

Regular Meeting
Monday, December 15, 2014 4:30 PM

Bowie Administration Board Room
404 E Williams St.
Bowie, TX 76230

Agenda

- I. **MEETING CALLED TO ORDER**
 - Roll Call and Establish a Quorum
 - I.A. Opening Prayer
 - I.B. Pledge of Allegiance
- II. **AUDIENCES**
- III. **RECOGNITION**
 - III.A. Bowie High School Student of the Month
- IV. **INFORMATION AND DISCUSSION**
 - IV.A. Superintendent - Steven Monkres
 - IV.A.1. Report on School Board training required to be completed as of the last meeting of the calendar year
 - IV.B. Campus Reports - Blake Enlow, Sean McBeath, Amy Murphey, Kelly Shackelford
 - IV.C. Curriculum and Instruction - Christie Walker
 - IV.D. Finance - Jonathan Pastusek
- V. **CONSENT AGENDA**
 - V.A. APPROVAL OF MINUTES:
 - V.A.1. Approval of regular Board meeting minutes of November 17, 2014
 - V.A.2. Approval of called Board meeting minutes of December 10, 2014
 - V.B. APPROVAL OF BUSINESS REPORTS:
 - V.B.1. November financial report
 - V.B.2. Investment report
 - V.B.3. Budget amendment(s)
 - V.B.4. Tax levy adjustment from Montague County Tax Appraisal District for November, 2014
 - V.B.5. Donation(s)
- VI. **ACTION ITEMS**
 - VI.A. Consider/Approve Bowie I.S.D. Board Goals for 2014-2016
 - VI.B. Consider/Approve Bowie I.S.D. District Improvement Plan for the 2014-2015 School Year
 - VI.C. Consider/Approve Bowie I.S.D. Campus Improvement Plans for the 2014-2015 School Year
 - VI.D. Consider/Approve the Sale of Struck Off Properties
 - VI.D.1. 211 W. Nelson Street, Bowie, Texas
 - VI.D.2. 404 West Wichita Street, Bowie, Texas
 - VI.D.3. 904 North Mason Street, Bowie, Texas
- VII. **CLOSED SESSION**

Convene in closed session under Texas Open Meetings Act, Texas Government Code, Chapter 551, section:

- 551.071 Private consultation with the Board's attorney
- 551.072 Discussing purchase, exchange, lease, or value of real property
- 551.073 Discussing negotiated contracts for prospective gifts or
donations
- 551.074 Discussing personnel or to hear complaints against personnel
- 551.076 Considering the deployment, specific occasions for, or
implementation of security, personnel or devices
- 551.082 Considering discipline of a public school child or complaint or
charge
against personnel

VIII. OPEN SESSION

IX. ADJOURN

Recognition

Information and Discussion

Consent

Agenda

Action Items

Bowie Independent School District



Bowie Elementary School

2014-2015

169-901-105

Date of Board Approval: November 17, 2014

Revised: 11-14-14

BOWIE ELEMENTARY

Mission

By giving our best every day, Bowie Elementary School takes pride in learning and thinking creatively, while showing respect and acceptance within a safe and caring environment.

State Compensatory Education Funds will be used to enhance the Title I Schoolwide program to ensure that all students and student groups are successful in meeting challenging state standards and graduate from high school.

SCE Funds: \$232,667 SCE FTEs: 6.2

Nondiscrimination Notice

BOWIE ELEMENTARY does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Campus Improvement Team

Name	Position
Benton, Cindy	Counselor
Bowman, Kami	PK Teacher
Enlow, J. Blake	Principal
Gardner, Jill	HS Teacher
Gilland, Tina	PE Teacher
Hankins, Darlene	1st Grade Teacher
Lasater, Carla	Asst. Principal
Lindley, Denise	Parent Representative
Lindley, Rocky	Community Representative
Tomlin, Shawna	2nd Grade Teacher
Weatherly, Delores	Paraprofessional

Key to Title I School-Wide Components

Code	Component
1	Campus Needs Assessment
2	School Reform Strategy
3	Highly Qualified
4	Professional Development
5	Employee Recruitment
6	Parental Involvement
7	Transition
8	Teacher Input in Assessment
9	Assistance for Mastery
10	Coordination/Integration of Services

Bowie Elementary Long Range Goals

1. To narrow the academic achievement discrepancy between all BISD student populations.
2. To ensure all BISD students are reading with greater fluency rates when they complete each grade and meet the National Reading norms for grade level Word Count per Minute (WCPM).
3. To increase our Level III performance on state assessments in all subjects to ensure our students are mastering our district curriculum at the highest level possible to ensure we have developed critical thinking students who are able to transfer knowledge on state assessments, into college classrooms, and into the world of work.
4. To fully develop each teacher's understanding of rigor, relevance, content, and cognitive thinking to a level that meets the new state learning and testing standards and creates a district environment and tone for rigorous learning and excellence.

No Child Left Behind (NCLB) Goals:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
2. All limited English proficient students will become proficient in English and reach high academic standards, at minimum attaining proficiency or better in reading/language arts and mathematics.
3. All students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school.

Bowie ISD Improvement Plan and Thinking Maps, Hands-On Learning, and Marzano's Strategies

As Bowie ISD works towards the success of its students, faculty, and stakeholders, we have designed this plan with an eye to the future, embracing emerging technology and hoping to ensure an aligned and relevant curriculum. However, our desire is not to turn our backs on the hard work accomplished in the past few years as we still encourage the use of Thinking Maps, hands-on learning, and the scientifically-proven, research-based work of Dr. Marzano. We feel that these strategies are now a part of the culture of Bowie ISD, and therefore while still important to the future of our district, do not need to be explicitly stated on the District Improvement Plan. We still encourage the use of these strategies, and all teachers new to the district will receive training in the use of these strategies.

Identified Priorities from CNA Process

1. Build capacity to support and utilize district teachers for mentoring and modeling in order to increase the teacher retention rate, support innovative instruction, and address achievement gaps.
2. Provide consistency in the implementation of the Response to Intervention (RtI) process and documentation across campuses.
3. Provide a focus on comprehension strategies through better understanding the Texas Essential Knowledge and Skills (TEKS) in order to close the achievement gaps.
4. Create a shared vision to promote innovative instruction, increase the teacher retention rate, and address achievement gaps.
5. Develop additional strategies and opportunities to ensure that students are ready for college or careers.
6. Training for technology and iPad 1:1 initiative, including providing opportunities and support for teachers to implement, model, and provide professional development for their peers in innovative instructional strategies.
7. Provide opportunities for training in order to increase the number of ESL and G/T teachers across the district.

Comprehensive Needs Assessment Process & Summary

CNA Process: The District and Campus Improvement Teams are selected each year based on district policy and include teachers, administrators, parents, community and business representatives. The District Improvement Team meets periodically throughout the year as needed. A meeting is held in June to review the purpose and importance of conducting a Comprehensive Needs Assessment with the District Improvement Team and special program representatives. The District and Campus Improvement Plans are evaluated to determine if Performance Objectives have been met and to determine if designated strategies have been completed effectively. A Comprehensive Needs Assessment is conducted for the district and each campus that includes the review of assessment data from a variety of sources such as AYP Reports, TAPR, Accountability, TPRI, and program evaluations. Data is collected at multiple levels including multi-year data in some cases. Surveys are conducted to gain information from a variety of sources. Data from various program areas such as CTE, Title I, Technology, Professional Development, Student Assessment, and School Safety are included. After the data is reviewed and analyzed, the DIT sets priorities and makes recommendations for strategic initiatives to be implemented in the District and Campus Improvement Plans. The Campus Improvement Teams meet following the District Improvement Team Meeting to ensure that a comprehensive, focused approach is implemented throughout the district and to ensure clear alignment exists between identified needs described in the Comprehensive Needs Assessment, the District's Performance Objectives and Strategies, and the Campus Strategies.

At least once each two years, an evaluation will be conducted to evaluate the SDM procedures and staff development activities. A public meeting is held in December or January of each year to disseminate the results of the TAPR report to the public.

Summary of Prior Year's Evaluation: TEKS Resources System was implemented across the district at all core grades and subjects to the IFD and Unit Assessment level as self-reported by the 66.7% of teachers responding to a survey. This is a decrease from the previous year's reporting of 93.9% of core content teachers. District was 99.59% HQ (one teacher/one section). An additional 40 teachers were trained in cooperative learning strategies. Research-based instructional strategies such as Thinking Maps, Marzano's Vocabulary Strategies, Hands On Instruction, Cooperative Learning, Learning Centers, and Project Based Learning are used by a strong majority of teachers. Three additional teachers reported adding CTE certifications. 100% of Bowie ISD teachers attended professional development, focusing mainly on peer-led, technology oriented topics. 97% of teachers reported attending PD in new or developing technology. Teacher turnover rate and retention were noted as higher than state average. The EPIC program was implemented at all four campuses, and the Watch D.O.G.S. program was initiated at the Elementary, Intermediate, and the Junior High campuses. Each campus implemented at least one parent involvement function per semester. All four campus principals, the superintendent, and the curriculum director attended TASA's Academy for Transformational Leadership.

Summary of Comprehensive Needs Assessment Data:

Special Programs: Due to shifting LEP populations and needs, there continues to be need for more ELA teachers to be ESL certified so that more students could have their ESL needs met in the general education classroom instead of being pulled out for ESL services.

Preliminary Data Analysis based on data available in June 2014:

TPRI Kindergarten

Kindergarten TPRI measures the following skills:

Rhyming, Blending, Word Parts, Blending Phonemes, Deleting Initial Sounds, Deleting Final Sounds, Letter Name Ident., Letter- Sounds, and Linking.

BOY 132 were screened; 80 were still developing which equals 61%.

EOY 142 were screened; 33 were still developing which equals 23%.

TPRI First Grade

First Grade TPRI measures the following skills:

Blending Word Parts, Blending Phonemes, Deleting Initial Sounds, Deleting Final Sounds, Initial Cons. Substitution, Final Cons. Substitution, Middle Vowel Substitution, Initial Blend. Substitution, Blends in Final Position, Reading Comprehension, Reading Accuracy and Fluency.

BOY 119 were screened; 68 were still developing which equals 57%.

EOY 127 were screened; 36 were still developing which equals 28%.

TPRI Second Grade

Second Grade TPRI measures the following skills:

Graphophonemic Knowledge: Spelling, Word Reading, Reading Comprehension, Reading Accuracy and Fluency.

Reading Comprehension:

BOY 39 students were still developing on both stories which equals 32%.

BOY 29 students were still developing on one story which equals 24%.

EOY 15 students were still developing on both stories which equals 12%.

EOY 13 students were still developing on one story which equals to 10%.

3rd and 4th grade Reading and Math scores showed a decline from the previous year.

K-2 TPRI scores indicated growth from BOY to EOY

See attachment for complete preliminary scores for all grades and subjects.

Bowie Elementary is currently serving 61 students in the various programs of RTI.

2013 State Accountability Results: Met Standard (Bowie Elementary is paired with Bowie Intermediate)

Title I AYP 10% Reservation for Missed AYP (2 Years): \$26,000 for 2013-2014

2011-2012 AEIS Data:

BES Attendance Rate=95.9%; State Rate=95.9%

BES is equal with the state attendance rate

Demographic Data:

African American 0.8%; Hispanic 18.2%; White 77.8%; Two or More Races 1.8%

BISD is below the state's Hispanic percentage of 51.3% and above the state's White percentage of 30%

BES has an Economically Disadvantaged Rate of 63.7%, which is above the state percentage of 60.4% English

Language Learners percentage is 10.6%, while the state ELL rate is 17.1%

2014 System Safeguards:

It is the goal of the Bowie Elementary School to assist Bowie Intermediate School in reaching a passing rate of 83% for the Federal Performance Status Report.

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Goal 1. Research-Based Curriculum & Instruction: Improve curriculum and instruction to provide all Bowie ISD students with a well-balanced and appropriate education to enable them to achieve success in their personal and professional goals.

Objective 1. All core content teachers will implement TCMPC Curriculum to the IFD level and implement unit assessments as measured by EOY teacher surveys. Grade 2-12 teachers will use the TAG module of DMAC to conduct unit assessments. DMAC reports will document usage.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All core content area teachers will implement TCMPC Curriculum to the IFD level. (Title I SW: 2) (Target Group: All) (NCLB: 1)	Campus Principals	August, 2014/May, 2015	(L)Local	Summative - EOY Teacher Surveys
2. Each elective teacher will provide the campus principal with a scope and sequence document similar to a YAG for the school year by the end of the first six weeks. This will consist of a one-page document outlining the TEKS taught each six weeks. (Title I SW: 2) (Target Group: All)	Curriculum Coordinator	September 2014	(L)Local	Summative - October, 2014 Principals will provide copies to the Curriculum Director
3. BES teacher teams will meet at least once a week to plan collaboratively. (Title I SW: 2) (Target Group: All) (NCLB: 1)	Campus Principals, Lead Teacher	May 2015	(L)Local	Summative - Principal and Assistant Principal will attend planning meetings on a random basis.
4. BES teachers will review TCMPC Curriculum updates as needed during planning meetings. (Title I SW: 2) (Target Group: All) (NCLB: 1)	Lead Teacher	May 2015	(L)Local	Summative - End of year survey.
5. BES will train 1st/2nd grade teachers in DMAC/TAG assessment creation. BES teachers will enter a minimum of 6 math assessments in DMAC (Title I SW: 8) (Target Group: All) (NCLB: 1)	Assistant Principal(s), Campus Principals, Lead Teacher	May 2015	(L)Local	Summative - Measured by completion of training/DMAC data.

BOWIE ELEMENTARY

- Goal 1.** Research-Based Curriculum & Instruction: Improve curriculum and instruction to provide all Bowie ISD students with a well-balanced and appropriate education to enable them to achieve success in their personal and professional goals.
- Objective 2.** Research-based, scientifically proven strategies such as Kagan cooperative learning strategies, Thinking Maps, Marzano's vocabulary, hands-on instruction, and other proven instructional methods will be used in all BISD classrooms. Usage will be documented through classroom walk-through documents and EOY surveys.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will implement Kagan Cooperative Learning Strategies weekly. (Title I SW: 2) (Target Group: All) (NCLB: 1)	Campus Principals	Once per week	(L)Local	Summative - Formative: Classroom Walk-through Documents Summative: EOY Surveys
2. Teachers new to BISD will attend professional development in Thinking Maps, Marzano's vocabulary strategies and cooperative learning within the first year of employment. (Title I SW: 4) (Target Group: All) (NCLB: 1)	Campus Principals	July 2015	(L)Local	Summative - Professional development survey
3. BES teachers will post Kagan strategy posters as reminders of the concept of the strategy for students and staff. (Title I SW: 2) (Target Group: All) (NCLB: 1)	Lead Teacher	May 2015	(L)Local	Summative - Classroom walk-through documents
4. BES administrators and teachers will model effective use of Kagan strategies. Team meeting time will be set aside for peer observation. (Title I SW: 2) (Target Group: All) (NCLB: 1)	Assistant Principal(s), Campus Principals, Lead Teacher	May 2015	(L)Local	Summative - Measured on meeting agenda documents.
5. BES teachers will implement readers/writers workshop strategies in their classrooms. (Target Group: All) (NCLB: 1)	Assistant Principal(s), Campus Principals	May 2015	(L)Local	Summative - Classroom walkthrough documents.

