

Lamar Consolidated Independent School District

Bowie Elementary

2021-2022 Campus Improvement Plan



Mission Statement

The mission of Bowie Elementary School is to establish an effective educational program that will enable every student to meet his/her fullest potential in order to be successful citizen within our future and present world.

Vision

Every Child, Every Day, WHATEVER it Takes!

Core Beliefs

Failure is not an option. No two students are alike. Everything we do should be purposeful, intentional, and meaningful. If we can predict it, we can prevent it.

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Comprehensive Needs Assessment

Revised/Approved: September 2, 2021

Demographics

Demographics Summary

Bowie Elementary has been opened since 1961 and services the Rosenberg community for grades kindergarten through fifth grade. We are located off of highway 90 and Bamore road. Our stakeholders include students, families, all staff, and community members. All stakeholders are included in the planning process as authentic, valuable, contributing partners in the development and implementation of the improvement plan.

Our special programs include: Gifted and Talented, Bilingual/ ESL, and Special Education. We are a Title I campus which requires all staff to be certified as highly qualified. These special programs are aligned with the needs and desires of our students, parents and community. Our programs meet the needs of our individual students which aligns with our campus vision statement, "Every Child, Every Day, WHATEVER it Takes! "

Demographics Summary

Total Enrollment: 442

Ethnicity/ Race:

Hispanic- 86.3%

Black or African American - 3.2%

White - 8.8%

American Indian - 0.4%

Asian -0.5%

Two or More Races - 0.7%

Student Learning

Student Learning Summary

State Assessment Student Performance

40% of students achieved approaches on the 5th Grade STAAR Science assessment in 2020- 2021.

51% of students achieved approaches on the 4th Grade STAAR Writing assessment in 2020- 2021.

71% of students achieved approaches on the 3rd – 5th Grade STAAR Reading assessment in 2020- 2021.

72% of students achieved approaches on the 3rd – 5th Grade STAAR Math assessment in 2020- 2021.

45% of students achieved “on or above level” on K-2 GRA in 2020- 2021.

School Processes & Programs

School Processes & Programs Summary

School Culture, Climate, and Leadership Effectiveness

The curriculum and instruction at Bowie is driven by the district's scope and sequence, road maps, and curriculum at a glance calendars. Some critical components of the district curriculum include: district progress monitoring assessments, campus common assessments, problem solving processes, balanced literacy including the Reading/Writing workshop and small group instruction across content areas.

One focus for our campus has been improving student engagement and improving Tier 1 instruction. Bowie brainstorming, weekly planning, PLCs, and vertical alignment meetings are held monthly to analyze student need and academic growth. Through the MTSS process, student progress is measured throughout the school year. Teachers, facilitators, coaches, administrators, and special education staff continue to work together to ensure all students achieve academic growth through focused consistent collaboration. Students receive intervention through Sunrise Scholars, after school tutorials, and our Dragon Den intervention time that has been incorporated into our daily master schedule.

All staff members at Bowie will continue to seek various professional development opportunities through campus, district, and out of district opportunities to continue to improve student academic growth. Student academic and behavioral successes and growth is recognized each grading period through our Bowie Bash ceremonies. Our students and staff are recognized through our campus wide PBIS (positive behavior intervention system) rewards program which contributes to our positive campus climate.

Parent engagement is encouraged through a variety of activities such as Reading Night, Math & Science Night, Book Fairs, Veterans' Day Program, Musical programs, our P.E. program, and our Dragon Dash event. We continually strive to maintain a strong connection with our parents and community stakeholders. The Bowie staff, parents, and community worked collaboratively to build the Friends of Bowie Organization. The purpose of the organization is to bring families closer together and work towards common goals for the betterment of our students.

Perceptions

Perceptions Summary

Our Parent survey indicated the following perceptions:

Grade of an A - 58%

Grade of a B - 29 %

Grade of a C - 13%

Parents agreed or agreed strongly that the teachers set high expectations for their child and all students. They believe their child is prepared to do well in the next grade and is receiving effective instruction. The atmosphere of the school was positive per the parent survey. Parents communicated they feel welcomed, informed and knew the teachers were available to discuss their child's needs. They stated their children are excited to come to school, and feel Bowie is a safe place where students and teachers respect one another.

