabulary and comprehension. Lastly, Bowie teachers recognize the importance of engaging students in authentic and meaningful activities. While all teachers are focusing on appropriate lessons, materials, and strategies to increase student engagement, as a campus we will continue to incorporate problem based units, which focus on our local community, into our instruction. Additionally, we are committed to expose and provide our students access to the most current technologies available to engage them in authentic learning processes. As we continue to develop STEAM activities and resources, we strive provide all students opportunities to develop problem solving skills as well as choice in their learning.

3: Instruction by highly qualified professional teachers

All teachers and paraprofessionals at Bowie meet the definition of highly qualified.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Administrators, teachers and paraprofessionals at Bowie recognize the value of ongoing professional learning. Teachers engage in internal labs, book studies, and peer observations within the campus. Information gained from off campus workshops and conferences is shared with the entire staff. Teachers work closely with district academic instructional coaches as well. Professionals will also be appraised with TTESS, and individual teacher goals, along with information gained from surveys, will serve as a guide for planning and providing opportunities for professional learning. Various learning opportunities are offered throughout each month with some being required and others optional.

5: Strategies to attract highly qualified teachers

The district has implemented a system called Teacher Match, with a component, EPI, as part of the on-line application for potential professional employees. This survey projects potential growth and success as an educator. Information from the EPI is reviewed prior to interviews. The district also provides a stipend for bilingual teachers.

6: Strategies to increase parental involvement

Parental involvement at Bowie is multi-faceted. Tremendous support is shown at evening functions, including Open House, grade level performances, and PTO activities to mention a few. Parents also support achievement through daily communication/signatures in the student behavior folders. These folders provide an avenue for noting homework responsibilities, tracking behavioral earnings as well as providing a consistent means of communication between teachers and parents. Parental support is consistently high for parent conferences. These conferences are held two times a year and teachers strive for 100% participation. If face to face contact is not possible, phone conferences or home visits are conducted/attempted.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Each year in May, Bowie hosts a Kindergarten round up day to assist in the transition from preschool programs to elementary programs. Pre-K students from Hernandez tour the campus, meeting office staff and teachers. Parents are invited to attend as well. Kindergarten teachers also host a meeting for parents and students before school begins in August. During this time, parents are given information about our school and the students have an opportunity to meet their teacher and visit their classroom. These opportunities prove to provide a seamless transition into kindergarten.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Bowie utilizes CIT as our decision making team. Monthly meetings are held as well as a yearly planning retreat. Decisions regarding the instructional program including planning and assessment measures are collaboratively made through our professional learning communities. Every grade level team meets regularly to review standards and student achievement data and develop common formative assessments. Additionally, campus representatives serve on the district Curriculum Council.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Grade levels, along with administrators engage in routine PLC meetings to discuss both grade level and individual student achievement. Monthly RtI meetings are held with classrooms teachers, administrators and interventionists as well. Information from CFAs is compiled and analyzed, and adjustments and interventions made accordingly. These practices allow for timely identification and response to students in need of additional support.

10: Coordination and integration of federal, state and local services and programs

Although at-risk students are provided extra support through Title 1 services, many of these students are also provided additional opportunities for social, emotional and academic support through local services and programs.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Rosie Ivarra	Parent Liaison	Title I	.5
Sarah Davis	Intervention TA	Title I	1.0
Sharon Ahrens	Interventionist	Title I	1.0

2016-2017 Campus Improvement Team

Committee Role	Name	Position
Administrator	Pam Thomas	Principal
Administrator	David Underwood	Assistant Principal
Business Representative	Misty Boland	Secretary
Classroom Teacher	Ryan Damron	Teacher-1st grade
Classroom Teacher	Pricelda Delgado	Teacher-3rd grade
Classroom Teacher	Kristen Freeman	Teacher-2nd grade
Classroom Teacher	Lari Locke	Kindergarten Teacher
Classroom Teacher	Nathali Lopez	Teacher-4th grade
Classroom Teacher	Lacey Major	Special Education
Classroom Teacher	Sherri Randow	Teacher-5th grade
Classroom Teacher	Jesse Villalobos	Special Areas
Community Representative	Joyce Bannerot	TSU Professor
Community Representative	Jeri Sprocki	Hays County Sheriff's Department
District-level Professional	Edna Perez	Instructional Coach
Non-classroom Professional	Priscilla Delgado	Information Literacy Specialist
Non-classroom Professional	Mario Garza	Counselor
Parent	Rosalba Steele	Parent

Addendums

TEXAS EDUCATION AGENCY
2016 Accountability Summary
 BOWIE EL (105902101) • SAN MARCOS CISD

Accountability Rating

Met Standard

Met Standards on

- Student Achievement
- Student Progress
- Closing Performance Gaps
- Postsecondary Readiness