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Goal 2. High Quality Professional Development: Provide high quality staff development to meet identified needs in order to ensure the success of all staff and students of Bowie ISD.

Objective 1. 100% of Bowie ISD teachers will receive in-district opportunities for research-based professional development as evidenced on a teacher survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All BISD teachers and staff will receive child abuse reporting, FERPA, and the value of parental involvement training at the BOY. (Title I SW: 4) (Target Group: All) (NCLB: 4)	Campus Principals, Curriculum Coordinator	August 2015	(L)Local	Summative - Professional Development Records Professional Development Materials
2. Highly qualified applicants will be encouraged to apply for positions with BISD due to a competitive salary schedule and benefits package. (Title I SW: 3,5,10) (Target Group: All) (NCLB: 3)	Chief Financial Officer, Superintendent	August 2014/May 2015	(F)Title I, (L)Local	Summative - 2014-2015 Salary Schedule 2014-2015 Budget Records
3. All BES teachers will be trained in Bowie ISD instructional strategy initiatives. (Kagan, Thinking Maps, etc.) (Title I SW: 4) (Target Group: All) (NCLB: 1)	Campus Principals	May 2015	(L)Local	Summative - Measured by completion of trainings.
4. First year BES teachers will participate in a campus and district wide new teacher induction program. (Title I SW: 4) (Target Group: All) (NCLB: 1)	Campus Principals	May 2015	(L)Local	Summative - Measured by completion of the program.
5. BES teachers will fill out professional development requests for campus principal to approve. (Title I SW: 4) (Target Group: All) (NCLB: 1)	Campus Principals	May 2015	(L)Local	Summative - Measured by completion of professional development forms.
6. All BES personnel will report abuse to proper authorities. (Title I SW: 4) (Target Group: All) (NCLB: 4)	Campus Principals, Counselor(s)	May 2015	(L)Local	Summative - Measured by confirmation of report kept in counselor's office.
7. BES teachers will continue to implement Rtl processes and adjust as needed. (Title I SW: 9) (Target Group: All) (NCLB: 1)	Assistant Principal(s)	May 2015	(L)Local	Summative - Measured by agenda documents from Rtl meetings.
8. BES teachers will increase their STAAR/Data knowledge through professional learning team meetings focused on STAAR/Data. (Title I SW: 4) (Target Group: All) (NCLB: 1)	Campus Principals, Curriculum Coordinator	May 2015	(L)Local	Summative - Measured by team meeting (PLT) agendas.

BOWIE ELEMENTARY

Goal 2. High Quality Professional Development: Provide high quality staff development to meet identified needs in order to ensure the success of all staff and students of Bowe ISD.

Objective 2. 100% of Bowie ISD teachers will receive professional development in the use of emerging technological trends and tools in the curriculum and classroom such as BYOD, iPads, iPods, MimioBars, MimioVotes, and/or DMAC and TxEIS updates.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. BES teachers will attend and/or train all staff members on use of iPads in the classroom. Team meeting time will be set aside for peer observation. (Title I SW: 4) (Target Group: All) (NCLB: 1)	Lead Teacher	May 2015	(L)Local	Summative - Measured by sign in sheets at professional development events. Team meeting agendas will reflect time dedicated.
2. BES will designate time to train para professionals in areas that they will assist with instruction. (Title I SW: 1) (Target Group: All) (NCLB: 1)	Assistant Principal(s), Campus Principals, Rtl Coordinator	May 2015	(L)Local	Summative - Measured by training events and meeting agendas.

BOWIE ELEMENTARY

Goal 2. High Quality Professional Development: Provide high quality staff development to meet identified needs in order to ensure the success of all staff and students of Bowe ISD.

Objective 3. 100% of Bowie ISD Instructional will be Highly Qualified as defined by ESEA/NCLB.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All new teachers employed by Bowie ISD will be Highly Qualified for their teaching assignment before employment. (Title I SW: 3) (Target Group: All) (NCLB: 3)	Campus Principals	September 2015	(L)Local	Summative - 2015 Highly Qualified Report
2. All paraprofessionals hired by Bowie ISD will be Highly Qualified when hired or will complete online paraprofessional training before the first day of work. (Title I SW: 3) (Target Group: All) (NCLB: 3)	Campus Principals	August 2014/May 2015	(L)Local	Summative - 2015 Highly Qualified report

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Goal 3. Safe and Drug-Free Schools: Bowie ISD will model a safe and drug-free environment that is positively conducive to student success.

Objective 1. Provide a comprehensive program to increase student awareness of the dangers and effects of drug and alcohol use and violence prevention. Student awareness will be monitored based on a student survey at the EOY.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide resources for staff on the prevention of bullying and school violence, discipline management, and including materials for the education of students on suicide awareness and prevention, violence prevention and intervention, conflict resolution, sexual harassment and dating violence. (Title I SW: 4) (Target Group: All) (NCLB: 4)	Curriculum Coordinator	May 2015	(L)Local	Summative - Professional Development Records Resources and Materials provided to teachers
2. BES will coordinate the Red Ribbon week themes with a campus wide assembly. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Counselor(s)	May 2015	(L)Local	Summative - Measured by inclusion of event on campus calendar.
3. BES will utilize the school resource officer at least once a year to speak to students regarding the dangers of drugs and alcohol. (Title I SW: 1) (Target Group: All) (NCLB: 4)	School Resource Officer	December 2014/May 2015	(L)Local	Summative - Measured by end of year survey.
4. BES counselor will visit classrooms and survey students on incidents of bullying at school. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Counselor(s)	May 2015	(L)Local	Summative - Data from survey will reflect completion.

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Goal 3. Safe and Drug-Free Schools: Bowie ISD will model a safe and drug-free environment that is positively conducive to student success.

Objective 2. Provide model programs that encourage students to develop strength of character and become responsible citizens of our community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. District Emergency Operations Plan maintained and updated as needed. Safety audit, fire marshal and health inspections conducted as required by law. (NCLB: 4)	Superintendent	May 2015	(L)Local	Summative - Superintendent and principal reports to the school board as required.
2. BES will continue the Watch D.O.G.S. program on campus. Improvements will be made by the creation of a class profile, Watch D.O.G.S. profile, and continued training for volunteers. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Campus Principals, Parent Volunteers	May 2015	(L)Local	Summative - Measured by parent involvement and completion of profiles.
3. PTO will provide at least one presentation to students on the topic of bullying. (Title I SW: 9) (Target Group: All) (NCLB: 4)	Parent Volunteers	May 2015	(L)Local	Summative - Measured by inclusion of event on campus calendar.
4. BES will continue a campus wide discipline program to have common language and expectations on the campus. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Campus Principals	May 2015		Summative - Measured by end of year survey.

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Goal 4. Parent and Community Involvement: To achieve academic success, Bowie ISD will encourage active parent and community involvement.

Objective 1. Increase parent and community involvement by taking an active role in supporting campus events and initiating district strategies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. BES will host a meet the teacher night in August. (Title I SW: 6) (Target Group: All) (NCLB: 1)	Campus Principals	August 2014	(L)Local	Summative - Measured by inclusion of event on campus calendar.
2. BES will host a fall and spring parental involvement event. (Title I SW: 6) (Target Group: All) (NCLB: 1)	Campus Principals	December 2014/May 2015	(L)Local	Summative - Measured by inclusion of event on campus calendar.
3. BES will increase parent/guardian registration in TxEIS by having the documents in the office, including instructions in packets, and handing out packets at all parent involvement events, and sent home in student folders. (Title I SW: 6) (Target Group: All) (NCLB: 1)	Campus Principals	May 2015	(L)Local	Summative - Measured by number of parents registered in TxEIS.
4. BES will create a monthly calendar to highlight campus activities and events. (Title I SW: 6) (Target Group: All) (NCLB: 1)	Campus Principals	Monthly	(L)Local	Summative - Measured by creation of newsletter and being posting.
5. BES will have pre-registration for incoming students beginning in April 2015. (Title I SW: 6,7) (Target Group: PRE K, K) (NCLB: 1)	Campus Principals	May 2015	(L)Local	Summative - Measured by inclusion of event on campus calendar.
6. BES will assist in the transition of 2nd graders to BIS by coordinating a visit to the BIS campus and the counselor visiting each 2nd grade classroom. (Title I SW: 10) (Target Group: All) (NCLB: 1)	Counselor(s)	May 2015	(L)Local	Summative - Measured by the inclusion of event(s) on campus calendar.
7. BES will increase communication with parents and community through various uses of social media. (FaceBook, Remind, Twitter, etc.) (Target Group: All) (NCLB: 1)	Campus Principals, Lead Teacher	May 2015	(L)Local	Summative - Measured by end of year survey.

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Goal 5. High Expectations for All Students: Bowie ISD will differentiate instruction in order to maximize the success of all students.

Objective 1. All Bowie ISD teachers will differentiate instruction to meet student goals as measured by IEP progress reporting and/or achieve minimum passing rate on state assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide training on differentiated instruction and writing PLAAF statements. (Title I SW: 4) (Target Group: SPED) (NCLB: 5)	Campus Principals, Curriculum Coordinator, Special Ed Teachers	August 2014	(L)Local	Summative - Professional development records August 2014.
2. Provide accelerated instruction and summer school for those students who don't meet minimum standards on state assessments in Student Success Initiative (SSI) grades and subjects and other grades as determined by need and based on district policy. (Title I SW: 9) (Target Group: All) (NCLB: 1,5)	Campus Principals, Superintendent	May 2015	(L)Local, (S)State Compensatory	Summative - Formative: Review of initial state assessment results Summative: Review of final state assessment results
3. BES will provide examples of PLAAFP statements to teachers to better understand the effective writing of PLAAFP statements. (Title I SW: 9) (Target Group: All) (NCLB: 1)	Special Ed Teachers	May 2015	(L)Local	Summative - Measured by end of year survey.
4. BES teachers will participate in focused professional development on extending learning for high achievers. (Title I SW: 1,2,9) (Target Group: All) (NCLB: 1)	Campus Principals	May 2015	(L)Local	Summative - Measured by team meeting agenda documents.
5. BES principal will identify high need areas and coordinate with teacher to ensure teacher obtains certification (ESL/GT). (Title I SW: 3) (Target Group: ESL) (NCLB: 1,2)	Campus Principals	May 2015	(L)Local	Summative - Measured by teacher obtaining certification.
6. Support salaries for teachers and paraprofessionals as part of Title I Schoolwide Programs (Title I SW: 3) (Target Group: All, H, ECD, SPED)	Campus Principals, Chief Financial Officer, Special/Federal Programs Director	August 2014/May 2015	(F)Title I, (S)State Compensatory	Summative - Budget and Payroll Records

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Goal 5. High Expectations for All Students: Bowie ISD will differentiate instruction in order to maximize the success of all students.

Objective 2. Make use of available technology systems such as DMAC and TxEIS to identify and track special student populations and perform record-keeping tasks such as 504 and Rtl.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Each campus will have a person or persons designated at the Rtl lead(s). The Rtl lead will be responsible for documenting Rtl students into DMAC. The district will provide training on the Rtl module in DMAC. (Title I SW: 2,4) (Target Group: AtRisk, Dys) (NCLB: 1,5)	504 Coordinator, Curriculum Coordinator	September 2015	(L)Local	Summative - Professional Development Records
2. BES assistant principal will monitor Rtl entry into DMAC. (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1)	Assistant Principal(s)	May 2015	(L)Local	Summative - Measured by data entry into DMAC in a timely manner after Rtl meetings.
3. BES teachers will monitor their special population students. (Target Group: ECD, ESL, LEP, SPED, GT, AtRisk, Dys) (NCLB: 1)	504 Coordinator, Assistant Principal(s), Campus Principals, PEIMS/Registrar	May 2015	(L)Local	Summative - Measured by end of year survey.

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Goal 5. High Expectations for All Students: Bowie ISD will differentiate instruction in order to maximize the success of all students.

Objective 3. BISD will be in compliance with all special program requirements such as LEP, G/T, SPED, Dyslexia, etc. according to state program audits and/or PBMAS.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A Gifted & Talented (G/T) Program will be provided to qualified students according to BISD board policy as written in compliance with the Texas State Plan for the Education of Gifted/Talented Students. (Target Group: GT)	Special/Federal Programs Director	May 2015	(L)Local	Summative - G/T Policy on File G/T Assessment Records G/T Student Records
2. Dyslexia program will be provided to those students who qualify. Students will be served through the Section 504 program and may also qualify for accommodations under that program in addition to dyslexia services. (Target Group: Dys) (NCLB: 1,5)	Special/Federal Programs Director	August 2014/May 2015	(L)Local	Summative - 504/Dyslexia Records

BOWIE ELEMENTARY

- Goal 6.** Technology: Bowie ISD will integrate curriculum into available technology platforms to provide opportunities for students to develop the knowledge, skills, and competencies for a broad range of career opportunities.
- Objective 1.** 100% of Bowie ISD campuses will offer wifi connectivity for students, and teachers will integrate curriculum into MimioBar/MimioVotes and iPad/iPads and student-owned devices as part of the Bring Your Own Device initiative. Teacher and student use will be assessed on EOY surveys.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. BES teachers will model effective use of mimio technology. Time will be dedicated to peer observation. (Title I SW: 2) (Target Group: All) (NCLB: 1)	Campus Principals, Lead Teacher	May 2015	(L)Local	Summative - Measured by team meeting agenda documents.
2. BES teachers will supplement curriculum with iPad technology in the curriculum weekly. (Title I SW: 2) (Target Group: All) (NCLB: 1)	Campus Principals, Lead Teacher	December 2014/May 2015	(L)Local	Summative - Measured by surveys.
3. BES faculty will model effective use of iPads. Time will be dedicated to peer observation. (Title I SW: 2) (Target Group: All) (NCLB: 1)	Campus Principals, Lead Teacher	May 2015	(L)Local	Summative - Measured by team meeting agenda documents.

Year-End Plan Evaluation

Performance Indicators Met:

Performance Indicators Not Met:

Summary Statement:

Bowie Independent School District



Bowie Intermediate School

2014-2015

169-901-042

Date of Board Approval: November 17, 2014

Revised: 11-14-14

BOWIE INTERMEDIATE

Mission

It is our mission to promote the intellectual, emotional, social and physical development of each student and to create a flourishing environment and educational experience that empowers all students to be successful at their highest level in order to lead a meaningful life in an ever-changing world.

State Compensatory Education Funds will be used to enhance the Title I Schoolwide program to ensure that all students and student groups are successful in meeting challenging state standards and graduate from high school.