Our student survey indicated the following perceptions:

79% of our students would give the school a grade of A/B. The students are proud of the school and have good friends at school. They know they are treated fairly and that there are people they can talk to if they have a school problem or a personal problem. Students feel encouraged by their teachers and feel they are given praise for good work. Bowie is a safe place for them.

The culture and climate at Bowie is based on a combination of our four behavior expectations; Respect, Responsibility, Problem Solving, and Self-Control as well as the Six Pillars of Character. Students are encouraged to implement these character traits in everyday situations.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card Data

Student Data: Assessments

- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: October 19, 2021

Goal 1: By May 2022, the percentage of K-2 students reading on or above grade level as indicated on the EOY GRA/ EDL assessment, will increase by at least 10%.

Performance Objective 1: Ensure all students receive supports for intervention either in the form of remediation, extensions, or through supplemental tutoring and related supplies and materials.

Evaluation Data Sources: Guided Reading lesson plans. Growth in reading levels reflected in student's progress in GRA, TX-KEA, and TPRI.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students in K-2 will have access to online programming and technology to support, re-mediate and/or enrich academic concepts taught. Technology will be updated and furnished to support the campus needs.</p> <p>Strategy's Expected Result/Impact: Improvement in students' foundation reading skills such as decoding, and phonemic awareness. (HB 3 Reading Support)</p> <p>Staff Responsible for Monitoring: Academic Facilitator Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Staff will utilize Dragon Den intervention time and daily instruction time to implement decoding, sight word, and comprehension intervention strategies to increase the number of students reading at/above grade level in grades K-2, including EL population.</p> <p>Strategy's Expected Result/Impact: Improvement in students' foundation reading skills such as decoding and phonemic awareness to improve comprehension. (HB 3 Reading Support)</p> <p>Staff Responsible for Monitoring: Academic Facilitator ESL/Bilingual Lead Teachers</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Summer based literacy program will be held for identified students in grades K-2 to re-mediate literacy deficiencies.</p> <p>Strategy's Expected Result/Impact: Servicing identified students and addressing their specific needs which</p>	Formative			Summative
	Nov	Feb	Apr	June


will result in improving our overall student achievement. (HB 3 Reading Support)

Staff Responsible for Monitoring: Administrators
Teachers

Title I Schoolwide Elements: 2.5 - **TEA Priorities:** Build a foundation of reading and math

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 1: By May 2022, the percentage of K-2 students reading on or above grade level as indicated on the EOY GRA/ EDL assessment, will increase by at least 10%.

Performance Objective 2: Provide coaching and mentoring to staff to improve Tier 1 and 2 academic foundation reading instruction and engagement practices.

Evaluation Data Sources: Observations, walkthroughs, lesson plans. Growth in reading levels reflected in student's progress in GRA, TX-KEA, and TPRI.





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide support to teachers with implementing the balanced literacy framework to structure instructional time. Appropriate instructional materials or resources will be provided to meet expectations and improve learning for all students.</p> <p>Strategy's Expected Result/Impact: Improvement in students' foundation reading skills such as decoding and phonemic awareness to improve comprehension. (HB 3 Reading Support)</p> <p>Staff Responsible for Monitoring: Academic Facilitator Teachers</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Personnel Costs - 211 Title I, Part A - \$41,081.39</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Professional learning opportunities (training, book study, cohorts, etc.) will be provided for teachers to improve Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will have the opportunity for professional growth by learning new strategies and techniques in guided reading, sheltered instruction, and critical thinking to use in their classrooms.</p> <p>Staff Responsible for Monitoring: Administrators Academic Facilitator ESL/Bilingual Lead Teachers District Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will participate in PLCs to analyze and discuss student progress in their reading levels and develop instructional plans, including appropriate guided reading strategies such as prompting.</p> <p>Strategy's Expected Result/Impact: A year's growth in students individual reading levels. (HB 3 Reading Support)</p> <p>Staff Responsible for Monitoring: Administrators Facilitators Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize planning to design differentiated individualized targeted guided reading instruction to address gaps, remediation, and extension in TEKS.</p> <p>Strategy's Expected Result/Impact: Student growth in mastery of each guided reading component. (HB 3 Reading Support)</p> <p>Staff Responsible for Monitoring: Administrators Facilitators Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: By May 2022, the percentage of 5th grade students earning approaches, meets, or masters as indicated on STAAR, will increase by at least 10% in science.