Did Not Meet Standards on

- NONE

In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

Distinction Designation

Academic Achievement in ELA/Reading

NO DISTINCTION EARNED

Academic Achievement in Mathematics

NO DISTINCTION EARNED

Academic Achievement in Science

NO DISTINCTION EARNED

Academic Achievement in Social Studies

NOT ELIGIBLE

Top 25 Percent Student Progress

NO DISTINCTION EARNED

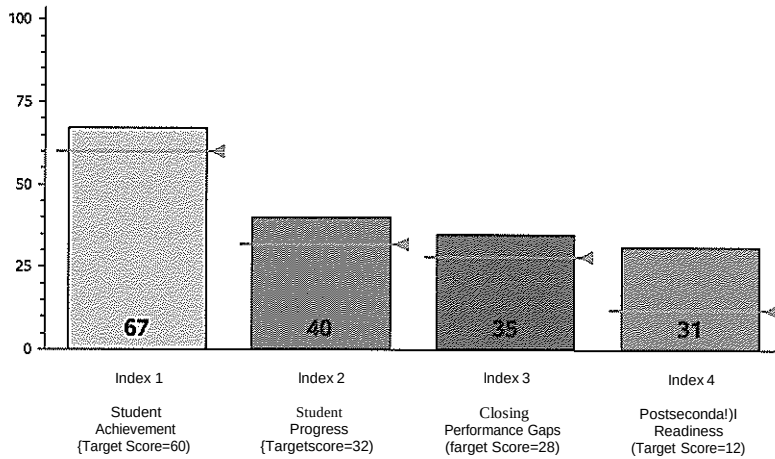
Top 25 Percent Closing Performance Gaps

NO DISTINCTION EARNED

Postsecondary Readiness

NO DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	577 Students
Grade Span	KG - 05
Percent Economically Disadvantaged	73.0
Percent English Language Learners	18.2
Mobility Rate	12.4

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	443	665	67
2 - Student Progress	322	800	40
3 - Closing Performance Gaps	558	1,600	35
4 - Postsecondary Readiness			
STAAR Score	30.7		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		31

System Safeguards

Number and Percentage of Indicators Met

Performance Rates	11 out of 16 = 69%
Participation Rates	12 out of 12 = 100%
Graduation Rates	N/A
Total	23 out of 28 = 82%

For further information about this report, please see the Performance Reporting Division website at <https://rptsrv1.tea.texas.gov/perfreport/V2016/index.html>

TEXAS EDUCATION AGENCY
2016 System Safeguards - Performance and Participation Data Table
BOWIE EL (105902101) - SAN MARCOS CISD

CONFIDENTIAL

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Level II Satisfactory Standard	175	6	135	31	0	0	2	1	110	14	6	n/a
Total Tests	250	9	197	41	0	0	2	1	167	34	7	0
% at Level II Satisfactory Standard	70/o	67%	69%	76%,			100%	100%	66o/o	41%,	86%	n/a
Mathematics												
# at Level II Satisfactory Standard	160	6	122	29	0	0	2	1	97	13	7	n/a
Total Tests	250	9	197	41	0	0	2	1	167	34	7	0
% at Level II Satisfactory Standard	64o/o	67o/o	62o/o	71%			100%	100o/o	58%	38%	100%	n/a
Writing												
# at Level II Satisfactory Standard	55	1	45	9	0	0	0	0	33	2	0	n/a
Total Tests	82	5	66	11	0	0	0	0	56	7	0	0
% at Level II Satisfactory Standard	67%	20%	68%	82%1					59o/o	29o/o		n/a
Science												
# at Level II Satisfactory Standard	53	1	39	12	0	0	1	0	32	3	5	n/a
Total Tests	83	2	65	15	0	0	1	0	57	9	5	0
% at Level II Satisfactory Standard	64%)	50o/o	60%	80%			100%		56%	33%	100%	n/a
Social Studies												
# at Level II Satisfactory Standard	0	0	0	0	0	0	0	0	0	0	0	n/a
Total Tests	0	0	0	0	0	0	0	0	0	0	0	0
% at Level II Satisfactory Standard												n/a
Participation Rates												
Reading: 2015N2016 Assessments												
Number Participating	321	10	264	43	0	1	2	1	232	43	n/a	61
Total Students	321	10	264	43	0	1	2	1	232	43	n/a	61
Participation Rate	100o/o	100o/o	100%	100%		100%	100%	100%	100%	100%	n/a	100%
Mathematics: 2015N2016 Assessments												
Number Participating	321	10	264	43	0	1	2	1	232	43	n/a	61
Total Students	321	10	264	43	0	1	2	1	232	43	n/a	61
Participation Rate	100%	100%	100%,	100o/o		100%	100%	100o/o	100%	100o/o	n/a	100%

Indicates there are no students in the group.
n/a Indicates the student group is not applicable to System Safeguards.

TEXAS EDUCATION AGENCY
2016 System Safeguards • Status Report
BOWIE EL (105902101) • SAN MARCOS CISD

CONFIDENTIAL

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60o/o	60o/o	60o/o	60%	60o/o	60%,	60o/o	60%				
Reading	y		y	y					y	N			4	5	80
Mathematics	y		y	y					N	N			3	5	60
Writing	y		y						N				2	3	67
Science	y		y						N				2	3	67
Social Studies													0	0	
Total													11	16	69

Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N		N	N	n/a	n/a	n/a	n/a	N	N		n/a			
Mathematics	N		N	N	n/a	n/a	n/a	n/a	N	N		n/a			

Participation Status															
Target	95%	95%	95%	95o/o	95%	95%	95%	95%	95o/o	95%		95o/o			
Reading	y		y	y					y	y		y	6	6	100
Mathematics	y		y	y					y	y		y	6	6	100
Total													12	12	100

Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ****															
Total													0	0	

District: Met Federal Limits on Alternative Assessments

Reading															
Alternate1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%,	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														

Total															
Overall Total													23	28	82

+ Participation uses ELL (Current), Graduation uses ELL (Ever HS).

Federal Graduation Rate Reason Codes:

a :: Graduation Rate Goal of 90o/o

b :: Fouryear Graduation Rate Target of 88o/o

c :: Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

d :: Five-year Graduation Rate Target of 90%o

Blank cells above represent student group indicators that do not meet the minimum size criteria.

n/a Indicates the student group is not applicable to System Safeguards.