SCE Funds: \$181,992 FTEs: 3.29

Nondiscrimination Notice

BOWIE INTERMEDIATE does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Campus Improvement Team

Name	Position
Benton, Cindy	Counselor
Browning, Julia	Community Member
Fowler, Stella	5th Grade Teacher
Green, Elesha	School Nurse
Greenroy, Terry	Community Member
Gunter, Julie	Parent
Hancock, Karen	4th Grade Teacher
Hedeman, Cindy	Computer/Art Teacher
Hill, Becca	Assistant Principal
Knox, Rachel	3rd Grade Teacher
Mcbeath, Sean	Principal
Price, Warren	Business Representative
Ratliff, Brandy	Parent
Reed, Cathy	Paraprofessional
Reed, Joyce	5th Grade Teacher

Key to Title I School-Wide Components

Code	Component
1	Campus Needs Assessment
2	School Reform Strategy
3	Highly Qualified
4	Professional Development
5	Employee Recruitment
6	Parental Involvement
7	Transition
8	Teacher Input in Assessment
9	Assistance for Mastery
10	Coordination/Integration of Services

BISD Long Range Goals

1. To narrow the academic achievement discrepancy between all BISD student populations.
2. To assure all BISD students are reading with greater fluency rates when they complete each grade and meet the National Reading norms for grade level Word Count per Minute (WCPM).
3. To increase our commended performance on state assessments in all subjects to assure our students are mastering our district curriculum at the highest level possible to assure we have developed critical thinking students who are able to transfer knowledge on state assessments, into college classrooms, and into the world of work.
4. To fully develop each teacher's understanding of rigor, relevance, content, and cognitive thinking to a level that meets the new state learning and testing standards and creates a district environment and tone for rigorous learning and excellence.
5. To continue adding Advanced Tech Preparation courses at Bowie High School that directly reflect the career interests of BISD students and the needs of the workforce of Bowie, Texas, and Montague County, Texas.

No Child Left Behind (NCLB) Goals:

1. By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
2. All limited English proficient students will become proficient in English and reach high academic standards, at minimum attaining proficiency or better in reading/language arts and mathematics.
3. All students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school.

Bowie ISD Improvement Plan and Thinking Maps, Hands-On Learning, and Marzano's Strategies

As Bowie ISD works towards the success of its students, faculty, and stakeholders, we have designed this plan with an eye to the future, embracing emerging technology and hoping to ensure an aligned and relevant curriculum. However, our desire is not to turn our backs on the hard work accomplished in the past few years as we still encourage the use of Thinking Maps, hands-on learning, and the scientifically-proven, research-based work of Dr. Marzano. We feel that these strategies are now a part of the culture of Bowie ISD, and therefore while still important to the future of our district, do not need to be explicitly stated on the District Improvement Plan. We still encourage the use of these strategies, and all teachers new to the district will receive training in the use of these strategies.

Comprehensive Needs Assessment Process & Summary

CNA Process: The District and Campus Improvement Teams are selected each year based on district policy and include teachers, administrators, parents, community and business representatives. The District Improvement Team meets periodically throughout the year as needed. A meeting is held in late May each year to review the purpose and importance of conducting a Comprehensive Needs Assessment with the District Improvement Team and special program representatives. The District and Campus Improvement Plans are evaluated to determine if Performance Objectives have been met and to determine if designated Strategies have been completed effectively. A Comprehensive Needs Assessment is conducted for the district and each campus that includes the review of assessment data from a variety of sources such as AYP Reports, TAPR, Accountability, TPRI, and program evaluations. Data is collected at multiple levels including multi-year data in some cases. Surveys are conducted to gain information from a variety of sources. Data from various program areas such as CTE, Title I, Technology, Professional Development, Student Assessment, and School Safety are included. After the data is reviewed and analyzed, the DIT sets priorities and makes recommendations for strategic initiatives to be implemented in the District and Campus Improvement Plans. The Campus Improvement Teams meet following the District Improvement Team Meeting to ensure that a comprehensive, focused approach is implemented throughout the district and to ensure clear alignment exists between identified needs described in the Comprehensive Needs Assessment, the District's Performance Objectives and Strategies, and the Campus Strategies.

At least once each two years, an evaluation will be conducted to evaluate the SBDM procedures and staff development activities. A public meeting is held in December or January of each year to disseminate the results of the TAPR report to the public.

Summary of Prior Year's Evaluation: The majority of teachers now teach to the IFD level of TEKS Resource System. Exceptions were made for individual teachers and subject areas on a case-by-case basis. All teachers and paraprofessionals are 100% Highly Qualified. Technology improvements include overhead projectors and document cameras in all instructional classrooms along with WiFi coverage. Standardizing all cumulative record folders was completed in January 2012. Teachers administered student assessments each 6-weeks and provided disaggregated data of the results to the administrators. Accelerated instruction for all students was provided through the use of Academic Enrichment periods built into each day's schedule. Over 50% of our special education students are now fully included in the general education classroom.

Performance Indicators Met:

100% of all teachers and paraprofessionals were highly qualified. Thinking Maps and Kagan training was provided to all teachers. 5th grade students complete D.A.R.E. training. All classrooms have overhead projectors and mimio bars installed.

Performance Indicators Not Met: Parental involvement needs to continue to grow. Turn out for school-wide events (Science/Art night, Jackrabbit Jam, end of year celebration is always very high, but smaller events (PTO, parent volunteers, etc.) need improvement.

2014 Accountability Summary indicates that Bowie Intermediate School Met Standard in all areas.

Summary Statement: Campus Improvement Plan will be placed in DMAC for the 2014-2015 school year which will provide for more timely updates and easier access to information.

Summary of Comprehensive Needs Assessment Data:

Special Programs: There is a need for a consistent Response to Intervention Program between campuses. This concern is being addressed with the addition of another full time Rtl teacher. There needs to be consistency in the assessments used in identification for G/T purposes between campuses. Consider centralization of the purchase of these assessments due to the cost. Due to shifting LEP populations and needs, there may be a need for more ELA teachers to be ESL certified so that more students could have their ESL needs met in the general education classroom instead of being pulled out for ESL services.

STAAR testing results for spring of 2014. Bowie Intermediate School vs state.

Third Grade Reading **BIS - 69%. State - 79%.**
Third Grade Mathematics **BIS - 49%. State - 70%.**

Fourth Grade Reading **BIS - 71%. State - 72%.**
Fourth Grade Mathematics **BIS - 66%. State - 68%**
Fourth Grade Writing - **BIS - 72%. State - 71%**

Fifth Grade Reading **BIS - 88%. State - 87%.**
Fifth Grade Mathematics **BIS - 91%. State - 87%**
Fifth Grade Science **BIS - 73%. State - 73%.**

Campus Type - Elementary. Campus Size 366. Grade span 3-5. Percent Economically Disadvantaged - 46.2%. Percent English Language Learners - 6.3% Mobility Rate - 15.8%. Performance Index Report Index 1 Student Achievement - Score 76 (target score 50). Index 2 Student Progress Score 49 (target score 30). Index 3 Closing Performance Gaps Score 71 (target score 55) 2012 was used for Kagan Professional Development and this continued in 2013 and 2014. 2014 was also used for Professional Development Mini-Grants and this will continue for 2014-15.

Identified Priorities from CNA Process

- Utilize district teachers for mentoring and modeling.
- Provide consistency in the implementation of the Response to Intervention (Rtl) process and documentation across campuses.
- Provide a focus on comprehension.
- Create a shared vision.
- College and Career Readiness.
- Training for Technology and BYOD Initiative.
- More ESL and G/T teachers across the district.

Campus Specifics:

- Create full-time Rtl position for student intervention--comprehension and fluency focus
- Review current intervention tools for effectiveness and replace if necessary
- Wire all buildings for WiFi access

BOWIE INTERMEDIATE

Goal 1. Research-Based Curriculum & Instruction: Improve curriculum and instruction to provide all Bowie ISD students with a well-balanced and appropriate education to enable them to achieve success in their personal and professional goals.

Objective 1. All core content teachers will implement TCMPC Curriculum to the IFD level and implement unit assessments as measured by EOY teacher surveys. Grade 3-5 teachers will use the TAG module of DMAC to conduct unit assessments. DMAC reports will document usage.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All core content area teachers will implement TCMPC Curriculum to the IFD level. (Title I SW: 2,8,9) (Target Group: All) (NCLB: 1,3,4)	Campus Principals	August, 2013/May, 2014	(L)Local	Summative - EOY Teacher Surveys
2. Each elective teacher will provide the campus principal with a scope and sequence document similar to a YAG for the school year by the end of the first six weeks. This will consist of a one-page document outlining the TEKS taught each six weeks. (Title I SW: 2) (Target Group: All)	Campus Principals, Curriculum Coordinator, Lead Teacher	September, 2013	(L)Local	Summative - October, 2013 Principals will provide copies to the Curriculum Director
3. A mentor teacher will be assigned to each new teacher to assist with any concerns/questions the teacher may have regarding TCMPC Curriculum implementation or use of instructional tools. (Title I SW: 2,8) (Target Group: All) (NCLB: 1)	Campus Principals, Lead Teacher	August 2013 - May 2014	(L)Local	Summative - End of year evaluation.
4. Continue use of TCMPC Curriculum coach to assist all teachers with training in the use of the program. (Title I SW: 1,2) (Title I TA: 1,4,6) (Target Group: All) (NCLB: 1)	Assistant Principal(s), Campus Principals	August 2013 - May 2014	(L)Local	Summative - Formative: Administrative walk-throughs. Summative: End of year teacher survey.

BOWIE INTERMEDIATE

- Goal 1.** Research-Based Curriculum & Instruction: Improve curriculum and instruction to provide all Bowie ISD students with a well-balanced and appropriate education to enable them to achieve success in their personal and professional goals.
- Objective 2.** Research-based, scientifically proven strategies such as Kagan cooperative learning strategies, Thinking Maps, Marzano's vocabulary, hands-on instruction, and other proven instructional methods will be used in all BISD classrooms. Usage will be documented through classroom walk-through documents and EOY surveys.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers new to BISD will attend professional development in Thinking Maps, Marzano's vocabulary strategies and cooperative learning within the first year of employment. (Title I SW: 4) (Target Group: All) (NCLB: 1,3)	Campus Principals	May, 2014	(L)Local	Summative - Professional development survey
2. Teachers will implement Kagan Strategies by using cooperative learning for material review in conjunction with TCMPC Curriculum lessons. (Title I SW: 2) (Target Group: All) (NCLB: 1)	Campus Principals	Once per six weeks	(L)Local	Summative - Formative: Classroom Walk-through Documents Summative: EOY Surveys
3. Teachers will use cooperative learning in a least one writing project per semester. (Title I SW: 1) (Target Group: All) (NCLB: 1)	Campus Principals	Once per semester	(L)Local	Summative - Formative: Administration walk-throughs Summative: End of year surveys

BOWIE INTERMEDIATE

Goal 2. High Quality Professional Development: Provide high quality staff development to meet identified needs in order to ensure the success of all staff and students of Bowe ISD.

Objective 1. 100% of Bowie ISD teachers will receive in-district opportunities for research-based professional development as evidenced on a teacher survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All BISD teachers and staff will receive child abuse reporting, FERPA, and the value of parental involvement training at the BOY. (Title I SW: 4) (Target Group: All) (NCLB: 4)	Campus Principals, Curriculum Coordinator	August, 2013	(L)Local	Summative - Professional Development Records Professional Development Materials
2. Highly qualified applicants will be encouraged to apply for positions with BISD due to a competitive salary schedule and benefits package. (Title I SW: 3,5,10) (Target Group: All) (NCLB: 3)	Chief Financial Officer, Superintendent	August, 2013/May, 2014	(F)Title I, (L)Local	Summative - 2013-2014 Salary Schedule 2013-2014 Budget Records

BOWIE INTERMEDIATE

Goal 2. High Quality Professional Development: Provide high quality staff development to meet identified needs in order to ensure the success of all staff and students of Bowe ISD.

Objective 2. 100% of Bowie ISD teachers will receive professional development in the use of emerging technological trends and tools in the curriculum and classroom such as BYOD, iPads, iPods, MimioBars, MimioVotes, and DMAC and updates.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. In order to become more efficient with new technologies, teachers will be given time to collaborate with more experienced teachers in the use of Mimio bars, iPads and iPod touches. (Title I SW: 4) (Target Group: All) (NCLB: 1)	Campus Instructional Technologist, Campus Principals	August 2013 - May 2014	(F)Other	Summative - End of year surveys.
2. Allow teacher access to new technologies, in the evenings and on weekends, to improve knowledge and comfort level in their use. (Title I SW: 4) (Target Group: All) (NCLB: 1)	Campus Principals	August 2013 - 2014	(L)Local	Summative - End of year teacher surveys.
3. Teachers will be provided training in the use of DMAC. (Title I SW: 4) (Target Group: All) (NCLB: 1)	Campus Principals, Curriculum Coordinator	1st semester	(L)Local	Summative - End of year teacher surveys.
4. Teachers proficient in the use of new technologies will demonstrate those skills during staff meetings throughout the year. (Title I SW: 4) (Target Group: All) (NCLB: 1)	Campus Instructional Technologist, Campus Principals	September 2013 - May 2014	(L)Local	Summative - Formative: Staff attendance roster Summative: End of year teacher surveys.

BOWIE INTERMEDIATE

Goal 2. High Quality Professional Development: Provide high quality staff development to meet identified needs in order to ensure the success of all staff and students of Bowe ISD.

Objective 3. 100% of Bowie ISD Instructional Staff will be Highly Qualified as defined by ESEA/NCLB.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All new teachers employed by Bowie ISD will be Highly Qualified for their teaching assignment before employment. (Title I SW: 3) (Target Group: All) (NCLB: 3)	Campus Principals	August, 2013	(L)Local	Summative - 2014 Highly Qualified Report
2. All paraprofessionals hired by Bowie Intermediate School will be Highly Qualified when hired or will complete online paraprofessional training through Region 4 before the first day of work. (Title I SW: 3) (Target Group: All) (NCLB: 3)	Campus Principals	August, 2013/May, 2014	(L)Local	Summative - 2014 Highly Qualified report

BOWIE INTERMEDIATE

Goal 3. Safe and Drug-Free Schools: Bowie ISD will model a safe and drug-free environment that is positively conducive to student success.

Objective 1. Provide a comprehensive program to increase student awareness of the dangers and effects of drug and alcohol use and violence prevention. Student awareness will be monitored based on a student survey at the EOY.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide resources for staff on the prevention of bullying and school violence, discipline management, and including materials for the education of students on suicide awareness and prevention, violence prevention and intervention, conflict resolution and sexual harassment. (Title I SW: 4) (Target Group: All) (NCLB: 4)	Curriculum Coordinator	May, 2014	(L)Local	Summative - Professional Development Records Resources and Materials provided to teachers
2. All 5th grade students will participate in the D.A.R.E. program conducted by the School Resource Officer. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Campus Principals, School Resource Officer	2nd semester	(F)Other, (L)Local	Summative - Summative: D.A.R.E. attendance and graduation roster.
3. Have PALS develop and re-enact skits for the Intermediate students showing the effects of bullying, drug and alcohol abuse (Title I SW:1) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Campus Principals, School Resource Officer	2nd semester	(L)Local	Summative - Formative: Video tape the skit for future lessons on bullying and drug abuse.

BOWIE INTERMEDIATE

Goal 3. Safe and Drug-Free Schools: Bowie ISD will model a safe and drug-free environment that is positively conducive to student success.

Objective 2. Provide model programs that encourage students to develop strength of character and become responsible citizens of our community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. District Emergency Operations Plan maintained and updated as needed. Safety audit, fire marshal and health inspections conducted as required by law. (Target Group: All) (NCLB: 4)	Superintendent	May, 2014	(L)Local	Summative - Superintendent and principal reports to the school board as required.

BOWIE INTERMEDIATE

Goal 4. Parent and Community Involvement: To achieve academic success, Bowie ISD will encourage active parent and community involvement.