Performance Objective 1: Ensure all 5th grade science students receive supports for intervention either in the form of remediation, extensions, or through supplemental tutoring and related supplies and materials.





Evaluation Data Sources: Growth in science objectives reflected in students' progress on common assessments, MAPs screeners/assessments, and STAAR.

Strategy 1 Details	Reviews			
<p>Strategy 1: Hands-on learning investigations and/or experiences specific to living science, matter, gravity, physical science as well as force and motion (including field trips). These experiences along with Stem scope materials will be provided to improve learning for all students.</p> <p>Strategy's Expected Result/Impact: Improvement in students' academics by making connections with the different types of living science, matter, gravity, physical science as well as force and motion that surround them.</p> <p>Staff Responsible for Monitoring: Facilitator Teachers</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide and implement intervention strategies such as claim, evidence, and reasoning using Stem scopes and written short answer responses to achieve STAAR approaches standards in Grade 5 Science, including our EL population, and students who receive services through Special Education.</p> <p>Strategy's Expected Result/Impact: Improvement in students' ability of claim, evidence, and reasoning skills.</p> <p>Staff Responsible for Monitoring: Facilitator Teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Parent involvement activities will be held to explain science tools and/or scientific method to support partnerships, connected to Parent, Family, & Community Engagement Plan.</p> <p>Strategy's Expected Result/Impact: Improving the connection between school and home by increasing parent involvement as well as improvement in students' critical thinking and science application skills at home.</p> <p>Staff Responsible for Monitoring: Administrators Facilitator</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: By May 2022, the percentage of 5th grade students earning approaches, meets, or masters as indicated on STAAR, will increase by at least 10% in science.

Performance Objective 2: Provide coaching and mentoring to staff to improve Tier 1 and 2 Science instruction and engagement practices.

Evaluation Data Sources: Observations, walkthroughs, lesson plans. Growth in science objectives reflected in students' progress on common assessments, MAPs screeners/assessments, and STAAR.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilization of district/ out of district instructional coaches to provide professional development, coaching, or facilitate planning, including the ALPS and SPED departments.</p> <p>Strategy's Expected Result/Impact: Improvement in students' ability to correctly apply/ analyze scientific scenarios using science academic vocabulary.</p> <p>Staff Responsible for Monitoring: Administrators District Instructional Coaches Facilitator/ Coaches</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement with fidelity the use of Stem-scopes for science instruction. Instructional resources/ strategies such as visuals, sentence stems, academic vocabulary, and student discourse will be provided/ implemented to meet expectations and improve learning for all students.</p> <p>Strategy's Expected Result/Impact: Improve students' science reasoning and application skills.</p> <p>Staff Responsible for Monitoring: Academic Facilitator Teachers</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will participate in PLCs to analyze and discuss student progress in science and develop instructional plans, including appropriate strategies such as critical thinking, intentional visuals, consistent sentence stems, and vocabulary magic along with other resources for student growth and interventions.</p> <p>Strategy's Expected Result/Impact: Analysis that will help guide instructional decisions and improve students' achievement.</p> <p>Staff Responsible for Monitoring: Administrators Facilitator Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: By May 2022, the percentage of 3rd, 4th, and 5th grade students earning approaches, meets, or masters as indicated on STAAR, will increase by at least 6% in reading.

Performance Objective 1: Ensure all reading students receive supports for intervention either in the form of remediation, extensions, or through supplemental tutoring and related supplies and materials.