Objective 1. Increase parent and community involvement by taking an active role in supporting campus events and initiating district strategies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Parental and community involvement will include: Jackrabbit Jam conducted each spring with the assistance of PE and Music teachers. Art and Science night conducted each fall with the assistance of Art and Science teachers; and ESL night which will provide an opportunity for our ESL parents to come to school and visit with teachers and administrators in order to become more acquainted with the ESL program. (Title I SW: 6) (Title I TA: 7) (Target Group: All) (NCLB: 1,2)</p>	<p>Assistant Principal(s), Campus Principals, Counselor(s), Lead Teacher</p>	<p>Fall and Spring Semesters</p>	<p>(L)Local</p>	<p>Summative - End of year surveys and sign-in sheets.</p>
<p>2. Bowie Intermediate will provide materials to parents each spring regarding transition activities on our campus. We will also provide school tours and orientation for incoming 3rd graders each May and have junior high representatives work with our 5th graders each spring with school orientation tours and schedule planning. (Title I SW: 1,6,7) (Target Group: All) (NCLB: 1)</p>	<p>Assistant Principal(s), Campus Principals, Counselor(s)</p>	<p>Spring semester</p>	<p>(L)Local</p>	<p>Summative - End of year surveys</p>

BOWIE INTERMEDIATE

Goal 5. High Expectations for All Students: Bowie ISD will differentiate instruction in order to maximize the success of all students.

Objective 1. All teachers will differentiate instruction to meet student goals as measured by IEP progress reporting and/or achieve minimum passing rate on state assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide accelerated instruction and summer school for those students who don't meet minimum standards on state assessments in Student Success Initiative (SSI) grades and subjects and other grades as determined by need and based on district policy. (Title I SW: 9,10) (Target Group: All) (NCLB: 1,5)	Campus Principals, Superintendent	May, 2014	(L)Local, (S)State Compensatory	Summative - Formative: Review of initial state assessment results Summative: Review of final state assessment results SCE Funds: SCE FTEs:
2. Provide training on differentiated instruction and writing PLAAF statements. (Title I SW: 4) (Target Group: SPED) (NCLB: 5)	Curriculum Coordinator	Each semester	(L)Local	Summative - Professional development records each semester.
3. PLAAF training will be provided at the beginning of the school year for all teachers by the diagnostician and special education teachers. (Title I SW: 1,4) (Target Group: All) (NCLB: 1)	Campus Principals, Special Ed Teachers	August 2013	(L)Local	Summative - Summative: Attendance sheet
4. Support salaries for teachers and paraprofessionals as part of Title I, Part A Schoolwide Program. (Title I SW: 3) (Target Group: All, H, ECD, SPED)	Chief Financial Officer	August, 2013/May, 2014	(F)Title I, (S)State Compensatory	Summative - Budget and Payroll Records

BOWIE INTERMEDIATE

Goal 5. High Expectations for All Students: Bowie ISD will differentiate instruction in order to maximize the success of all students.

Objective 2. Make use of available technology systems such as DMAC to identify and track special student populations and perform record-keeping tasks such as 504 and Rtl.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Each campus will have a person or persons designated as the Rtl lead(s). The Rtl lead will be responsible for documenting Rtl students into DMAC. The district will provide training on the Rtl module in DMAC. (Title I SW: 2,4) (Target Group: AtRisk, Dys) (NCLB: 1,5)	Curriculum Coordinator	September, 2013	(L)Local	Summative - Professional Development Records
2. Rtl instructor will provide 6-week updates to teachers regarding students being serviced in the Rtl program. Tier level determinations and referrals will be implemented as needed. (Title I SW: 1) (Title I TA: 1) (Target Group: All) (NCLB: 1)	Campus Principals, Rtl Coordinator	September 2013 - May 2014	(L)Local	Summative - Summative: DMAC printouts of student data
3. Response to Intervention teacher for reading and math intervention and support. (Title I SW: 2,9) (Target Group: All, H, ECD) (NCLB: 1,2)	Campus Principals, Curriculum Coordinator	August 2013-May 2014	(F)Title I	Summative - Records of students served Intervention Records Payroll records

BOWIE INTERMEDIATE

Goal 5. High Expectations for All Students: Bowie ISD will differentiate instruction in order to maximize the success of all students.

Objective 3. BISD will be in compliance with all special program requirements such as LEP, G/T, SPED, Dyslexia, etc. according to state program audits and/or PBMAS.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A Gifted & Talented (G/T) Program will be provided to qualified students according to BISD board policy as written in compliance with the Texas State Plan for the Education of Gifted/Talented Students. (Target Group: GT)	Special/Federal Programs Director	May, 2014	(L)Local	Summative - G/T Policy on File G/T Assessment Records G/T Student Records
2. Dyslexia program will be provided to those students who qualify. Students will be served through the Section 504 program and may also qualify for accommodations under that program in addition to dyslexia services. (Target Group: Dys) (NCLB: 1,5)	Special/Federal Programs Director	August, 2013/May, 2014	(L)Local	Summative - 504/Dyslexia Records

BOWIE INTERMEDIATE

- Goal 6.** Technology: Bowie ISD will integrate curriculum into available technology platforms to provide opportunities for students to develop the knowledge, skills, and competencies for a broad range of career opportunities.
- Objective 1.** 100% of Bowie ISD campuses will offer wifi connectivity for students, and teachers will integrate curriculum into MimioBar/MimioVotes and iPad/iPads and student-owned devices as part of the Bring Your Own Device initiative. Teacher and student use will be assessed on EOY surveys.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Each grade level will provide students with a "technology day" at least once per 6 weeks. (Title I SW: 1) (Target Group: All) (NCLB: 1)	Campus Instructional Technologist, Campus Principals, Lead Teacher	Once every six weeks	(L)Local	Summative - End of year surveys will be used to determine effectiveness of program.

Year-End Plan Evaluation

Performance Indicators Met:

Performance Indicators Not Met:

Summary Statement:

Bowie Independent School District



Bowie Junior High School

2014-2015

169-901-041

Date of Board Approval: November 17, 2014

Revised: 11-14-14

BOWIE JUNIOR HIGH

Mission

It is our mission to promote the intellectual, emotional, social, and physical development of each student and to create a flourishing environment and educational experience that empowers all students to be successful at their highest level in order to lead a meaningful life in an ever-changing world.

State Compensatory Education Funds will be used to enhance the Title I Schoolwide program ensure that all students and student groups are successful in meeting challenging state standards and graduate from high school.

SCE Funds: \$79,676

FTEs: .93

Nondiscrimination Notice

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Campus Improvement Team

Name	Position
Gill, Valarie	Teacher
Messer, Deanna	Teacher
Murphey, Amy	Principal
Parr, Rhonda	Parent
Price, Audra	Teacher
Rhyne, Misty	Parent
Sewell, Monte	Assistant Principal
Stafford, Jennifer	Teacher
Woolf, Connie	Business/Community Representative

Key to Title I School-Wide Components

Code	Component
1	Campus Needs Assessment
2	School Reform Strategy
3	Highly Qualified
4	Professional Development
5	Employee Recruitment
6	Parental Involvement
7	Transition
8	Teacher Input in Assessment
9	Assistance for Mastery
10	Coordination/Integration of Services

Bowie Junior High Long Range Goals

1. To narrow the academic achievement discrepancy between all BJH student populations.
2. To ensure all BJH students are reading with greater fluency rates when they complete each grade and meet the National Reading norms for grade level Word Count per Minute (WCPM).
3. To increase our Level III performance on state assessments in all subjects to ensure our students are mastering our campus curriculum at the highest level possible to ensure we have developed critical thinking students who are able to transfer knowledge on state assessments, into college classrooms, and into the world of work.
4. To fully develop each teacher's understanding of rigor, relevance, content, and cognitive thinking to a level that meets the new state learning and testing standards and creates a district environment and tone for rigorous learning and excellence.
5. To continue adding Technology classes for high school credit at Bowie Junior High School that directly reflect the career interests of BJH students and the needs of the workforce of the 21st century.

No Child Left Behind (NCLB) Goals:

1. By 2014-2015, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
2. All limited English proficient students will become proficient in English and reach high academic standards, at minimum attaining proficiency or better in reading/language arts and mathematics.
3. All students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school.

Bowie Junior High Improvement Plan and Thinking Maps, Hands-On Learning, and Marzano's Strategies

As Bowie Junior High works towards the success of its students, faculty, and stakeholders, we have designed this plan with an eye to the future, embracing emerging technology and hoping to ensure an aligned and relevant curriculum. However, our desire is not to turn our backs on the hard work accomplished in the past few years as we still encourage the use of Thinking Maps, hands-on learning, and the scientifically-proven, research-based work of Dr. Marzano. We feel that these strategies are now a part of the culture of BJH, and therefore while still important to the future of our district, do not need to be explicitly stated on the Campus Improvement Plan. We still encourage the use of these strategies, and all teachers new to the district will receive training in the use of these strategies.

Comprehensive Needs Assessment Process & Summary

CNA Process:

The Campus Improvement Teams are selected each year based on district policy and include teachers, administrators, parents, community and business representatives. The Campus Improvement Team meets periodically throughout the year as needed. A meeting is held in late May each year to review the purpose and importance of conducting a Comprehensive Needs Assessment with the Campus Improvement Team and special program representatives. The Campus Improvement Plans are evaluated to determine if Performance Objectives have been met and to determine if designated Strategies have been completed effectively. A Comprehensive Needs Assessment is conducted for the campus that includes the review of assessment data from a variety of sources such as AYP Reports, TAPR, Accountability, and program evaluations. Data is collected at multiple levels including multi-year data in some cases. Surveys are conducted to gain information from a variety of sources. Data from various program areas such as CTE, Title I, Technology, Professional Development, Student Assessment, and School Safety are included. After the data is reviewed and analyzed, the CIT sets priorities and makes recommendations for strategic initiatives to be implemented in the Campus Improvement Plans. The Campus Improvement Teams meet following the District Improvement Team Meeting to ensure that a comprehensive, focused approach is implemented throughout the district and to ensure clear alignment exists between identified needs described in the Comprehensive Needs Assessment, the District's Performance Objectives and Strategies, and the Campus Strategies.

At least once each two years, an evaluation will be conducted to evaluate the SBDM procedures and staff development activities. A public meeting is held in December or January of each year to disseminate the results of the TAPR report to the public.

Summary of Prior Year's Evaluation:

TEKS Resource System (TRS) was implemented across the district at all core grades and subjects to the IFD and Unit Assessment level as self-reported by 66.7% of teachers responding to a teacher survey. This is a decrease from the previous year's reporting of 93.9% of core content teachers. District was 99.59% HQ (one teacher/one section). An additional 40 teachers were trained in cooperative learning strategies. Research-based instructional strategies such as Thinking Maps, Marzano's Vocabulary Strategies, Hands On Instruction, Cooperative Learning, Learning Centers and Project Based Instruction are used by a strong majority of teachers. Three additional CTE courses were added in 2013-2014. 100% of Bowie ISD teachers attended professional development, focusing mainly on peer-led, technology oriented topics. 97% of teachers reported attending PD in new or developing technology. Teacher turnover rate and retention were noted as higher than the state average. The EPIC program was implemented at all four campuses, and the Watchdog Program continued at the Elementary, Intermediate. Each campus implemented at least one parent involvement function per semester. All four campus principals, the superintendent, and the curriculum director attended TASA's Visioning Academy.

Performance Indicators Met:

TEKS Resource System was implemented across the campus to the IFD level by core content teachers and elective teachers provided a scope and sequence document to the campus principal. DMAC was used by core content teachers to conduct TEKS Resource System unit assessments with new teachers having an assigned mentor to assist with the use of DMAC and TEKS Resource System tools. Grade and subject level meetings were conducted each six weeks to analyze unit assessment data to adjust instruction, monitor student growth and progress, and review RTI student interventions. Research-based strategies like Kagan Cooperative Learning, Marzano's Vocabulary, and Thinking Maps were implemented as noted in walk through evaluations for all teachers. During campus orientation teachers were provided with training in RTI, DMAC, TEKS Resource System, TxEIS, FERPA, Child Abuse Reporting, Parental Involvement, iPad Procedures/Use, Campus Procedures and Policy and the School Resource Officer educated campus staff about Drug Abuse and Bullying by Youths. Further training was conducted during teacher conference periods in RTI, DMAC, Differentiated Instruction, and Writing PLAAF Statements through-out the year. All teachers and paraprofessionals were highly qualified upon hire and all 6th grade ELAR teachers were trained and certified in ESL. An assembly was held regarding safe and drug free schools by an outside source, as well as, classroom discussions conducted by the SRO to students. EPIC character building program and Watch Dog Program were successfully implemented. 10 fire drills, 1 lockdown, and 1 tornado drill were conducted throughout the year and Emergency Operation Plans were maintained and updated. Differentiated Instruction, Accelerated Instruction, Summer School, RTI Period, Study Hall, and Academic Enrichment Class were provided to students to maximize the success of all students and maintain high expectations. Parental Involvement was successful by providing parents opportunities to get involved and be informed through functions like "Meet the Teacher Night", "MSU Presents College

Life", Weekly Calendar of Events, Letters, Orientations, and Tours. The G/T program was expanded and those students took part in various projects throughout the school year as evidenced through newspaper submittals and videos presented at school board meetings. Other special program groups were tracked and entered into the RTI DMAC module. Teachers invited other staff members to their classrooms to see their use of technology with students and completed a Technology Issue Survey.

Performance Indicators Not Met:

Grade and subject level meetings for curriculum and assessment planning and data analysis took place but were not consistent across the campus. DMAC training to core content area teachers must continue to occur on a regular basis to ensure monitoring of student progress. Expansion of the campus level mentoring program should include struggling teachers as well as new teachers to the district or profession.

Summary of Comprehensive Needs Assessment Data

Special Programs:

There is a need for a consistent Response to Intervention Program between campuses. BJH has added an RTI Coordinator position to help address the RTI program. Consistency in the assessments used to identify G/T students across campuses is also a need. Consideration for the centralization of the purchase of these assessments due to costs may be necessary. Due to shifting LEP populations and needs, more ELA teachers may need to become ESL certified so more students can have their ESL needs met in the general education classroom instead of being pulled out for those services.

Preliminary Data Analysis For June, 2014 Data

Bowie Junior High School STAAR Testing Results for Spring 2014 Compared to State Results:

	BJH	State
6th Grade Reading	68	77
6th Grade Math	62	78
7th Grade Reading	78	75
7th Grade Math	65	67
7th Grade Writing	75	70
8th Grade Reading	93	82
8th Grade Math	88	79
8th Grade Science	50	70
8th Grade Social Studies	46	61

2014 Accountability Results:

2014 Accountability Rating for Bowie Junior High School--Improvement Required
 BJH met standard in Student Achievement, Closing Performance Gaps and Postsecondary Readiness. BJH did not meet standard in Index 2-Student Progress. Scores were 69 (Target Score 55) Index 1-Student Achievement, 26 (Target Score 28) Index 2-Student Progress, 32 (Target Score 27) Index 3-Closing the Performance Gaps, and 22 (Target Score 13) Index 4-Postsecondary Readiness, respectively.

Demographic Data:

Campus Type-Middle School
 Campus Size-388 Students
 Grade Span 06-08
 Percent Economically Disadvantaged 44.6%

Percent English Language Learners 3.6%
Mobility Rate 15.9%

System Safeguards:

Performance Rates	11 out of 19 = 58%
Participation Rates	10 out of 10 = 100%
Graduation Rates	N/A
Total	21 out of 29=72%

Identified Priorities from CNA Process

Utilize district teachers for mentoring and modeling.

Provide consistency in the implementation of the Response to Intervention (RtI) process and documentation across campuses.

Provide a focus on comprehension.

Create a shared vision.

College and Career Readiness.

Training for Technology and iPad Initiative.

More ESL and G/T teachers across the district.

District Revision January, 2013

1. Build capacity to support and utilize district teachers for mentoring and modeling in order to increase the teacher retention rate, support innovative instruction, and address achievement gaps.
2. Provide consistency in the implementation of the Response to Intervention (RtI) process and documentation across campuses.
3. Provide a focus on comprehension strategies through better understanding of the Texas Essential Knowledge and Skills (TEKS) in order to close achievement gaps.
4. Create a shared vision to promote innovative instruction, increase the teacher retention rate, and address achievement gaps.
5. Develop additional strategies and opportunities to ensure that students are college and career ready.
6. Training for technology and iPad initiative, including providing opportunities and support for teachers to implement, model, and provide professional development for their peers in innovative instructional strategies.
7. Provide opportunities for training in order to increase the number of ESL and G/T teachers across the

district. Campus Revision September, 2014

1. Increase BJH student progress measure from 26% to 32% by implementing weekly PLT meetings that will focus on gap analysis, instructional planning, student progress monitoring, and vertical alignment.
2. Increase Level III performance by a minimum of 10% in all subject areas by teachers analyzing instructional strategies, rigor in the classroom, and setting student performance goals.
3. Establish improved procedures to monitor and ensure high quality instruction by administration developing a systematic plan to produce teacher growth and efficacy.

BOWIE JUNIOR HIGH

Goal 1. Research-Based Curriculum & Instruction: Improve curriculum and instruction to provide all Bowie ISD students with a well-balanced and appropriate education to enable them to achieve success in their personal and professional goals.

Objective 1. All core content teachers will implement TCMPC Curriculum to the IFD level and implement unit assessments as measured by EOY teacher surveys. Grade 2-12 teachers will use the TAG module of DMAC to conduct unit assessments. DMAC reports will document usage.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All core content area teachers will implement TCMPC Curriculum to the IFD level. (Title I SW: 2) (Target Group: All) (NCLB: 1)	Campus Principals	August, 2014/May, 2015	(L)Local	Summative - EOY Teacher Surveys
2. Each elective teacher will provide the campus principal with a scope and sequence document similar to a YAG for the school year by the end of the first six weeks. This will consist of a one-page document outlining the TEKS taught each six weeks. (Title I SW: 2) (Target Group: All)	Assistant Principal(s), Campus Principals	September, 2014	(L)Local	Summative - Principals will keep on file
3. Campus Mentors will be assigned to each new and struggling teacher to assist with any concerns and questions regarding curriculum and instruction. (Title I SW: 2,9) (Target Group: All)	Lead Teacher	August 2014-May 2015	(L)Local	Summative - Mentor Logs
4. Implementation of weekly, vertical PLT meetings in all core areas to analyze ongoing assessment results to promote collaborative instructional planning. (Title I SW: 2,8) (Target Group: All)	Campus Principals, Department Heads, Lead Teacher	Once a week	(L)Local	Summative - PLT Meeting Forms/Sign in sheets
5. Provide scheduled IFD planning time for all core content area teachers. (Target Group: All)	Campus Principals, Lead Teacher	August, 2014-May, 2015	(L)Local	Summative - District Calendar and meeting agendas & minutes

BOWIE JUNIOR HIGH

- Goal 1.** Research-Based Curriculum & Instruction: Improve curriculum and instruction to provide all Bowie ISD students with a well-balanced and appropriate education to enable them to achieve success in their personal and professional goals.
- Objective 2.** Research-based, scientifically proven strategies will be used in all BISD classrooms. Usage will be documented through classroom walk-through documents and EOY surveys.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will implement Kagan Cooperative Learning Strategies as a result of attending training. (Title I SW: 2) (Target Group: All) (NCLB: 1)	Campus Principals	Once per six weeks	(F)Title I	Summative - Budget Records and Classroom Observations
2. Teachers new to BISD will attend professional development in Thinking Maps, Marzano's vocabulary strategies and cooperative learning within two years of employment. (Title I SW: 4) (Target Group: All)	Campus Principals	May, 2016	(L)Local	Summative - Professional development records and surveys

BOWIE JUNIOR HIGH

- Goal 2.** High Quality Professional Development: Provide high quality staff development to meet identified needs in order to ensure the success of all staff and students of Bowe ISD.
- Objective 1.** 100% of Bowie ISD teachers will attend research-based professional development as evidenced on a teacher survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All BJH teachers and staff will receive child abuse reporting, FERPA, and the value of parental involvement training at the BOY. (Title I SW: 4) (NCLB: 4)	Campus Principals, Curriculum Coordinator	August, 2014	(L)Local	Summative - Professional Development Records Professional Development Materials
2. Highly qualified applicants will be encouraged to apply for positions with BJH due to a competitive salary schedule and benefits package. (Title I SW: 3,5,10) (Target Group: All) (NCLB: 3)	Chief Financial Officer, Superintendent	August, 2014/May, 2015	(F)Title I, (L)Local	Summative - 2014-2015 Salary Schedule 2014-2015 Budget Records
3. Campus orientation and faculty campus handbooks will be provided to for each teacher during staff development training days. (Title I SW: 2) (Target Group: All)	Campus Principals	August 2014	(L)Local	Summative - Sign in sheets
4. Core content area teachers will attend Lead4Ward training specific to the scope of their subject in order to address targeted TEKS and targeted student groups. (Title I SW: 2) (Target Group: H, ECD) (NCLB: 1)	Campus Principals, Curriculum Coordinator	September, 2014-August, 2015	(F)Title I	Summative - Budget and Expenditure Reports Professional Development Records
5. Elective teachers will partner with core teachers during TCMPC Curriculum planning days and PLT Meetings while also providing a scope and sequence document to the principal. (Title I SW: 2) (Target Group: All)	Campus Principals	August 2014-May 2015	(L)Local	Summative - Sign in sheets, PLT Meeting Forms and scope and sequence documents
6. Student resource officer will provide training about drug abuse and bullying in youths during campus orientation. (Title I SW: 2,4) (Target Group: All)	Campus Principals, School Resource Officer	August 2014	(L)Local	Summative - Sign in sheets
7. Designated RTI coordinator will provide a training to staff about the RTI process & required forms at campus orientation and during PLT meetings. (Title I SW: 2) (Target Group: All)	Rtl Coordinator	August 2014-May 2015	(L)Local	Summative - Sign in sheets & PLT meeting forms

BOWIE JUNIOR HIGH

Goal 2. High Quality Professional Development: Provide high quality staff development to meet identified needs in order to ensure the success of all staff and students of Bowe ISD.

Objective 1. 100% of Bowie ISD teachers will attend research-based professional development as evidenced on a teacher survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. Provide update training on the state assessment system and changes to accommodations for assessments. (Title I SW:4) (Target Group: All) (NCLB: 1,5)	Curriculum Coordinator	February, 2015	(L)Local	Summative - Professional Development Records Meeting Agenda Presentation Materials

BOWIE JUNIOR HIGH

Goal 2. High Quality Professional Development: Provide high quality staff development to meet identified needs in order to ensure the success of all staff and students of Bowe ISD.

Objective 2. 100% of Bowie ISD teachers will receive professional development in the use of emerging technological trends and tools in the curriculum and classroom such as BYOD, iPads, iPods, MimioBars, MimioVotes, and/or DMAC and TXEIS updates.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Development of a blog or similar district resource so that students and staff will have access to videos and tutorials on different topics related to technology and technology implementation. (Title I SW: 2,4) (Target Group: All)	Curriculum Coordinator, Instructional Technology Coordinator	September, 2014	(L)Local	Summative - Record of monthly meetings with sign-in sheets
2. Provide DMAC training to Grades 6-8 core content area teachers on the use of DMAC for unit assessments and backward planning as needed. (Title I SW: 2,8) (Target Group: All) (NCLB: 1)	Campus Principals, Curriculum Coordinator	Aug, 2014-May, 2015	(L)Local	Summative - Professional Development Records and sign in sheets
3. Professional development in emerging technology integration in the classroom such as BYOD, mobile devices, Flipped Classroom, and individual apps for iPads through requested "workshops". (Title I SW: 4) (Target Group: All, H, ECD, SPED) (NCLB: 1,2,3,5)	Curriculum Coordinator, Instructional Technology Coordinator	September 2014-June 2015	(F)AYP Reservation from TIPA	Summative - Professional Development Records Expenditure Records
4. Teachers will rotate through project-based learning professional development series that emphasizes the use of iPads and other technology. (Title I SW: 1,4,10) (Target Group: All)	Curriculum Coordinator, Instructional Technology Coordinator	September 2014-August 2015	(F)Title I, (L)Local	Summative - Professional Development Records Budget Records
5. Campus will provide scheduled curriculum & instruction and assessment planning time for all teachers before the beginning of the year, on early release days, and workdays. (Title I SW: 4) (Target Group: All)	Campus Principals	August, 2014-May, 2015	(L)Local	Summative - Schedules and District Calendar
6. Teachers will be provided technology trainings at the beginning of the year and throughout the year by the instructional technology coordinator and lead teachers during conference periods and working lunch opportunities. (Title I SW: 3) (Target Group: All) (NCLB: 3)	Campus Instructional Technologist, Campus Principals, Instructional Technology Coordinator, Lead Teacher	August, 2014-May, 2015	(L)Local	Summative - Sign in sheets and calendars

BOWIE JUNIOR HIGH

Goal 2. High Quality Professional Development: Provide high quality staff development to meet identified needs in order to ensure the success of all staff and students of Bowe ISD.

Objective 2. 100% of Bowie ISD teachers will receive professional development in the use of emerging technological trends and tools in the curriculum and classroom such as BYOD, iPads, iPods, MimioBars, MimioVotes, and/or DMAC and TXEIS updates.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Campus RTI coordinator will attend DMAC training. (Target Group: All, AtRisk) (NCLB: 5)	Rtl Coordinator	August, 2014-May, 2015	(L)Local	Summative - Professional Development Records and Sign in sheets
8. TxEIS training will include identification of special populations. (Target Group: ECD, ESL, Migrant, LEP, SPED, GT, AtRisk, Dys)	Campus Principals, PEIMS/Registrar	August 2014	(L)Local	Summative - Professional Development Records and sign in sheets

BOWIE JUNIOR HIGH

Goal 2. High Quality Professional Development: Provide high quality staff development to meet identified needs in order to ensure the success of all staff and students of Bowe ISD.

Objective 3. 100% of Bowie ISD Instructional will be Highly Qualified as defined by ESEA/NCLB.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All new teachers employed by Bowie Junior High School will be Highly Qualified for their teaching assignment before employment. (Title I SW: 3) (Target Group: All) (NCLB: 3)	Campus Principals	August, 2014	(L)Local	Summative - 2014 Highly Qualified Report
2. All paraprofessionals hired by Bowie Junior High School will be Highly Qualified when hired or will complete online paraprofessional training through Region 4 or in person at Region 9 before the first day of work. (Title I SW: 3) (Target Group: All) (NCLB: 3)	Campus Principals	August, 2014- May, 2015	(L)Local	Summative - 2014 Highly Qualified report

BOWIE JUNIOR HIGH

Goal 2. High Quality Professional Development: Provide high quality staff development to meet identified needs in order to ensure the success of all staff and students of Bowe ISD.

Objective 4. Increase teacher retention rate by 5% according to 2012 AEIS report.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Participate in a district-level mentoring program for all new teachers to Bowie Junior High School. (Title I SW: 2,4)	Curriculum Coordinator	August, 2014/May, 2015	(L)Local	Summative - Professional Development Records
2. Provide Kagan Cooperative Learning Strategies training for BJH teachers who have not yet received the training. (Title I SW: 2,4) (Target Group: All)	Curriculum Coordinator	September, 2014	(F)AYP Reservation from TIPA, (F)Title I	Summative - Staff Development Records Professional Development Survey, April 2014
3. In order to develop capacity for teachers to facilitate peer-based professional development, the BISD Mini-Grant Program will provide grants to teachers to provide professional development for implementing new instructional strategies, techniques, procedures, and services into the classroom. Teachers will apply for mini-grants stipulating the professional development that they will receive themselves, what supplies and equipment they will need to implement the professional development activities, and how they will turn the professional development around for their colleagues at the January professional development fair, at faculty meetings, or through instructional videos. The mini-grant program will include expenditures and expenses related to implementing these new strategies in order to provide peer-based professional development activities. (Title I SW: 2,4,10) (Target Group: All, H, ECD, SPED)	Special/Federal Programs Director	September, 2014/January, 2015	(F)AYP Reservation from TIPA, (L)Local	Summative - Number of applications received Amounts of funds used to supply mini-grants Number of teachers involved in professional development fair

BOWIE JUNIOR HIGH

Goal 3. Safe and Drug-Free Schools: Bowie ISD will model a safe and drug-free environment that is positively conducive to student success.

Objective 1. Provide a comprehensive program to increase student awareness of the dangers and effects of drug and alcohol use and violence prevention. Student awareness will be monitored based on a student survey at the EOY.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide resources for staff on the prevention of bullying and school violence, discipline management, and including materials for the education of students on suicide awareness and prevention, violence prevention and intervention, conflict resolution, sexual harassment and dating violence. (Title I SW: 4) (Target Group: All) (NCLB: 4)	Curriculum Coordinator	May, 2015	(L)Local	Summative - Professional Development Records Resources and Materials provided to teachers
2. PE and Health teachers will cover information pertaining to safe and drug free schools in their curriculum. (Title I SW: 2) (Target Group: All)	Lead Teacher	August, 2014- May, 2015	(L)Local	Summative - Lesson plans will be reviewed and turned into the principal
3. An assembly will be given during Red Ribbon Week pertaining to safe and drug free schools. (Title I SW: 2) (Target Group: All)	Campus Principals, Counselor(s), School Resource Officer	October, 2014	(L)Local	Summative - School Activity Calendar
4. Student survey regarding bullying, school violence, and drug/alcohol awareness conducted in the spring of 2015. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Campus Principals, Curriculum Coordinator	March, 2015	(F)Title I	Summative - Student Survey Results
5. An assembly will be given pertaining to the dangers of social media. (Target Group: All) (NCLB: 4)	Campus Principals, Counselor(s)	October, 2014	(L)Local	Summative - School Activity Calendar

BOWIE JUNIOR HIGH

Goal 3. Safe and Drug-Free Schools: Bowie ISD will model a safe and drug-free environment that is positively conducive to student success.