Evaluation Data Sources: Growth in reading levels reflected in student's progress in GRA, common assessments, MAPs screeners/assessments, and STAAR.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in PLCs to analyze and discuss student progress in reading and develop instructional plans, including differentiated designs, individualized targeted small group instruction to address gaps, remediation and extension in TEKS.</p> <p>Strategy's Expected Result/Impact: Growth in student's overall scores and target objectives on all types of formative and summative assessments.</p> <p>Staff Responsible for Monitoring: Literacy Coach Teachers</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase student engagement through verbal discourse, sheltered strategies, and questioning.</p> <p>Strategy's Expected Result/Impact: Improvement in students' comprehension, and writing.</p> <p>Staff Responsible for Monitoring: Administrators Literacy Coach ESL/Bilingual Lead Teachers</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The Next Steps to Guided Reading will be used to create targeted learning groups which will provide more individualized lessons for students in effort to increase their level of engagement as well as close their individual learning gaps.</p> <p>Strategy's Expected Result/Impact: Improvement in students' individual reading needs/ skills.</p> <p>Staff Responsible for Monitoring: Administrators Facilitators Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide after School Camp, Saturday Camp, or Summer School Camp for targeted student population with intensive intervention practices and through HB 4545 accelerated instruction.</p> <p>Strategy's Expected Result/Impact: Improvement in students' foundation reading skills such as decoding and phonemic awareness, to improve comprehension, and making an inference. (HB 3 Reading Support & HB 4545)</p> <p>Staff Responsible for Monitoring: Administrators Facilitators/ Coaches Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Parent involvement activities will be held to explain reading strategies to support partnerships, connected to Parent, Family, & Community Engagement Plan.</p> <p>Strategy's Expected Result/Impact: Improving the connection between school and home by increasing parent involvement as well as improvement in students' foundation reading skills which include decoding, phonemic awareness, and comprehension.</p> <p>Staff Responsible for Monitoring: Administration Coaches Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Hire additional tutors to assist with individualized instructional support for at-risk students to include HB 4545 accelerated instruction.</p> <p>Strategy's Expected Result/Impact: Data collected every six weeks supports gaps are closing for students in Tier 3 interventions.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>Funding Sources: Supplemental tutoring and related supplies and materials - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$4,579.14, Supplemental tutoring and related supplies and materials - 211 Title I, Part A - 2112-6118-11-102-30-0 - \$5,000.78</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Identified staff will provide small group instruction to students based on students individualized need in order to decrease SPED failures by 5%.</p> <p>Strategy's Expected Result/Impact: Improvement in students' foundation math skills, and growth in</p>	Formative			Summative
	Nov	Feb	Apr	June

students' problem solving and reasoning skills.


Staff Responsible for Monitoring: Administration


Literacy Coach


Teachers

Funding Sources: Personnel Costs - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$16,450

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 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 3: By May 2022, the percentage of 3rd, 4th, and 5th grade students earning approaches, meets, or masters as indicated on STAAR, will increase by at least 6% in reading.

Performance Objective 2: Provide coaching and mentoring to staff to improve Tier 1 and 2 reading instruction and engagement practices.

Evaluation Data Sources: Observations, walkthroughs, lesson plans. Growth in reading objectives reflected in students' progress on common assessments, MAPs screeners/assessments, and STAAR.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilization of Literacy Coach to instruct students, coach general education teachers, SESC teachers, and facilitate weekly planning sessions.</p> <p>Strategy's Expected Result/Impact: Improvement in students' reading abilities in comprehension as well as text analysis and the opportunity for Teachers' professional growth.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement with fidelity the balanced literacy framework to structure instructional time. Appropriate instructional resources and materials will be provided to meet expectations and improve learning for all students.</p> <p>Strategy's Expected Result/Impact: Improvement in students' reading comprehension skills and literature analysis through application of inference skills.</p> <p>Staff Responsible for Monitoring: Literacy Coach Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Professional learning opportunities (training, book study, cohorts, etc.) will be provided for teachers to improve Tier 1.</p> <p>Strategy's Expected Result/Impact: Teachers will have the opportunity for professional growth by learning new strategies and techniques in guided reading, sheltered instruction, and critical thinking to use in their classrooms.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Literacy coach will guide planning sessions with teachers to ensure alignment with curriculum and teaching strategies of the writing process.</p> <p>Strategy's Expected Result/Impact: Patterns of power will be used as a resource to teach the revising and</p>	Formative			Summative
	Nov	Feb	Apr	June

editing in combination with reading text.