Objective 2. Provide model programs that encourage students to develop strength of character and become responsible citizens of our community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. District Emergency Operations Plan maintained and updated as needed. Safety audit, fire and health inspections conducted as required by law. Provide MSDS training for teachers as required by law. (NCLB: 4)	Superintendent	August, 2014-May, 2015	(L)Local	Summative - Superintendent and principal reports to the school board as required
2. Continue the EPIC character development program and the Watch Dog program. (Target Group: All) (NCLB: 4)	Campus Principals, Superintendent	August, 2014-May, 2015	(L)Local	Summative - Program Records
3. District initiative utilizing community members to educate all students on the dangers of drugs and alcohol. (Title I SW: 6,10) (Target Group: All) (NCLB: 4)	Counselor(s)	May, 2015	(L)Local	Summative - Student Survey Results
4. The Bowie ISD and its Board of Trustees has adopted a policy regarding bullying. Refer to Board Policies FFI (Legal) and FFI (Local). The District prohibits bullying and retaliation against anyone involved in the complaint process. To obtain assistance intervention, any student who believes that he or she has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee. Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal orally or in writing. Refer to the above listed board policies for more information. (Target Group: All) (NCLB: 4)	Campus Principals, Superintendent	August, 2014-May, 2015	(L)Local	Summative - Discipline Reports Board Policies FFI (Legal) and Local
5. All Bowie ISD employees will report suspected child abuse and neglect and sexual abuse as required by Texas law to Child Protective Services. All new educators will be provided training in sexual abuse awareness and prevention as required by SB 471.	Curriculum Coordinator	August, 2014-May, 2015	(L)Local	Summative - Employee Handbook New Employee Professional Development Materials

BOWIE JUNIOR HIGH

Goal 4. Parent and Community Involvement: To achieve academic success, Bowie ISD will encourage active parent and community involvement.

Objective 1. Increase parent and community involvement by taking an active role in supporting campus events and initiating district strategies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Meet the teacher night for parents and students with important informational resources in the auditorium. (Title I SW: 2,6) (Target Group: All)	Campus Principals, Counselor(s)	August 2014	(L)Local	Summative - Sign in sheets
2. A parent letter will be sent out with a list of available courses for incoming 6th graders and a list sent home with for 7th & 8th graders. (Title I SW: 2,6,7) (Target Group: All)	Counselor(s)	May 2015	(L)Local	Summative - A copy of the parent letter sent to incoming 6th grade parents and the list of courses handed out to 7th & 8th graders will be kept by the principal.
3. A 5th Grade Tour of Bowie Junior High will be given to incoming 6th graders. (Title I SW: 2,7) (Target Group: All)	Campus Principals, Counselor(s)	May 2015	(L)Local	Summative - School Activity Calendar
4. BJH will conduct one after-school function per semester. BISD will support the campus functions by providing advertisement and translators if needed. (Title I SW: 6) (Target Group: All)	Campus Principals, Superintendent	Once per semester	(L)Local	Summative - Principal reports at board meetings.
5. Provide support materials regarding registration and the use of TXEIS to parents during the first six weeks of school.	PEIMS/Registrar	September, 2014	(L)Local	Summative - Summative-Formative: Number of parents registered at the BOY; Copy of parent communication Summative: Number of parents registered at the end of the year; Percentage increase
6. A weekly calendar of events and other campus information will sent out to parents by utilizing BJH Facebook page. (Title I SW: 2,6) (Target Group: All)	Campus Principals	August, 2014-May, 2015	(L)Local	Summative - Copy of each weekly calendar will be kept on file in the principal's office

BOWIE JUNIOR HIGH

Goal 5. High Expectations for All Students: Bowie ISD will differentiate instruction in order to maximize the success of all students.

Objective 1. All Bowie ISD teachers will differentiate instruction to meet students' IEP goals as measured by IEP progress reporting and/or passing rate on state assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide training on differentiated instruction and writing PLAAF statements. (Title I SW: 4) (Target Group: SPED) (NCLB: 5)	Curriculum Coordinator	Each semester	(L)Local	Summative - Professional development records each semester.
2. Provide accelerated instruction and summer school for those students who don't meet minimum standards on state assessments in Student Success Initiative (SSI) grades and subjects and other grades as determined by need and based on district policy. (Title I SW: 9) (Target Group: All) (NCLB: 1,5)	Campus Principals, Superintendent	May, 2015	(L)Local, (S)State Compensatory	Summative - Formative: Review of initial state assessment results Summative: Review of final state assessment results SCE Funds: SCE FTEs:
3. Provide an academic enrichment course for students who do not meet the minimum standards on state assessments in SSI grades. (Title I SW: 2) (Target Group: All)	Counselor(s)	August 2014-May 2015	(L)Local	Summative - A copy of the master schedule
4. Academic Enrichment/Study Hall/Numeracy classes and RTI periods will be created within the master schedule to provide accelerated instruction for students who don't meet minimum standards on state assessments. (Title I SW: 2) (Target Group: All)	Campus Principals, Counselor(s)	August 2014-May 2015	(L)Local	Summative - Copy of the master schedule
5. All staff in charge of each special population group will fill out a form and enter students into TXEIS. (Title I SW: 2) (Target Group: All, ECD, ESL, LEP, SPED, GT, AtRisk, Dys)	504 Coordinator, Assistant Principal(s), Counselor(s), Dyslexia Specialist, Lead Teacher, PEIMS/Registrar, Rtl Coordinator	August 2014-May 2015	(L)Local	Summative - Review of TXEIS records
6. BJH will identify one additional teacher to obtain ESL certification; BJH will work towards the goal of having all ELA teachers in grades 6-8 be ESL certified. BISSD will pay for the training. (Title I SW: 3,4,10) (Target Group: ESL, LEP) (NCLB: 2,5)	Campus Principals, Curriculum Coordinator	May, 2015	(L)Local	Summative - September, 2014: Principal identify teachers for ESL training December, 2014: Confirm teachers are receiving training March, 2015: Confirm examination status May, 2015: confirm certification status

BOWIE JUNIOR HIGH

Goal 5. High Expectations for All Students: Bowie ISD will differentiate instruction in order to maximize the success of all students.

Objective 1. All Bowie ISD teachers will differentiate instruction to meet students' IEP goals as measured by IEP progress reporting and/or passing rate on state assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Supplement salaries for identified teachers and paraprofessionals in order to provide additional math, reading and science support, and to provide for small group and computer assisted instruction as part of a SW program. (Title I SW: 9,10) (Target Group: All) (NCLB: 1,2,5)	Chief Financial Officer, Curriculum Coordinator	August, 2014- May, 2015	(F)Title I, (L)Local	Summative - Review of payroll will indicate salaries for personnel involved in these activities was equal to the amount budgeted.
8. Vertical Teams in core content areas will meet in the early spring to analyze STAAR data and recommend strategies to increase student achievement and plan interventions. (Title I SW: 1) (Target Group: All, AtRisk) (NCLB: 1,2)	Campus Principals, Curriculum Coordinator	January & February 2015	(L)Local	Summative - Analysis & Review of assessment data PLT Meeting Forms & Sign in sheets
9. SCE funds will be used to support research-based instructional strategies and provide hands-on materials and intervention software. (Target Group: All, AtRisk)	Campus Principals, Special/Federal Programs Director	August, 2014- May, 2015	(S)State Compensatory	Summative - Budget Records SCE Funds:
10. Provide AEP for students with mandatory and discretionary placement with necessary costs related to salary. (Target Group: All, AtRisk)	Special/Federal Programs Director, Superintendent	August, 2014- May, 2015	(L)Local, (S)State Compensatory	Summative - Local SCE: SCE FTE:
11. Support salaries for teachers and paraprofessionals as part of Title I Schoolwide Programs. (Title I SW: 3) (Target Group: All)	Chief Financial Officer	August, 2014- May, 2015	(F)Title I, (S)State Compensatory	Summative - Budget and Payroll Records
12. Think Through Math, Istation programs, STAR Reading & Math Programs, MSTAR Reading & Math programs for use in AEP, Credit Recovery, Rtl, and Summer School. (Title I SW: 1,9,10) (Target Group: All, H, ECD, AtRisk, 9th, 10th, 11th, 12th) (NCLB: 1,5)	Campus Principals, Curriculum Coordinator, Special/Federal Programs Director	August, 2014- July, 2015	(L)Local	Summative - Student Usage Reports Student Progress Reports Student Completion Reports

BOWIE JUNIOR HIGH

Goal 5. High Expectations for All Students: Bowie ISD will differentiate instruction in order to maximize the success of all students.

Objective 2. Make use of available technology systems such as DMAC and TXEIS to identify and track special student populations and perform record-keeping tasks such as 504 and Rtl.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide training and ensure procedures are in place to mark special population groups in TXEIS and teachers know how to recognize and utilize TXEIS for this purpose. (Title I SW:4) (Target Group: All)	Curriculum Coordinator, PEIMS/Registrar	August, 2014	(L)Local	Summative - Professional Development Records
2. State and Local At-Risk Criteria will be maintained. Counselor will be responsible for maintaining At-Risk records and updating students records in TXEIS. (Target Group: AtRisk)	Counselor(s), Special/Federal Programs Director	October, 2014	(L)Local	Summative - At-Risk List checked before PEIMS submission in October and June.
3. DMAC Data Disaggregation Software to analyze state assessment results, facilitate periodic unit assessments, and target student interventions will be utilized at BJH. It will also be used to document Response to Intervention. (Target Group: All, AtRisk) (NCLB: 1)	504 Coordinator, Campus Principals, Counselor(s), Dyslexia Specialist, Lead Teacher, Rtl Coordinator, Special Ed Teachers, Special/Federal Programs Director	August, 2014- May, 2015	(S)State Compensatory	Summative - Summative-Formative: Each six weeks, unit assessment results will be analyzed to target student interventions. Summative: Teacher usage will be monitored throughout usage reports.
4. RTI coordinator will be responsible for documenting RTI students into DMAC. The district will provide training on the RTI module in DMAC. (Title I SW: 2,4) (Target Group: AtRisk, Dys) (NCLB: 1,5)	Campus Principals, Curriculum Coordinator, Rtl Coordinator	September, 2014	(L)Local	Summative - Professional Development Records

BOWIE JUNIOR HIGH

Goal 5. High Expectations for All Students: Bowie ISD will differentiate instruction in order to maximize the success of all students.

Objective 3. BISD will be in compliance with all special program requirements such as LEP, G/T, SPED, Dyslexia, etc. according to state program audits and/or PBMAS.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A Gifted & Talented (G/T) Program will be provided to qualified students according to BISD board policy as written in compliance with the Texas State Plan for the Education of Gifted/Talented Students. Partnership with Bowie News along with study hall pull out G/T time will also be part of the G/T program at BJH. (Target Group: GT)	Campus Principals, Counselor(s), Lead Teacher, Special/Federal Programs Director	August, 2014-May, 2015	(L)Local	Summative - G/T Policy on File G/T Assessment Records G/T Student Records
2. BJH Dyslexia program will be provided to those students who qualify. Students will be served through the Section 504 program and may also qualify for accommodations under that program in addition to dyslexia services. (Target Group: Dys) (NCLB: 1,5)	504 Coordinator, Campus Principals, Dyslexia Specialist, Special/Federal Programs Director	August, 2014-May, 2015	(L)Local	Summative - 504/Dyslexia Records
3. Campus Principals will meet with the parent/guardian of any student that withdraws to Home School or is not enrolling in another public or private school in order to prevent dropout identification. Withdrawal to Homeschool Documentation must be signed by the parent/guardian at the time of withdrawal. (Target Group: AtRisk) (NCLB: 5)	Campus Principals	August, 2014-May, 2015	(L)Local	Summative - Copies of all Withdrawal to Homeschool Documentation must be maintained with the student's permanent school record

BOWIE JUNIOR HIGH

Goal 5. High Expectations for All Students: Bowie ISD will differentiate instruction in order to maximize the success of all students.

Objective 4. BJH will implement strategies to increase student progress measure and Level III performance in all subject areas.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implementation of weekly, vertical PLT meetings in all core areas to analyze ongoing assessment results and to promote collaborative instructional planning. (Title I SW: 1,2) (Target Group: All)	Campus Principals	August, 2014-May, 2015	(L)Local	Summative - PLT meeting forms and sign in sheets
2. Data Digs (data analysis meetings) will be incorporated into weekly PLT meetings to ensure monitoring of student progress. (Title I SW: 1,2) (Target Group: All)	Campus Principals, Lead Teacher	August, 2014-May, 2015	(L)Local	Summative - PLT meeting forms, sign in sheets, and data materials
3. Establish vertical alignment in all subject areas focusing on rigor in the classroom. (Title I SW: 1,2) (Target Group: All)	Campus Principals, Lead Teacher	August, 2014-May, 2015	(L)Local	Summative - PLT meeting forms and sign in sheets
4. Teachers and students will monitor and chart student goals and progress. (Title I SW: 1,2) (Target Group: All)	Campus Principals	August, 2014-May, 2015	(L)Local	Summative - PLT meeting forms and teachers progress chart binders
5. Implement a campus-level mentoring program and instructional coaching for new and struggling teachers to ensure teacher growth and efficacy. (Title I SW: 1,2) (Target Group: All)	Campus Principals, Lead Teacher	August, 2014-May, 2015	(L)Local	Summative - Mentor logs and instructional coaching summaries

BOWIE JUNIOR HIGH

- Goal 6.** Technology: Bowie ISD will integrate curriculum into available technology platforms to provide opportunities for students to develop the knowledge, skills, and competencies for a broad range of career opportunities.
- Objective 1.** 100% of Bowie ISD campuses will offer wifi connectivity for students, and teachers will integrate curriculum into MimioBar/MimioVotes and iPad/iPads and student-owned devices as part of the Bring Your Own Device initiative. Teacher and student use will be assessed on EOY surveys.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Walk-Through evaluations will be conducted by each campus administrator. (Title I SW: 2) (Target Group: All)	Campus Principals	September 2014-May 2015	(L)Local	Summative - PDAS documentation will be input into DMAC where it can be monitored and reviewed
2. Teachers will utilize Remind and ebackpack to send classroom notifications, reminders, assignments, and project due dates to parents and students. Teachers will be provided training in the use of Remind and ebackpack by campus lead teachers already using both programs. (Title I SW: 2) (Target Group: All)	Campus Principals, Lead Teacher	August 2014-May 2015	(L)Local	Summative - Usage Reports Parent Contact List sent to principal
3. Teacher self-reports will be completed by teachers throughout the school year and given to the principal. (Title I SW: 2) (Target Group: All)	Campus Principals	August 2014-May 2015	(L)Local	Summative - Review of teacher self-reports that will turned into the principal Documentation in DMAC
4. Teachers will utilize MimioBars or MimioVotes as a part of instruction. Steps will be taken to ensure that all teachers have access to this technology by updating electrical outlets, etc. as needed and training will be provided in the use of MimioVotes and MimioBars in conjunction with Ipads throughout the school year. (Title I SW: 2) (Target Group: All)	Campus Principals	August, 2014-May, 2015	(L)Local	Summative - Summative-Formative: Walk-through Documentation Teacher & Student Surveys Sign in sheets
5. Teachers at BJH will be provided opportunities for iPad training. (Title I SW: 4) (Target Group: All)	Campus Principals	August, 2014-May, 2015	(L)Local	Summative - Professional Development Survey and sign-in sheets
6. Teachers at BJH will designate a staff member that teachers can go to for assistance when using iPad devices for instructional purposes. (Target Group: All)	Campus Principals, Lead Teacher	August, 2014-May, 2015	(L)Local	Summative - Teacher surveys

Year-End Plan Evaluation

Performance Indicators Met:

Performance Indicators Not Met:

Summary Statement:

Bowie Independent School District



Bowie High School

2014-2015

169-901-001

Date of Board Approval: November 17, 2014

Revised: 11-14-14

BHS Campus Improvement Team

Name	Position
Baker, Christy	Teacher
Barnes, Karen	Teacher
Degler, Kim	Business Representative
Mund, Ronnie	Teacher
Oliver, Jody	Parent
Partridge, Ronnie	Community Member
Raines-Mercer, Candace	Teacher
Rodriguez, Becky	Counselor
Shackelford, Kelly	Campus Administrator
Shaw, Jeannette	Counselor
Stallcup, Craig	Parent
Wheeler, Cindy	Paraprofessional

Key to Title I School-Wide Components

Code	Component
1	Campus Needs Assessment
2	School Reform Strategy
3	Highly Qualified
4	Professional Development
5	Employee Recruitment
6	Parental Involvement
7	Transition
8	Teacher Input in Assessment
9	Assistance for Mastery
10	Coordination/Integration of Services

BOWIE HIGH SCHOOL

Mission

It is our mission to promote the intellectual, emotional, social, and physical development of each student and to create a flourishing environment and educational experience that empowers all students to be successful at their highest level in order to lead a meaningful life in an ever-changing world.

State Compensatory Education Funds will be used to enhance the Title I Schoolwide program ensure that all students and student groups are successful in meeting challenging state standards and graduate from high school.

SCE Funds: \$107,740 FTEs: .77

Nondiscrimination Notice

BOWIE HIGH SCHOOL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

BHS Long Range Goals

1. To narrow the academic achievement discrepancy between all student populations.
2. To increase advanced measure performance (level 3) on state assessments in all subjects to assure our students are mastering our district curriculum at the highest level possible to assure we have developed critical thinking students who are able to transfer knowledge on state assessments, into college classrooms, and into the world of work.
3. To fully develop each teacher's understanding of rigor, relevance, content, and cognitive thinking to a level that meets the new state learning and testing standards and creates a district environment and tone for rigorous learning and excellence.
4. To continue adding Advanced Tech Preparation courses at Bowie High School that directly reflect the career interests of BISD students and the needs of the workforce of Bowie, Texas, and Montague County, Texas.

No Child Left Behind (NCLB) Goals:

1. By 2014-2015, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
2. All limited English proficient students will become proficient in English and reach high academic standards, at minimum attaining proficiency or better in reading/language arts and mathematics.
3. All students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school.

Bowie High School Improvement Plan and Thinking Maps, Hands-On Learning, and Marzano's Strategies

As Bowie High School works towards the success of its students, faculty, and all stakeholders, we have designed this plan with an eye to the future, embracing emerging technology and hoping to ensure an aligned and relevant curriculum. However, our desire is not to turn our backs on the hard work accomplished in the past few years as we still encourage the use of Thinking Maps, hands-on learning, and the scientifically-proven, research-based work of Dr. Marzano. We feel that these strategies are now a part of the culture of Bowie High School, and therefore while still important to the future of our district, do not need to be explicitly stated on the Campus Improvement Plan. We still encourage the use of these strategies, and all teachers new to the district will receive training in the use of these strategies.

Comprehensive Needs Assessment Process & Summary

CNA Process: The District and Campus Improvement Teams are selected each year based on district policy and include teachers, administrators, parents, community and business representatives. The District Improvement Team meets periodically throughout the year as needed. A meeting is held in late May or during the summer months to review the purpose and importance of conducting a Comprehensive Needs Assessment with the District Improvement Team and special program representatives. The District and Campus Improvement Plans are evaluated to determine if Performance Objectives have been met and to determine if designated Strategies have been completed effectively. A Comprehensive Needs Assessment is conducted for the district and each campus that includes the review of assessment data from a variety of sources such as AYP Reports, TAPR, Accountability, and program evaluations. Data is collected at multiple levels including multi-year data in some cases. Surveys are conducted to gain information from a variety of sources. Data from various program areas such as CTE, Title I, Technology, Professional Development, Student Assessment, and School Safety are included. After the data is reviewed and analyzed, the DIT sets priorities and makes recommendations for strategic initiatives to be implemented in the District and Campus Improvement Plans. The Campus Improvement Teams meet following the District Improvement Team Meeting to ensure that a comprehensive, focused approach is implemented throughout the district and to ensure clear alignment exists between identified needs described in the Comprehensive Needs Assessment, the District's Performance Objectives and Strategies, and the Campus Strategies.

At least once each two years, an evaluation will be conducted to evaluate the SBDM procedures and staff development activities. A public meeting is held in December or January of each year to disseminate the results of the TAPR report to the public.

Performance Indicators Met: Campus teachers and staff were 100% trained in FERPA, child abuse reporting, and parental involvement at the beginning of the year. Additional staff became ESL certified. Teachers were provided with Mimeo bar training, PLAAF statement writing, iPad training, skyward training, and DMAC training during round robin orientation. The SRO educated and provided staff with drug awareness periodically throughout the year. Mandatory drug screening was implemented for extracurricular participation. Parental involvement was encouraged and successful through invitations, orientations, and career day presentations.

Performance Indicators Not Met: The Emergency Operations Plan was not updated. The Rtl lead teacher was not provided with DMAC training at the beginning of the school year.

Special Programs: Special Education Completion Rate and Attendance Rate were noted. There is a need for Response to Intervention Program teacher to have more time devoted to students in the program.

Preliminary Data Analysis based on data available in June, 2014

PBMAS:

AEP placements continued to rise from 2010-2011 to 2011-2012 (data runs one year behind). However, SPED placements in AEP decreased. There is still a discrepancy in the rate of all placements to SPED placement, with SPED placements being 3.5 pts higher than all placements rate.

Class Size is slightly lower than state average.

EOC results show 9th Grade was above or equal to the state avg. on all tests. Alg. = 86%, Eng. I = 77%, and Biology = 95%. Our US History scores were much higher than region and state average scoring a 94% pass rate.

Title I AYP 10% Reservation for Missed AYP (2 Years): 2013-2014 funds were used to send BHS Principal to TASA visioning academy, and teachers to various other professional development opportunities such as Lead4Ward and TEKS training.

Identified Priorities from CNA Process

1. Utilize campus teachers for mentoring and modeling in order to increase the teacher retention rate, support innovative instruction and address achievement gaps.
2. Provide a consistent district developed Response to Intervention (RtI) program.
3. Provide a focus on comprehension strategies through a better understanding of TEKS in order to close achievement gaps.
4. Create a shared vision to promote innovative instruction, increase the teacher retention rate, and address achievement gaps.
5. Continue to develop strategies and opportunities to ensure that students are College and Career Ready.
6. Training for Technology and BYOD Initiative, including providing opportunities and support for teachers to implement, model and provide professional development for their peers in innovative strategies.
7. Provide opportunities for training in order to increase the number of ESL and G/T teachers on campus.

BOWIE HIGH SCHOOL

Goal 1. Research-Based Curriculum & Instruction: Improve curriculum and instruction to provide all Bowie High School students with a well-balanced appropriate education to enable them to achieve success in their personal and professional goals.

Objective 1. All core content teachers will implement TCMPC Curriculum to the IFD level and implement unit assessments as measured by EOY teacher surveys.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide scheduled TCMPC Curriculum IFD planning time for all core content area teachers on the district calendar (Title I SW: 2) (Target Group: All) (NCLB: 1)	Campus Principals, Superintendent	August, 2014/May, 2015	(L)Local	Summative - District Calendar
2. Each Department will decide when to do benchmark assessments. (Title I SW: 8) (Target Group: All) (NCLB: 5)	Department Heads	May 2015	(L)Local	Summative - Department Meeting Minutes
3. Core content area teachers will attend TCMPC Curriculum implementation training specific to their subject. (Title I SW: 4) (Target Group: All) (NCLB: 1)	Curriculum Coordinator	Aug. 2014	(L)Local	Summative - Agenda and Sign-in sheets from professional development training and department meeting minutes log and agenda

BOWIE HIGH SCHOOL

Goal 1. Research-Based Curriculum & Instruction: Improve curriculum and instruction to provide all Bowie High School students with a well-balanced appropriate education to enable them to achieve success in their personal and professional goals.

Objective 2. Research-based, scientifically proven strategies such as Kagan cooperative learning strategies, Thinking Maps, Marzano's vocabulary, hands-on instruction, and other proven instructional methods will be used in all BHS classrooms. Usage will be documented through classroom walk-through documents and EOY surveys.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will implement Kagan Cooperative Learning Strategies. (Title I SW: 2) (Target Group: All) (NCLB: 1)	Campus Principals	Once per six weeks	(L)Local	Summative - Formative: Classroom Walk-through Documents Summative: EOY Surveys

BOWIE HIGH SCHOOL

Goal 1. Research-Based Curriculum & Instruction: Improve curriculum and instruction to provide all Bowie High School students with a well-balanced appropriate education to enable them to achieve success in their personal and professional goals.

Objective 3. Bowie High School will continue to expand the CTE, AP, and Dual Credit programs to include new strands and courses to provide students with additional options in college and career readiness.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Explore additional opportunities to expand course offering through NCTC. (Target Group: All) (NCLB: 5)	Counselor(s)	August, 2014	(L)Local	Summative - Formative: Enrollment Records Summative: Completion Records
2. CTE Advisory Council to coordinate with Nocona ISD to develop joint CTE strategies as required by the Carl Perkins grant. (Title I SW:10) (Target Group: CTE) (NCLB: 5)	Special/Federal Programs Director	August, 2014	(F)CTE/Carl Perkins Grant	Summative - CTE Advisory Council Meeting Minutes and Attendance Records
3. Add additional course offerings to CTE course options. (Target Group: CTE) (NCLB: 5)	Superintendent	Aug. 2014-May 2015	(F)CTE/Carl Perkins Grant	Summative - High School Master Schedule
4. Counselors will provide students with information regarding higher education admissions and financial opportunities, the Texas Grant Program, dual-credit, and accelerated HS graduation through individual conferences and scheduled meetings. (Title I SW: 10) (Target Group: All, CTE, AtRisk) (NCLB: 5)	Campus Principals, Counselor(s)	August, 2014- May, 2015	(L)Local	Summative - Meeting handouts, records of attendance

BOWIE HIGH SCHOOL

Goal 1. Research-Based Curriculum & Instruction: Improve curriculum and instruction to provide all Bowie High School students with a well-balanced appropriate education to enable them to achieve success in their personal and professional goals.

Objective 4. All elective teachers will create and follow their YAG or syllabus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Each elective teacher will provide the campus principal with a scope and sequence document similar to a YAG for the school year by the end of the first six weeks. This will consist of a one-page document outlining the TEKS taught each six weeks. (Title I SW: 2) (Target Group: All)	Curriculum Coordinator	September, 2014	(L)Local	Summative - October, 2014 Principals will have copies available upon request from Curriculum Director

BOWIE HIGH SCHOOL

Goal 2. High Quality Professional Development: Provide high quality staff development to meet identified needs in order to ensure the success of all staff and students of Bowe High School.

Objective 1. 100% of Bowie High School teachers will receive in-district opportunities for research-based professional development as evidenced on a teacher survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All BHS teachers and staff will receive child abuse reporting, FERPA, and the value of parental involvement training at the BOY. (Title I SW: 4) (Target Group: All) (NCLB: 4)	Campus Principals, Curriculum Coordinator	August, 2014	(L)Local	Summative - Professional Development Records Professional Development Materials
2. Highly qualified applicants will be encouraged to apply for positions with BHS due to a competitive salary schedule and benefits package. (Title I SW: 3,5,10) (Target Group: All) (NCLB: 3)	Chief Financial Officer, Superintendent	August, 2014/May, 2015	(F)Title I, (L)Local	Summative - 2014-2015 Salary Schedule 2014-2015 Budget Records
4. Provide update training on the state assessment system and changes to accommodations for assessments. (Title I SW:4) (Target Group: All) (NCLB: 1,5)	Curriculum Coordinator	Feb. 2015	(L)Local	Summative - Professional Development Records, Meeting Agenda, and Presentation Materials
5. Core content area teachers will attend Lead4Ward training specific to the scope of their subject in order to address targeted TEKS and targeted student groups. (Title I SW: 2) (Target Group: H, ECD) (NCLB: 1)	Curriculum Coordinator	Sept. 2014 - Aug. 2015	(F)Title I	Summative - Budget and expenditure records professional development records

BOWIE HIGH SCHOOL

Goal 2. High Quality Professional Development: Provide high quality staff development to meet identified needs in order to ensure the success of all staff and students of Bowe High School.

Objective 2. 100% of Bowie High School teachers will receive professional development in the use of emerging technological trends and tools in the curriculum and classroom such as BYOD, iPads, iPods, MimioBars, MimioVotes, and/or DMAC and TxEIS updates.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus will provide scheduled IFD planning time for all teachers before the beginning of the year, on early release days, and workdays. (Title I SW: 4) (Target Group: All)	Campus Principals	August 2014	(L)Local	Summative - Schedules
2. Core teachers will be trained to use DMAC data to plan for interventions. (Title I SW: 4) (Target Group: All) (NCLB: 1)	Curriculum Coordinator	End of first grading period	(L)Local	Summative - Professional Development sign in sheets
3. Teachers will be provided MimeoBar training at the beginning of the year as well as opportunities for follow up by viewing other teachers using the equipment during the school year. (Title I SW: 3) (Target Group: All) (NCLB: 3)	Campus Instructional Technologist, Campus Principals, Lead Teacher	Sept. 2014	(L)Local	Summative - Professional Development sign in sheet
4. Campus Rti coordinator will attend DMAC training. (Target Group: All, AtRisk) (NCLB: 5)	Campus Principals, Rtl Coordinator	Sept. 2014	(L)Local	Summative - Professional Development sign-in sheet
5. TxEIS training will include identification of special populations. (Target Group: ECD, ESL, Migrant, LEP, SPED, GT, AtRisk, Dys)	Campus Principals, PEIMS/Registrar	Aug. 2014	(L)Local	Summative - Professional Development sign-in sheet
6. Development of a blog or similar district resource so students and staff will have access to videos and tutorials on different topics related to technology and technology implementation. (Title I SW: 2,4) (Target	Curriculum Coordinator, Instructional Technology Coordinator	Sept. 2014	(L)Local	Summative - Record of monthly meetings with sign-in sheets
7. Professional Development in emerging technology integration in the classroom such as BYOD, mobile devices, flipped classroom, and individual apps for iPads through requested workshops. (Title I SW: 4) (Target Group: All, H, ECD, SPED) (NCLB: 1,2,3,5)	Curriculum Coordinator, Instructional Technology Coordinator	Sept. 2014 - Aug. 2015	(F)Title I, (L)Local	Summative - Professional development records. Expenditure records
8. Teachers will rotate through project-based learning professional development series that emphasizes the use of iPads and other technology. (Title I SW: 1,4,10) (Target Group: All)	Curriculum Coordinator, Instructional Technology Coordinator	Sept. 2014-Aug. 2015	(F)Title I, (L)Local	Summative - Professional development records, budget records

BOWIE HIGH SCHOOL

Goal 2. High Quality Professional Development: Provide high quality staff development to meet identified needs in order to ensure the success of all staff and students of Bowe High School.

Objective 3. 100% of Bowie High School Instructional will be Highly Qualified as defined by ESEA/NCLB.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All new teachers employed by Bowie High School will be Highly Qualified for their teaching assignment before employment. (Title I SW: 3) (Target Group: All) (NCLB: 3)	Campus Principals	August, 2014	(L)Local	Summative - Highly Qualified Report
2. All paraprofessionals hired by Bowie High School will be Highly Qualified when hired or will complete online paraprofessional training through Region 9 before the first day of work. (Title I SW: 3) (Target Group: All) (NCLB: 3)	Campus Principals	August, 2014/May, 2015	(L)Local	Summative - 2015 Highly Qualified report

BOWIE HIGH SCHOOL

Goal 2. High Quality Professional Development: Provide high quality staff development to meet identified needs in order to ensure the success of all staff and students of Bowe High School.