Staff Responsible for Monitoring: Literacy Coach

ESL/ Bilingual Lead

Teachers

TEA Priorities: Build a foundation of reading and math



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 4: By May 2022, the percentage of 3rd, 4th, and 5th grade students earning approaches, meets, or masters as indicated on STAAR, will increase by at least 6% in math.

Performance Objective 1: Ensure all math students receive supports for intervention either in the form of remediation, extensions, or through supplemental tutoring and related supplies and materials.

Evaluation Data Sources: Growth in math objectives reflected in student's progress on common assessments, MAPs screeners/assessments, and STAAR.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide and implement intervention strategies such as problem solving and the 5E model to achieve STAAR Approaches standards in Grade 3-5 Math, including EL population.</p> <p>Strategy's Expected Result/Impact: Improvement in students' math calculation and computation skills.</p> <p>Staff Responsible for Monitoring: Administrators Math Facilitator Teachers</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: Personnel Costs - 211 Title I, Part A - \$77,361.83</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will participate in PLCs to analyze and discuss student progress in math and develop instructional plans, including differentiated designs, individualized targeted small group instruction to address gaps, remediation and extension in TEKS.</p> <p>Strategy's Expected Result/Impact: Growth in student's overall scores and target objectives on all types of formative and summative assessments.</p> <p>Staff Responsible for Monitoring: Administrators Math Facilitator Teachers</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Parent involvement activities will be held to explain math manipulatives and/or problem-solving strategies to support partnerships, connected to Parent, Family, & Community Engagement Plan.</p> <p>Strategy's Expected Result/Impact: Improving the connection between school and home by increasing parent involvement as well as improvement in students' problem solving skills.</p> <p>Staff Responsible for Monitoring: Administrators Math Facilitator Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide after School Camp, Saturday Camp, or Summer School Camp for targeted student population with intensive intervention practices and through HB 4545 accelerated instruction.</p> <p>Strategy's Expected Result/Impact: Improvement in students' mathematical calculation, computation, and problem solving skills. (HB 3 Reading Support & HB 4545)</p> <p>Staff Responsible for Monitoring: Administrators Math Facilitator Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Identified staff will provide small group instruction to students based on students individualized need in order to decrease SPED failures by 5%.</p> <p>Strategy's Expected Result/Impact: Improvement in students' foundation math skills, and growth in students' problem solving and reasoning skills.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Increase student engagement through verbal discourse, sheltered strategies, and questioning.</p> <p>Strategy's Expected Result/Impact: Improvement in student's foundation math skills. Growth in students problem solving and reasoning skills.</p> <p>Staff Responsible for Monitoring: Literacy Coach ESL/Bilingual Lead Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Hire additional tutors to assist with individualized instructional support for at-risk students to include HB 4545 accelerated instruction.</p> <p>Strategy's Expected Result/Impact: Data collected every six weeks supports gaps are closing for students in Tier 3 interventions.</p> <p>Staff Responsible for Monitoring: Principals Teachers</p> <p>Funding Sources: Supplemental tutoring and related supplies and materials - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - 2112-6118-11-102-30-0 - \$8,323.86</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: By May 2022, the percentage of 3rd, 4th, and 5th grade students earning approaches, meets, or masters as indicated on STAAR, will increase by at least 6% in math.

Performance Objective 2: Provide coaching and mentoring to staff to improve Tier 1 and 2 mathematical instruction and engagement practices.

Evaluation Data Sources: Growth in math objectives reflected in student's progress on common assessments, MAPs screeners/assessments, and STAAR.

Strategy 1 Details	Reviews			
<p>Strategy 1: The Math Coach will coach general education teachers, SESC teachers, and facilitate planning sessions. Strategy's Expected Result/Impact: Improvement in students' mathematical ability in reasoning, problem solving, and computation, and the opportunity for Teachers' professional growth. Staff Responsible for Monitoring: Administrators Instructional Coaches</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement with fidelity the Guided Math framework. Appropriate instructional materials, manipulatives, and resources will be provided to meet expectations and improve learning for all students. Strategy's Expected Result/Impact: Improve students' mathematical reasoning, problem solving and computation. Staff Responsible for Monitoring: Administrators Math Facilitator Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Professional learning opportunities (training, book study, cohorts, etc.) will be provided for teachers to improve Tier 1 mathematical instruction. Strategy's Expected Result/Impact: Improve students' mathematical reasoning, and computation as well as the opportunity for teachers' professional growth. Staff Responsible for Monitoring: Administrators Math Facilitator Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: P16 Math Collaborative will be implemented. Components include: math fact fluency, math warm-ups, remediation plan, math facilitator support, principal and district support. All components will be implemented at Grade 5. In grades 2-4, most components will be implemented.</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy's Expected Result/Impact: Improve students' math fact fluency, computation, reasoning, and overall achievement in mathematics.

Staff Responsible for Monitoring: Administrators

Math Facilitator

Teachers



No Progress



Accomplished



Continue/Modify



Discontinue

State Compensatory

Budget for Bowie Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 0.25

Brief Description of SCE Services and/or Programs

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Personnel for Bowie Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Kristen Cruikshank	Literacy Coach	0.25

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Bowie Elementary conducted a comprehensive needs assessment (CNA) on the following dates: 6/14/2021, 7/27/2021, and 8/5/2021. The CNA serves as the centerpiece of our planning process and the driving force most impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators and teachers collected data in collaboration with teacher leaders and others. Root causes were identified, written as needs and reported to the site-based decision-making committee. The team was given time to reflect on the data and ask clarifying questions. When the team felt that all appropriate data had been disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our Site Based Decision Committee includes teachers, parents, community members, and administrative personnel. In addition, we were sure to include members of the staff that were paraprofessionals and/or part of the special education and ESL departments. Site Based Decision Making Committee Members are listed as follows: Belynda Billings, Flor Perez, Jessica Risien, Brandy Tristan, Gloria Ramirez, Kelly Shepard, Justin Davidson, Sandy Hernandez, and Courtney Savitt.

2.2: Regular monitoring and revision

To remain current and relevant, the CIP will be revised for the 2021-2022 school year and/or evaluated during the following months (November, February, April and June). Tentative Campus Improvement Council/SDM meeting dates are as follows: September 22nd , October 13th, November 10th, December 8th, January 12th, February 9th, March 9th, and April 6, 2021.

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

To help parents be informed the campus will provide the following in English and Spanish for families: Campus Improvement Plan, Title 1 Compact, and the Parent and the Family Engagement Policy. These policies will be accessible in the following locations for parents and community members: campus website, the school's front office, at parent and family engagement activities, and in the State and Federal Programs Office at the district's administration building.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy will be adopted and revised in the fall and spring. The Parent and Family Engagement Policy will be distributed at Open House and at each Parent and Family Engagement Activity offered at this school. The policy will be available in English and Spanish, and it will be located on the campus website, the front office, and in the State and Federal Programs Office at the district administration building.

3.2: Offer flexible number of parent involvement meetings

This school will offer a flexible number of meetings to be held in both the morning and afternoon. Proposed dates for meetings are 10/14/2021, 11/11/2021, 11/18/2021, and 3/10/2021. Meetings will consist of Parent support, curriculum information, Reading Night, Math & Science Night, and Vetean's Day Program.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Esmeralda Rocha	Math Facilitator		1.00
Heather Iles	Academic Facilitator		.50

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Personnel Costs		\$41,081.39
3	1	6	Supplemental tutoring and related supplies and materials	2112-6118-11-102-30-0	\$5,000.78
4	1	1	Personnel Costs		\$77,361.83
Sub-Total					\$123,444.00
Budgeted Fund Source Amount					\$123,444.00
+/- Difference					\$0.00
199 PIX 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	6	Supplemental tutoring and related supplies and materials		\$4,579.14
3	1	7	Personnel Costs		\$16,450.00
4	1	7	Supplemental tutoring and related supplies and materials	2112-6118-11-102-30-0	\$8,323.86
Sub-Total					\$29,353.00
Budgeted Fund Source Amount					\$29,353.00
+/- Difference					\$0.00
Grand Total					\$152,797.00

Addendums