Objective 4. Increase teacher retention rate by 5% according to 2012 AEIS report.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Participate in district-level mentoring program for all teachers new to Bowie High School. (Title I SW: 2,4) (Target Group:	Curriculum Coordinator	Aug. 2014-May 2015	(L)Local	Summative - Professional development records
2. Provide Kagan Cooperative Learning Strategies training for all teachers who have not had the training. (Title I SW: 2,4) (Target Group: All)	Curriculum Coordinator	Sept. 2014	(F)Title IIA Principal and Teacher Improvement, (L)Local	Summative - Staff Development Records Professional Development Survey, April 2015
3. In order to develop capacity for teachers to facilitate peer-based professional development, the BISS mini-grant program will provide grants to teachers to provide professional development for implementing new instructional strategies, techniques, procedures, and services into the classroom. Teachers will apply for mini-grants stipulating the professional development that they will receive themselves, what supplies and equipment they will need to implement the professional development activities, and how they will turn the professional development around for their colleagues at the January professional development fair, at faculty meetings, or through instructional videos. The mini-grant program will include expenditures and expenses related to implementing these new strategies in order to provide peer-based professional development activities. (Title I SW: 2,4,10) (Target Group: All, H, ECD,	Campus Principals	May 2015	(L)Local	Summative - Number of applications received. Amount of funds used to supply mini-grants. Number of teachers granted. Number of teachers involved in professional developed at "fair"
4. Teachers new to BHS will attend professional development in Thinking Maps, Marzano's vocabulary strategies and cooperative learning within the first year of employment. (Title I SW: 4) (Target Group: All)	Campus Principals	May, 2015	(L)Local	Summative - Professional development survey

BOWIE HIGH SCHOOL

Goal 3. Safe and Drug-Free Schools: Bowie High School will model a safe and drug-free environment that is positively conducive to student success.

Objective 1. Provide a comprehensive program to increase student awareness of the dangers and effects of drug and alcohol use and violence prevention. Student awareness will be monitored based on a student survey at the EOY.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide resources for staff on the prevention of bullying and school violence, discipline management, and including materials for the education of students on suicide awareness and prevention, violence prevention and intervention, conflict resolution, sexual harassment and dating violence. (Title I SW: 4) (Target Group: All) (NCLB: 4)	Curriculum Coordinator	May, 2015	(L)Local	Summative - Professional Development Records Resources and Materials provided to teachers
2. Utilize SRO to increase awareness, educate staff, and students in illegal drug and prescription drug abuse as well as implement mandatory drug screening for extracurricular participants. (Title I SW: 10) (Target Group: All) (NCLB: 4)	Campus Principals, School Resource Officer	December 2014 and May 2015	(L)Local	Summative - End of the Year survey.
3. Intensive training in recognizing bullying behaviors in the classroom. (Target Group: All) (NCLB: 4)	School Resource Officer	August 2014	(L)Local	Summative - End of Year Survey

BOWIE HIGH SCHOOL

Goal 3. Safe and Drug-Free Schools: Bowie High School will model a safe and drug-free environment that is positively conducive to student success.

Objective 2. Provide model programs that encourage students to develop strength of character and become responsible citizens of our community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. District Emergency Operations Plan maintained and updated as needed. Safety audit, fire marshal and health inspections conducted as required by law. (Target Group: All) (NCLB: 4)	Superintendent	May, 2015	(L)Local	Summative - Superintendent and principal reports to the school board as required.
2. Implementation of EPIC character development program. Focus on Excellence, Positivity, Integrity, and Compassion. (Target Group: All) (NCLB: 4)	Campus Principals	Sept. 2014-May 2015	(L)Local	Summative - Program Records
3. District initiative utilizing community members to educate all students on the dangers of drugs and alcohol. (Title I SW: 6,10) (Target Group: All) (NCLB: 4)	Campus Principals	May 2015	(L)Local	Summative - Student Survey results
4. District Emergency Operations Plan maintained and updated as needed. Safety audit, fire marshal and health inspections conducted as required by law. Provide MSDS training for teachers as required by law. (Target Group: All) (NCLB: 4)	Campus Principals	May 2015	(L)Local	Summative - Superintendent and principal reports to the school board as required.
5. The Bowie ISD and its Board of Trustees has adopted a policy regarding bullying. Refer to Board Policies FFI(legal and local) The district prohibits bullying or retaliation against anyone involved in the complaint process. To obtain assistance and intervention, any student who believes that he or she has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other district employee. Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal orally or in writing. Refer to the above listed board policies for more information. (Target Group: All) (NCLB: 4)	Campus Principals	Aug. 2014-May 2015	(L)Local	Summative - Discipline Reports Board Policies FFI Legal and Local

BOWIE HIGH SCHOOL

Goal 3. Safe and Drug-Free Schools: Bowie High School will model a safe and drug-free environment that is positively conducive to student success.

Objective 2. Provide model programs that encourage students to develop strength of character and become responsible citizens of our community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. All Bowie ISD employees will report suspected child abuse and neglect and sexual abuse as required by Texas law to Child Protective Services. All new educators will be provided training in sexual abuse awareness and prevention as required by SB 471. (Target Group: All) (NCLB: 4)	Curriculum Coordinator	Aug. 2014-May 2015	(L)Local	Summative - Employee Handbook New Employee Professional Development Materials

BOWIE HIGH SCHOOL

Goal 3. Safe and Drug-Free Schools: Bowie High School will model a safe and drug-free environment that is positively conducive to student success.

Objective 3. Round Robin Orientation will be provided to each employee working at Bowie High School. This Orientation will cover procedures dealing with Compass Odyssey, AEP, ISS, Main office procedures, financial questions, disciplinary procedures, faculty handbooks, medical and safety procedures, and counselor issues and procedures.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Round Robin Teacher Orientation (Target Group: All)	Assistant Principal(s), Campus Principals, Counselor(s), Lead Teacher, PEIMS/Registrar, School Nurse, Special Ed Teachers	August 2014	(L)Local	Summative - Professional Development sign-in sheet

BOWIE HIGH SCHOOL

Goal 4. Parent and Community Involvement: To achieve academic success, Bowie High School will encourage active parent and community involvement.

Objective 1. Increase parent and community involvement by taking an active role in supporting campus events and initiating district strategies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Bowie High School will ask for volunteers during our career day presentation where members of the community come to BHS and give presentations about their chosen career. (Title I SW: 6) (Target Group: CTE, AtRisk) (NCLB: 5)	Instructional Facilitator	May 2015	(L)Local	Summative - End of the year survey
2. Create parental involvement committee to collaborate parental involvement efforts. (Title I SW: 6) (Target Group: All) (NCLB: 5)	Campus Principals	End of semesters	(L)Local	Summative - End of the Year Survey
3. Incoming 9th Grade Orientation (Title I SW: 7) (Target Group: 9th) (NCLB: 4)	Campus Principals	May 2015	(L)Local	Summative - List of incoming 9th grade students attending orientation.
4. Provide support materials regarding registration and the use of TXEIS to parents during the first six weeks of school. (Title I SW:	PEIMS/Registrar	Sept. 2014	(L)Local	Summative - Number of parents registered at the BOY, Copy of parent communication

BOWIE HIGH SCHOOL

Goal 5. High Expectations for All Students: Bowie High School will differentiate instruction in order to maximize the success of all students.

Objective 1. All Bowie High School teachers will differentiate instruction to meet student goals as measured by IEP progress reporting and/or achieve minimum passing rate on state assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide training on differentiated instruction and writing PLAAF statements. (Title I SW: 4) (Target Group: SPED) (NCLB: 5)	Curriculum Coordinator	Each semester	(L)Local	Summative - Professional development records each semester.
2. Provide accelerated instruction and summer school for those students who don't meet minimum standards on state assessments in Student Success Initiative (SSI) grades and subjects and other grades as determined by need and based on district policy. (Title I SW: 9) (Target Group: All) (NCLB: 1,5)	Campus Principals, Superintendent	May, 2015	(L)Local, (S)State Compensatory	Summative - Formative: Review of initial state assessment results Summative: Review of final state assessment results SCE Funds: SCE FTEs:
3. Bowie High School teachers will receive assistance and training from our lead special education department teacher on PLAAF statements on a regular basis. (Title I SW: 4) (Target Group: SPED) (NCLB: 5)	Assistant Principal(s), Campus Principals, Special Ed Teachers	each 6 weeks	(F)IDEA Special Education, (L)Local	Summative - End of the Year Teacher Survey
4. Bowie High School will provide accelerated instruction for all students that do not meet the passing standard on EOC and passing standard on Exit level TAKS. (Title I SW: 1) (Target Group: All) (NCLB: 5)	Campus Principals, Counselor(s)	Aug. 2015	(L)Local	Summative - State assessment scores
5. Support salaries for teachers and paraprofessionals as part of Title I Schoolwide Programs (Title I SW: 10) (Target Group: All, H, ECD, SPED)	Campus Principals, Chief Financial Officer, Special/Federal Programs Director	2014-2015 school year	(F)Title I, (S)State Compensatory	Summative - Budget and Payroll Records
6. One additional teacher will become ESL certified. (Title I SW: 1,3,4) (Target Group: ESL) (NCLB: 1,2,5)	Campus Principals	By EOY	(L)Local	Summative - ESL certification
7. Supplement salaries for identified teachers and paraprofessionals in order to provide additional math, reading, and science support, and to provide for small group and computer assisted instruction as part of the SW program. (Title I SW: 9,10) (Target Group: All, ECD, SPED) (NCLB: 1,2,5)	Chief Financial Officer, Curriculum Coordinator	Aug. 2014- May 2015	(F)Title I, (L)Local	Summative - Review of payroll will indicate salaries for personnel involved in these activities equaled the amount budgeted.

BOWIE HIGH SCHOOL

Goal 5. High Expectations for All Students: Bowie High School will differentiate instruction in order to maximize the success of all students.

Objective 1. All Bowie High School teachers will differentiate instruction to meet student goals as measured by IEP progress reporting and/or achieve minimum passing rate on state assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. Compass Odyssey software for use in AEP, Credit Recovery, Rtl, and summer school. (Title I SW: 1,9,10) (Target Group: All, H, ECD, AtRisk, 9th, 10th, 11th, 12th) (NCLB:	Campus Principals, Curriculum Coordinator, Special/Federal Programs Director	Aug. 2014 - July 2015	(S)Instructional Materials Allotment	Summative - Student usage report Student progress report student completion reports
9. Provide AEP for students with mandatory and discretionary placement with necessary costs related to salary. (Target Group: All, AtRisk)	Special/Federal Programs Director, Superintendent	Aug. 2014 - May 2015	(L)Local, (S)State Compensatory	Summative - Local SCE: SCE FTE:
10. SCE funds will be used to support research-based instructional strategies and provide hands-on materials and intervention software. (Target Group: All, AtRisk)	Campus Principals, Curriculum Coordinator, Special/Federal Programs Director	Aug. 2014-May 2015	(S)State Compensatory	Summative - Budget Records SCE Funds

BOWIE HIGH SCHOOL

Goal 5. High Expectations for All Students: Bowie High School will differentiate instruction in order to maximize the success of all students.

Objective 2. Make use of available technology systems such as DMAC and TxEIS to identify and track special student populations and perform record-keeping tasks such as 504 and Rtl.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. BHS will have a person or persons designated at the Rtl lead(s). The Rtl lead will be responsible for documenting Rtl students into DMAC. The district will provide training on the Rtl module in DMAC. (Title I SW: 2,4) (Target Group: AtRisk, Dys) (NCLB: 1,5)	Curriculum Coordinator	September, 2014	(L)Local	Summative - Professional Development Records
2. Provide training and ensure procedures are in place to mark special population groups in TXEIS and teachers know how to recognize and utilize TXEIS for this purpose. (Title I SW: 1,4) (Target Group: All)	Curriculum Coordinator, PEIMS/Registrar	Aug. 2014	(L)Local	Summative - Professional Development Records
3. State and local At-Risk Criteria will be maintained. Counselors will be responsible for maintaining At-Risk records and updating student records in TXEIS. (Target Group: AtRisk)	Counselor(s), Special/Federal Programs Director	October 2014	(L)Local	Summative - At-Risk List checked before PEIMS submission in October and June
4. DMAC Data Disaggregation Software to analyze state assessment results, facilitate periodic unit assessments, and target student interventions will be utilized at the High School. DMAC will also be utilized to document Rtl assessments. (Target Group: All, AtRisk) (NCLB: 1)	Special/Federal Programs Director	Aug. 2014 - May 2015	(S)State Compensatory	Summative - Each Six weeks, unit assessment results will be analyzed to target student interventions.

BOWIE HIGH SCHOOL

Goal 5. High Expectations for All Students: Bowie High School will differentiate instruction in order to maximize the success of all students.

Objective 3. BISD will be in compliance with all special program requirements such as LEP, G/T, SPED, Dyslexia, etc. according to state program audits and/or PBMAS.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A Gifted & Talented (G/T) Program will be provided to qualified students according to BISD board policy as written in compliance with the Texas State Plan for the Education of Gifted/Talented Students. (Target Group: GT)	Special/Federal Programs Director	May, 2015	(L)Local	Summative - G/T Policy on File G/T Assessment Records G/T Student Records
2. Dyslexia program will be provided to those students who qualify. Students will be served through the Section 504 program and may also qualify for accommodations under that program in addition to dyslexia services. (Target Group: Dys) (NCLB: 1,5)	Special/Federal Programs Director	August, 2014/May, 2015	(L)Local	Summative - 504/Dyslexia Records
3. Campus Administrator will meet with the parent/guardian of any student that withdraws to Home School or is not enrolling in another public or private school in order to prevent dropout identification. Withdrawal to Homeschool Documentation must be signed by parent/guardian at the time of withdrawal. (Target Group: AtRisk) (NCLB: 5)	Campus Principals	Aug. 2014 - May 2015	(L)Local	Summative - Copies of all Withdrawal to Homeschool Documentation must be maintained with the student's permanent school record.

BOWIE HIGH SCHOOL

Goal 6. Technology: Bowie High School will integrate curriculum into available technology platforms to provide opportunities for students to develop the knowledge, skills, and competencies for a broad range of career opportunities.

Objective 1. Bowie High School will offer wifi connectivity for students, and teachers will integrate curriculum into MimioBar/MimioVotes and iPad/iPads and student-owned devices as part of the Bring Your Own Device initiative. Teacher and student use will be assessed on EOY surveys.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers at BHS will be provided opportunities for iPad training. (Title I SW: 4) (Target Group: All)	Campus Principals	August 2014	(L)Local	Summative - Professional Development Survey and sign-in sheets
2. Bowie High School will designate a staff member that teachers can go to for assistance when using iPad device for instructional purposes. (Target Group: All)	Campus Principals, Lead Teacher	Sept. 2014	(L)Local	Summative - Teacher Survey's each Six Weeks.

Year-End Plan Evaluation

To be completed at the end of 2014-2015 school year.

Performance Indicators Met:

Performance Indicators Not Met:

Summary Statement: