

# **Sulphur Springs Independent School District**

## **Bowie Primary**

### **2022-2023 Campus Improvement Plan**



# Mission Statement

We are Sulphur Springs Independent School District, an innovative, student centered, family-oriented district, preparing ALL students to adapt and excel as citizens of a fast-changing world.

In partnership with families and our community, we provide opportunities for all student to attain personal growth and become lifelong learners.

## Vision

Educating all students to their fullest potential.

## Core Beliefs

We believe all children can learn.

We believe every student's basic needs must be met.

We believe every person should be and feel safe.

We believe every person is unique, valuable, and has worth.

We believe relationships are essential.

We believe in helping all students find success in a changing world.

We believe family and community partnerships are essential.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Bowie Primary School is a fifty five year-old facility, built in 1967. It is a Kindergarten-3rd grade campus in Sulphur Springs ISD, located at 1400 Mockingbird Lane, in Sulphur Springs, Hopkins County, Texas. The Title I campus consists of four Kindergarten classes, four first grade classes, four second grade classes and four third grade classes, with a total enrollment of 321 students. In addition to the general education classroom settings, students who are served in special education, dyslexia instruction, Gifted/Talented and/or ESL (English as a Second Language) are served on the Bowie Primary campus.

Bowie Primary serves an ethnically diverse student population with economically disadvantaged and at-risk student populations.

### Bowie Ethnic Distribution and Sub-Demographics for 2022-2023

Ethnic Distribution	Percent	Sub-Demographic	Percent
African American	7%	Economically Disadvantaged	50%
Hispanic	17%	English Language Learners	5%
White	70%	At-Risk	34%
American Indian	2%	Gifted and Talented	4%
Asian	1%	Special Education	12%
Pacific Islander	0%		

### Bowie Ethnic Distribution and Sub-Demographics for 2021-2022

Ethnic Distribution	Percent	Sub-Demographic	Percent
African American	8%	Economically Disadvantaged	49%
Hispanic	17%	English Language Learners	2%
White	69%	At-Risk	42%
American Indian	2%	Gifted and Talented	6%
Asian	1%	Special Education	13%
Pacific Islander	0%		

Bowie Ethnic Distribution and Sub-Demographics for 2020-2021

<b>Ethnic Distribution</b>	<b>Percent</b>		<b>Sub-Demographic</b>	<b>Percent</b>
African American	8%		Economically Disadvantaged	50%
Hispanic	14%		English Language Learners	3%
White	74%		At-Risk	38%
American Indian	0.6%		Gifted and Talented	3%
Asian	1.3%		Special Education	7%
Pacific Islander	0%			

Bowie Ethnic Distribution and Sub-Demographics for 2019-2020

<b>Ethnic Distribution</b>	<b>Percent</b>		<b>Sub-Demographic</b>	<b>Percent</b>
African American	12%		Economically Disadvantaged	46%
Hispanic	12%		English Language Learners	3%
White	69%		At-Risk	38%
American Indian	0%		Gifted and Talented	6%
Asian	2%		Special Education	6%
Pacific Islander	0%			

Bowie Ethnic Distribution and Sub-Demographics for 2018-2019

<b>Ethnic Distribution</b>	<b>Percent</b>		<b>Sub-Demographic</b>	<b>Percent</b>
African American	10%		Economically Disadvantaged	44%
Hispanic	14%		English Language Learners	3.6%
White	70%		At-Risk	19%
American Indian	0%		Gifted and Talented	4%
Asian	1%		Special Education	3.8%
Pacific Islander	0%			

Bowie Ethnic Distribution and Sub-Demographics for 2017-2018

<b>Ethnic Distribution</b>	<b>Percent</b>		<b>Sub-Demographic</b>	<b>Percent</b>
African American	14%		Economically Disadvantaged	54%
Hispanic	14%		English Language Learners	4%
White	67%		At-Risk	25%
American Indian	0%		Gifted and Talented	3%
Asian	<1%		Special Education	4%
Pacific Islander	0%			

Bowie Ethnic Distribution and Sub-Demographics for 2016-2017

<b>Ethnic Distribution</b>	<b>Percent</b>	<b>Special Programs Populations</b>	<b>Percent</b>
African American	14.28%	Economically Disadvantaged	56%
Hispanic	16.36%	English Language Learners	7%
White	69.09%	At-Risk	25%
American Indian	0%	Gifted and Talented	2%
Asian	2.27%	Special Education	7%
Pacific Islander	0%		

The district utilizes state compensatory and federal Title funding to provide supplementary services to provide additional support for students who are economically disadvantaged and/or at risk. The ongoing use of these funding sources helps to ensure that all SSISD students reach their fullest potential.

SSISD views the ethnic diversity of its student population as a strength that enriches learning opportunities for all students.

**Attendance Rate:** Attendance rates are reported for the prior year and are based on the percentage of days students were present over the entire school year. \*Due to COVID-19 pandemic, school was closed to in-person learning from March 2020-May 2020 and students participated in lessons through online programs. Attendance for 2019-2020 and 2020-2021 varied due to those unforeseen circumstances.

	<b>2012-2013</b>	<b>2013 - 2014</b>	<b>2014- 2015</b>	<b>2015 - 2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>GOAL 2018-2019</b>	<b>2018-2019</b>	<b>GOAL 2019-2020</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>Goal 2022-2023</b>
<b>All Students</b>	95.92%	96.39%	95.2%	95.96%	96.39%	93.24%	97%	95%	98%	NA	NA	94%	95%

### Demographics Strengths

Bowie Primary School has many strengths. Some of the most notable demographic strengths include:

1. Bowie Primary has a very strong PTO and has great support through other community members and businesses.
2. Strong school-home connections are maintained with families for multiple years.
3. Highly qualified staff with minimal turnover provide stability and on-going student support.
4. Bowie has a low number of economically disadvantaged students and at-risk students.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** For the 2021-2022 school year, Bowie did not receive a rating from TEA on STAAR performance. This was due to the campus scoring below a

C. Our subpopulations did not meet the goals set by TEA on both the reading and math portion. This caused us to not be rated. **Root Cause:** Curriculum components are missing the previous grades foundational skills that are needed to advance students to their current grade level content requirements as well as the rigor and advancement of skill level for student mastery.

# Student Learning

## Student Learning Summary

The State of Texas Assessment of Academic Readiness (STAAR) was implemented in 2012 and includes annual assessments in reading, mathematics, writing, science, and social studies. Bowie teachers and staff strive to excel in our variety of programs to ensure quality instruction is maintained so that all students succeed to their highest level.

Sulphur Springs ISD implements a balanced approach to teaching literacy and growing readers. Reading A to Z is one resource implemented to ensure a systemic and consistent reading leveling system for all students in grades K - 5. The following table indicates percentages of students reading on level, below level, or above level, based on the Reading A to Z levels.

### Reading Levels (Reading A to Z)

2017-2018				2018-2019				2019-2020				2020-2021			
Kindergarten	Below Level	On Level	Above Level	Kindergarten	Below Level	On Level	Above Level	Kindergarten	Below Level	On Level	Above Level	Kindergarten	Below Level	On Level	Above Level
BOY	NA	NA	NA	BOY	NA	NA	NA	BOY	NA	NA	NA	BOY	NA	NA	NA
MOY	NA	NA	NA	MOY	NA	NA	NA	MOY	NA	NA	NA	MOY	NA	NA	NA
EOY	NA	NA	NA	EOY	38%	31%	22%	EOY	54%	6%	36%	EOY	35%	19%	39%
Grade 1				Grade 1				Grade 1				Grade 1			
BOY	54%	14%	32%	BOY	54%	16.5%	29%	BOY	73%	10%	16%	BOY	82%	4%	15%
MOY	62%	6%	33%	MOY	40%	28%	29%	MOY	43%	17%	29%	MOY	74%	4%	11%
EOY	41%	12%	47%	EOY	34%	23%	41%	EOY	48%	14%	30%	EOY	59%	13%	27%
Grade 2				Grade 2				Grade 2				Grade 2			
BOY	30%	4%	65%	BOY	53%	8.7%	40%	BOY	33%	46%	20%	BOY	68%	10%	22%
MOY	35%	10%	55%	MOY	59%	19%	26%	MOY	44%	16%	23%	MOY	64%	11%	20%
EOY	38%	12%	50%	EOY	58%	9%	33%	EOY	52%	17%	23%	EOY	46%	9%	34%
Grade 3				Grade 3				Grade 3				Grade 3			
BOY	NA	NA	NA	BOY	43%	6%	49%	BOY	54%	34%	13%	BOY	75%	2%	22%
MOY	NA	NA	NA	MOY	37%	9%	53%	MOY	43%	6%	56%	MOY	42%	10%	38%
EOY	NA	NA	NA	EOY	45%	9%	47%	EOY	30%	5%	62%	EOY	32%	8%	60%

Since 2017, Bowie has administered TPRI for Kindergarten-3rd grade students to assess phonological awareness, phonics, and reading abilities. Beginning 2021-2022, we will use Amplify to continue to minimize the percentage of students below reading grade level and to increase the percentage of students on or above reading grade level goals by the end of 3rd grade. Our reading goal is to have 80% of each grade level reading on specific reading level goals.

### TPRI (% of students by reporting bands for each grade level)

2020-2021	Kindergarten		1st grade		2nd grade		3rd grade	
	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY



2020-2021	Kindergarten		1st grade		2nd grade		3rd grade	
% students MASTER	11.8%		11.1%	36.3%	14.3%	43.2%	32.1%	50.0%
% students MEETS	2.9%		16%	28.6%	33.3%	15.9%	46.2%	37.2%
% students APPROACHES	27.9%		18.5%	15.4%	9.5%	11.4%	7.7%	3.8%
% students DOES NOT MEET +	29.4%		34.6%	17.6%	14.3%	21.6%	7.7%	5.1%
% students DOES NOT MEET -	27.9%		19.8%	2.2%	28.6%	8.0%	6.4%	3.8%

**Math Curriculum Checkpoints** – Percentage of students passing, met standards. NOTE: Checkpoints assess mastery of the content taught during a set time period, and are not growth indicators. The End of Year Assessment is a cumulative assessment.

	2016-2017	2017-2018	2018-2019	2018-2019	2019-2020	2019-2020	2020-2021	2020-2021	2021-2022	2021-2022
<b>Grade 1</b>				<b>Goal</b>		<b>Goal</b>		<b>Goal</b>		<b>Goal</b>
Checkpoint 1	76.4%	73%	87%	80%	85%	80%	88%	80%		80%
Checkpoint 2	85.7%	82%	83%	95%	86%	90%	74%	90%		80%
Checkpoint 3	91.9%	77%	82%	95%	84%	90%	81%	90%		80%
End of Year	89%	76%	78%	90%	NA	90%	63%	90%		80%
<b>Grade 2</b>				<b>Goal</b>		<b>Goal</b>		<b>Goal</b>		<b>Goal</b>
Checkpoint 1	79.4%	80%	76%	85%	81%	80%	76%	80%		80%
Checkpoint 2	84.1%	94%	81%	85%	78%	85%	60%	80%		80%
Checkpoint 3	80%	79%	78%	85%	75%	85%	68%	85%		80%
End of Year	79.4%	85%	72%	80%	NA	85%	75%	85%		80%
<b>Grade 3</b>				<b>Goal</b>		<b>Goal</b>		<b>Goal</b>		<b>Goal</b>

	2016-2017	2017-2018	2018-2019	2018-2019	2019-2020	2019-2020	2020-2021	2020-2021	2021-2022	2021-2022
BOY Computational Fluency	NA	NA	75%	85%	57%	85%	58%	80%	52%	80%
EOY Computational Fluency	NA	NA	53%	85%	NA	85%	60%	80%		80%

STAAR-2018-2019 was the first year that 3rd grade students completed STAAR testing on Bowie campus. Our campus accountability overall rating was a 'C', with our subcategory of 'Closing the Gaps' rating was our lowest rating of an 'F'. Our goal each year is to increase our percentage of all student populations scoring in 'Meets Grade level performance' and 'Masters grade level performance'. Due to the COVID-19 pandemic that began in March 2020, STAAR testing was canceled for all grade levels and all content areas. STAAR test results for 20-21 were significantly decreased due to the large gap of missed in-person learning that many students encountered due to illness and/or quarantining procedures.

2017-2018 STAAR	DID NOT MEET	APPROACHES	MEETS	MASTERS
All Students	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE
3 <sup>rd</sup> Reading	43%	57%	34%	20%
3 <sup>rd</sup> Math	40%	60%	31%	13%
2018-2019 STAAR	DID NOT MEET	APPROACHES	MEETS	MASTERS
All Students	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE
3 <sup>rd</sup> Reading	22%	78%	43%	24%
3 <sup>rd</sup> Math	26%	74%	38%	18%
2019-2020 STAAR	NA	NA	NA	NA
2020-2021 STAAR	DID NOT MEET	APPROACHES	MEETS	MASTERS
All Students	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE	GRADE LEVEL PERFORMANCE
3 <sup>rd</sup> Reading	29%	71%	37%	16%
3 <sup>rd</sup> Math	47%	53%	26%	9%

### Student Learning Strengths

Bowie Primary has high expectations for all students. Faculty and students are hard-working and high achieving. Some of the strengths the campus is proud of include:

1. Our campus schedule allows for maximum learning time for all students during WIN intervention groups so that targeted interventions can be utilized.

2. This year students will keep personal data notebooks and track academic growth throughout the year.
3. Data meetings will be implemented to ensure student data is analyzed and interventions planned for.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** While students are performing at the approaches level on district and state assessments they are not reaching the meets and masters level. **Root Cause:** Data meetings have not focused on the meets and masters level of achievement.

# School Processes & Programs

## School Processes & Programs Summary

Students will be encouraged and challenged to meet their full educational potential through a TEKS based curriculum. The curriculum will include depth and rigor to involve all students in learning opportunities. Supplemental programs and student opportunities in reading, math, writing, science, and social studies, as well as Elementary Summer School for those who are performing below grade level in reading, will be provided. A plethora of instructional strategies/programs and resources, including technology, Capturing Kids' Hearts, Fundamental Five, Daily Five, Reading A-Z, MyOn and Brain Pop, Jr. will be implemented. Teachers team teach to allow them to deliver the curriculum in a more detailed and specialized manner.

Bowie Primary School PLCs meet weekly for 1 ½ hours. In addition, the district holds PLCs once per nine weeks period. This provides opportunities for the four primary campuses to collaborate. Campus staff will collaborate with the district Curriculum Department to develop formative and summative assessment tools that are used to measure student growth and success. Teachers have direct input through the district's professional learning environment model to affect and guide district and campus assessment practices. Assessment data is analyzed for purposes of specific, targeted instruction for differentiation and to drive the instruction. Additional data will be obtained once administered to all Kindergarten-3rd graders in the fall semester each year. The data obtained from the CogAT is used to help in determining eligibility for the Gifted and Talented program; serves as good predictors of success in school; and estimates the student's reasoning and problem-solving abilities, which is administered to Kindergarten-2nd grade students.

The Bowie staff will be certified and highly qualified. The Mission Statement for Sulphur Springs ISD promotes personal growth and lifelong learning. Instructional staff will participate in training based on their own learning needs as well as the needs of all students. Training on instructional strategies and technology integration will be offered. All faculty/staff will receive at least twelve hours of professional development to satisfy Exchange Time requirements. All teachers and campus administrators have attended Capturing Kids' Hearts, which promotes building relationships. Campus administrators will continue to enhance our district and campus vision statements as well as individual, personal vision and goals for utilizing Capturing Kids' Hearts with students and staff. Bowie Primary will continue the implementation of Wisdom Walks which will allow teachers to observe other teachers effectively implementing best practices or strategies.

Highly qualified and certified instructional staff will participate in training to utilize technology to meet the needs of all students. Technology training will include Promethean boards, iPads, and software programs. The use of technology in the classroom will improve student performance in all areas. Faculty/staff will be proficient in using the Skyward and Eduphoria systems. The district technology initiative for a 1:1 student and device ratio has been attained through the district's purchase of iPads. All general education classrooms are equipped with Promethean boards.

Bowie implements the Response to Intervention (RtI) process to identify, intervene, and monitor students who are struggling academically or behaviorally to ensure that all students reach their full potential.

Critical instructional and assessment programs will continue. Many of these are supplemental programs funded through federal funding or special state allotments. Critical programs include IXL, CogAT, Amplify, Reading A-Z, Capturing Kids' Hearts, MyOn, Reflex Math, Education Galaxy and Brain Pop.

Bowie Primary is committed to hiring and retaining highly-qualified teachers. Support systems, such as SSISD's New Teacher Academy as well as Bowie's New Teacher Mentor Program are implemented to support new teachers. Wisdom Walks, book studies, PLCs, and other trainings will equip both new and seasoned teachers to be successful educators.

## School Processes & Programs Strengths

Bowie Primary has identified the following strengths in school processes and programs:

1. Aligned grade level PLCs across the district allow time for teachers to use data to drive instruction and focus on effective instructional strategies to teach content.

2. 100% of teachers participated in multiple professional development opportunities.
3. On-going communication with campus stakeholders through our Campus Advisory Committee, Bowie Leadership Team and campus ILT implementation.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Professional development has not always been tailored to meet the individual needs of teachers. **Root Cause:** This year the district is providing a variety of professional development opportunities to better meet their needs.

# Perceptions

## Perceptions Summary

Bowie Primary School focuses on a home/school connection to educate and engage parents through the Campus Advisory Council, Meet the Teacher, Parent Orientation, Family Nights, PTO programs, and family engagement activities. The data collected through surveys supports Bowie's mission statement to benefit ALL students. A campus improvement plan survey indicates that Bowie has a positive environment and parents are involved and understand the provided programs. This indicates an overall culture that promotes learning for all students. Our goal is to prepare students to be responsible and productive citizens by guiding and assisting them to achieve academically, while nurturing their physical, social, and emotional growth to create a positive and safe learning climate for students.

Bowie Primary encourages and welcomes parent/guardian and community involvement in school activities. Community support and involvement in school activities will include district student programs from various campuses, reading volunteers in our Book Buddy partnership with The Way Bible Church and Guaranty Bond Bank, as well as PTO officers, members, and activities. Automated systems for parent notification are used regularly to communicate with parents and other stakeholders in an expedient manner.

To address the physical, social and emotional needs of our students and families, our Communities in Schools (CIS) Liaison works closely with our school counselor to help address those needs on an individual basis. The school counselor schedules and plans the Career Day for students, parents, community partners and volunteers to participate.

Teachers have had training in Brain Breaks and Capturing Kids' Hearts in an effort to better educate students and to better respond to students with behavioral needs. Students are taught the value of practice. On-campus training and support is given to teachers to better equip them with the knowledge and skills to integrate social-emotional components throughout the students' time in the classroom. Morning Meetings and student daily check-ins are examples of SEL components that Bowie faculty implement daily along with positive behavior intervention supports.

We are committed to ensuring that students will be educated in learning environments that are safe, drug free, and conducive to learning. The campus police officer works continuously with other district staff members to engage in safety audits and to employ each campus' emergency management plan. We are also committed to eliminating bullying in our schools. Campus staff work continuously with students and community members to protect students and to work against the effects of bullying. SSISD employs an anonymous bully reporting system to more easily enable students and parents to report incidents of bullying.

## Perceptions Strengths

Strengths in the Data Analysis Area of Perceptions:

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## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** While overall student behaviors are conducive to learning, teachers are still spending instruction time on redirecting and disciplining students.

**Root Cause:** Teachers need to maintain consistent behavior consequences as well as inform parents of behaviors interrupting students' learning within the classroom.

**Problem Statement 2 (Prioritized):** Due to our out-dated open floor plan, visitors have access to all classrooms and hallways without any structural barriers to reduce traffic flow.

**Root Cause:** Security and technology that has been added over the last several years, our school does not have the ability to be enhanced to the standards of needed security measures.

# Priority Problem Statements

**Problem Statement 1:** For the 2021-2022 school year, Bowie did not receive a rating from TEA on STAAR performance. This was due to the campus scoring below a C. Our subpopulations did not meet the goals set by TEA on both the reading and math portion. This caused us to not be rated.

**Root Cause 1:** Curriculum components are missing the previous grades foundational skills that are needed to advance students to their current grade level content requirements as well as the rigor and advancement of skill level for student mastery.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** While students are performing at the approaches level on district and state assessments they are not reaching the meets and masters level.

**Root Cause 2:** Data meetings have not focused on the meets and masters level of achievement.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Professional development has not always been tailored to meet the individual needs of teachers.

**Root Cause 3:** This year the district is providing a variety of professional development opportunities to better meet their needs.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** While overall student behaviors are conducive to learning, teachers are still spending instruction time on redirecting and disciplining students.

**Root Cause 4:** Teachers need to maintain consistent behavior consequences as well as inform parents of behaviors interrupting students' learning within the classroom.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** Due to our out-dated open floor plan, visitors have access to all classrooms and hallways without any structural barriers to reduce traffic flow.

**Root Cause 5:** Security and technology that has been added over the last several years, our school does not have the ability to be enhanced to the standards of needed security measures.

**Problem Statement 5 Areas:** Perceptions



# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

## **Student Data: Student Groups**

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records

## **Employee Data**

- Professional learning communities (PLC) data
- Campus leadership data
- Professional development needs assessment data

## **Parent/Community Data**

- Parent surveys and/or other feedback

# Goals





Revised/Approved: November 11, 2022

**Goal 1:** Students will be encouraged and challenged to meet their full potential.

**Performance Objective 1:** Eighty percent of all students will read on or above grade level, based on district goals, by end of year benchmark assessments.

**Evaluation Data Sources:** Amplify Reading Data, MAP data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continued use of supplemental reading programs of instruction that include but not limited to the use of Amplify interventions, Reading A-Z, IXL, Foundations phonics, and Fountas &amp; Pinnell.</p> <p><b>Strategy's Expected Result/Impact:</b> Student reading levels/proficiency will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Specialist Literacy Support Specialist ELAR teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Reading A-Z - 211 Title I, Part A - \$3,000, Amplify - 211 Title I, Part A - \$9,000, IXL - 211 Title I, Part A - \$6,675</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Classroom teachers and principals will deepen their understanding of their ability to address the specific academic needs of all student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student's academic achievement as demonstrated by:</p> <ol style="list-style-type: none"> <li>(1) teacher implementation of Daily 5</li> <li>(2) the increased use of Reading A-Z books and passages</li> <li>(3) the use of data assessment from the Universal Reading screener for Kindergarten</li> <li>(4) teacher implementation of IXL and Reflex Math computer programs as interventions to student needs.</li> <li>5) the use of Amplify data and interventions</li> <li>6) utilize District Primary Literacy Coach to support ELAR instructional practices</li> <li>7) Interventions and support from our campus Math Interventionist</li> </ol> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Specialist Literacy Support Math Interventionist Classroom teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> CogAT - 211 Title I, Part A - \$2,700, Brain Pop - 211 Title I, Part A - \$1,700, Reflex Math - 211 Title I, Part A - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Students will be encouraged and challenged to meet their full potential.

**Performance Objective 2:** With a focus on rigor in the classroom, at least 80% will score approaches on district assessments, 50% will score at the meets level, and 30% will score at master's level.


**High Priority**


**Evaluation Data Sources:** District based assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide supplementary services and resources, including but not limited to IXL, Reflex Math, Reading A to Z, BrainPop, Jr, Fountas &amp; Pinnell and CogAT data to increase the academic achievement of special student populations in all core content areas by EOY.</p> <p><b>Strategy's Expected Result/Impact:</b> Student sub-populations will increase their academic achievement in all content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> SCE Summer Acceleration - 199 PIC 30 State Comp Ed, Title IA, Schoolwide - \$5,000, Education Galaxy - 211 Title I, Part A - \$3,700</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Use variety of data measures including Amplify and math assessments to develop instructional groups for WIN time based on varying levels of student intervention needs for reading and math.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive targeted instruction in a small group setting allowing interventions to be achieved for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Specialist Literacy Support Math Interventionist</p> <p><b>Title I:</b> 2.4, 2.5</p> <ul style="list-style-type: none"> <li>- <b>TEA Priorities:</b> Build a foundation of reading and math</li> <li>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum</li> <li>- <b>Additional Targeted Support Strategy</b></li> </ul>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





**Goal 1:** Students will be encouraged and challenged to meet their full potential.

**Performance Objective 3:** With a focus on data driven instruction in the classroom student performance on the STAAR test will increase in all sub populations. An emphasis will be placed on the ALL students and the continuously enrolled subpopulations.

**High Priority**

**Evaluation Data Sources:** 2022 STAAR results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 3rd grade classroom teachers, support staff and academic aides will ensure that quality instruction is maintained in the classroom as well as WIN intervention time</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers, Interventionists and academic aides will differentiate instruction based on data and student need. Student achievement will increase by 10% on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Specialist Classroom teachers Math Interventionist Literacy Support</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Salary - 199 PIC 24 State Comp Ed, Accelerated Ed - \$267,143, Salary - 255 Title II, Part A, TPTR - \$110,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> We will partner with the ESC Acceler8 Leadership cohort. This cohort provides training, coaching, and implementation support. Through this training, our leadership team build processes to focus on student progress and formative data.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Specialist Reading Support Math Support</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> While students are performing at the approaches level on district and state assessments they are not reaching the meets and masters level. <b>Root Cause:</b> Data meetings have not focused on the meets and masters level of achievement.</p>

**Goal 1:** Students will be encouraged and challenged to meet their full potential.

**Performance Objective 4:** STRATEGIC PLAN-Innovative learning opportunities that foster risk taking and student passion will be created

**Evaluation Data Sources:** Samples of lessons, participation of students, technology application by all students





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Genius Hour-All students will experience innovative thinking through problem solving activities in genius hour. <b>Strategy's Expected Result/Impact:</b> Critical thinking will increase; students will try new things <b>Staff Responsible for Monitoring:</b> Teachers Principal Academic Specialist	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



**Goal 2:** Students will be educated in learning environments that are safe, drug-free, and conducive to learning.

**Performance Objective 1:** During the 2022-2023 school year, Bowie Primary will sustain a focus on maintaining safety as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.





**Evaluation Data Sources:** Emergency Preparedness Manual/Logs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue utilizing the safety support systems, including but not limited to the school officer, safety drills, the Raptor System, security cameras, two-way radios, and Emergency Preparedness Plan.</p> <p><b>Strategy's Expected Result/Impact:</b> To ensure a safe and secure campus for all students and staff members.</p> <p><b>Staff Responsible for Monitoring:</b> School Resource Officer Principal Campus Nurse</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** Students will be educated in learning environments that are safe, drug-free, and conducive to learning.

**Performance Objective 2:** STRATEGIC PLAN-Social and Emotional Learning-Social and Emotional learning plans for all staff and students will be implemented





**Evaluation Data Sources:** Staff will implement lessons provided by the counselor that focus on Social and Emotional Learning

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Through comprehensive analysis of facility study for the district, a plan of action will be made to best accommodate district needs</p> <p><b>Strategy's Expected Result/Impact:</b> Recruit, support, retain teachers and principals</p> <p>Improve low-performing schools</p> <p><b>Staff Responsible for Monitoring:</b> District administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Communities in Schools will provide a social worker to help with the social needs of students.</p> <p><b>Funding Sources:</b> CIS - 199 PIC 24 State Comp Ed, Accelerated Ed - \$16,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** Students will be taught by highly qualified and exceptionally trained staff.

**Performance Objective 1:** Teachers will be provided weekly feedback on instructional practices through walkthroughs.

**Evaluation Data Sources:** Strive Appraisal System

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to provide on-going PLC conversations and support regarding teacher implementation of high-yield instructional practices from Fundamental Five book study components.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in overall student performance across all content areas</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide staff with appropriate professional development opportunities to ensure effective delivery of instructional strategies for academic achievement in all content areas and increase knowledge of grade level curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff members will effectively use the instructional delivery processes to reach students of all levels.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3:** Students will be taught by highly qualified and exceptionally trained staff.

**Performance Objective 2:** Increase teacher/staff retention rate by 10% through the building of school culture.

**Evaluation Data Sources:** TAPR Report


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implementation of supports through District Of Innovation, New Teacher Academy, and SSISD Mentor Program</p> <p><b>Strategy's Expected Result/Impact:</b> Continue to retain exceptional staff, while giving support to newly hired and retained staff members.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Complete individualized training based on teacher's specific needs</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher instructional knowledge and ability within their content area as well as classroom management skills</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teacher recognition during Bowie Live and in the weekly Bowie Banner.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher retention</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>


Academic Specialist

**ESF Levers:**

Lever 3: Positive School Culture

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

**Goal 4:** Sulphur Springs ISD will encourage parent/guardian and community involvement in school activities.

**Performance Objective 1:** Bowie Primary will effectively communicate meaningful information to ensure the community of stakeholders is well informed.





**Evaluation Data Sources:** Bowie Primary Parent and Staff Surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue providing multiple opportunities for parents and community members to volunteer and participate in campus activities funded through Parent and Family Engagement budget.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in overall support and positive interaction with all stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Specialist</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Parent and Family Engagement Funding - 211 Title I, Part A - \$2,000, Blackboard Connect - 211 Title I, Part A - \$350</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4:** Sulphur Springs ISD will encourage parent/guardian and community involvement in school activities.

**Performance Objective 2:** STRATEGIC PLAN-Students will be provided with opportunities to pursue their passion in partnership with families and community.

**Evaluation Data Sources:** Community and parent involvement sign-in sheets

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> A volunteer program that engages families and community will be established</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent and community involvement</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize monthly Bowie Live Assemblies to honor students who have shown leadership on campus, have been bucket fillers and have exhibited reading and math skills outside of class.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student engagement on campus and improve school culture and climate</p> <p><b>Staff Responsible for Monitoring:</b> Principal Academic Specialist Counselor Reading Interventionist Math Interventionist</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

# State Compensatory

## Budget for Bowie Primary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 6

Brief Description of SCE Services and/or Programs

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## Personnel for Bowie Primary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Annabell Nance	Academic Paraprofessional	1
Carrissa Williams	Teacher	1
Cassie Ibanez	Academic Paraprofessional	1
Kayla Emerine	Academic Paraprofessional	1
Kimberly Earhart	Teacher	1
Misty Teer	Literacy Support	1



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Joanna Foster	Academic Specialist	Title I Schoolwide	1.0
Sherrill Brokmeyer	Academic Paraprofessional	Title 1 Schoolwide	1

# 2022-2023 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Pam Voss	Principal
Administrator	Joanna Foster	Academic Specialist
Non-classroom Professional	Emily Faircloth	Counselor
Classroom Teacher	Britni Johnson	Kindergarten Teacher
Classroom Teacher	Brenda Wies	2nd grade teacher
Classroom Teacher	Chasity Hebert	3rd grade teacher
Non-classroom Professional	Lindsey McCoy	Special Education teacher
Non-classroom Professional	Kodeeann Crawford	Math Interventionist
Classroom Teacher	Summer Hauerwas	2nd grade teacher
Parent	Lesli Ray	parent
Non-classroom Professional	Misty Teer	reading interventionist
Business Representative	BJ Teer	Community Member

# Campus Funding Summary

199 PIC 24 State Comp Ed, Accelerated Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Salary		\$267,143.00
2	2	2	CIS		\$16,500.00
<b>Sub-Total</b>					<b>\$283,643.00</b>
199 PIC 30 State Comp Ed, Title IA, Schoolwide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	SCE Summer Acceleration		\$5,000.00
<b>Sub-Total</b>					<b>\$5,000.00</b>
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading A-Z		\$3,000.00
1	1	1	Amplify		\$9,000.00
1	1	1	IXL		\$6,675.00
1	1	2	CogAT		\$2,700.00
1	1	2	Brain Pop		\$1,700.00
1	1	2	Reflex Math		\$3,000.00
1	2	1	Education Galaxy		\$3,700.00
4	1	1	Parent and Family Engagement Funding		\$2,000.00
4	1	1	Blackboard Connect		\$350.00
<b>Sub-Total</b>					<b>\$32,125.00</b>
255 Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Salary		\$110,000.00
<b>Sub-Total</b>					<b>\$110,000.00</b>

# Addendums

## APPENDIX

### STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the campus/district's ability to focus on a limited number of targeted initiatives in this improvement plan, the campus/district will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the Person Responsible will report progress to the campus/district site-based committee.

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
<b>1. Bullying</b> <ul style="list-style-type: none"> <li>• Prevention, identification, response to and reporting of bullying or-bully-like behavior</li> </ul>	Board Policy FFI(Local) TEC 11.252(a)(3)(E)	Campus Principals	Student Handbook, 806Tech Bully Reporter, Skyward
<b>2. Coordinated Health Program</b> <ul style="list-style-type: none"> <li>• Student fitness assessment data</li> <li>• Student academic performance data</li> <li>• Student attendance rates</li> <li>• Percentage of students who are Economically Disadvantaged</li> <li>• Use and success of methods of physical activity</li> <li>• Other indicators</li> </ul>	TEC 11.253(d) Board Policy FFA(Local)	Assistant Superintendent for Elementary Education, Assistant Superintendent for Secondary Education	Office of Assistant Superintendents, Eduphoria, Skyward, SHAC Minutes
<b>3. DAEP Requirements</b> <ul style="list-style-type: none"> <li>• Student groups served – monitoring over-representation</li> <li>• Attendance rates</li> <li>• Pre- and post- assessment results</li> <li>• Dropout rates</li> <li>• Graduation rates</li> <li>• Recidivism rates</li> </ul>	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Campus Principal	AAC Office

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
<b>4. District's Decision-Making and Planning Policies</b> <ul style="list-style-type: none"> <li>• Evaluation – every two years</li> </ul>	TEC 11.252(d)	Assistant Superintendent for Secondary Education	Office of Superintendent, DAC Minutes
<b>5. Dropout Prevention</b>	TEC 11.252	Assistant Superintendent for Secondary Education	State and Federal Programs Office
<b>6. Dyslexia Treatment Programs</b> <ul style="list-style-type: none"> <li>• Treatment and accelerated reading program</li> </ul>	TEC 11.252(a)(3)(B)	Director of Special Services	Office of Special Services
<b>7. Migrant Plan (Title I, Part C)</b> <ul style="list-style-type: none"> <li>• An identification and recruitment plan</li> <li>• New Generation System (NGS)</li> <li>• Early Childhood Education</li> <li>• Parental Involvement</li> <li>• Graduation Enhancement</li> <li>• Secondary Credit Exchange and Accrual</li> <li>• Migrant Services Coordination</li> <li>• A priority services action plan with instructional interventions based upon disaggregated migrant student data</li> </ul>	P.L. 107-110, Section 1415(b)	Director of Bilingual and ESL Education	Office of Director
<b>8. Pregnancy Related Services</b> <ul style="list-style-type: none"> <li>• District-wide procedures for campuses, as applicable</li> </ul>		High School Counselors	High School Office
<b>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</b>	TEC 11.252(4) TEC 11.252(3)(G)	Director of College and Career Readiness	District Improvement Plan Goal 1

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
<ul style="list-style-type: none"> <li>• Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about:               <ul style="list-style-type: none"> <li>○ Higher education admissions and financial aid, including sources of information</li> <li>○ TEXAS grant program</li> <li>○ Teach for Texas grant programs</li> <li>○ The need to make informed curriculum choices for beyond high school</li> <li>○ Sources of information on higher education admissions and financial aid</li> </ul> </li> <li>• Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul>			
<p><b>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>• Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements</li> <li>• Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers</li> <li>• Ensuring that teachers are receiving high-quality professional development</li> <li>• Attracting and retaining certified, highly effective teachers</li> </ul>	ESSA	Assistant Superintendent for Human Resources	District Improvement Plan Goal 3
<p><b>11. Sexual Abuse and Maltreatment of Children</b></p>	TEC 38.0041(c) TEC 11.252(9) Board Policy FFG(Exhibit)	Assistant Superintendent for Elementary Education, Assistant	Student Handbooks, Employee Handbook

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
		Superintendent for Secondary Education	
<p><b>12. Student Welfare: Crisis Intervention Programs &amp; Training</b></p> <ul style="list-style-type: none"> <li>• District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> <li>○ Early mental health intervention</li> <li>○ Mental health promotion and positive youth development</li> <li>○ Substance abuse prevention</li> <li>○ Substance abuse intervention</li> <li>○ Suicide prevention and suicide prevention parent/guardian notification procedures</li> </ul> </li> <li>• Training for teachers, school counselors, principals and all other appropriate personnel.</li> </ul>	<p>Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)</p> <p>TEC 11.252(3)(B)(i)</p> <p>Board Policy FFB(Legal)</p> <p>Board Policy DMA(Legal)</p>	Assistant Superintendent for Elementary Education	Student Handbooks
<p><b>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</b></p> <ul style="list-style-type: none"> <li>• Methods for addressing <ul style="list-style-type: none"> <li>○ Suicide prevention including parent/guardian notification procedure</li> <li>○ Conflict resolution programs</li> <li>○ Violence prevention and intervention programs</li> <li>○ Unwanted physical or verbal aggression</li> <li>○ Sexual harassment</li> <li>○ Harassment and dating violence</li> </ul> </li> </ul>	<p>TEC 11.252(a)(3)(E)</p> <p>TEC 11.252(3)(B)</p> <p>TEC 11.252(3)(B)</p> <p>Board Policy FFH(Legal), FFH(Local)</p> <p>TEC 11.253(d)(8)</p> <p>TEC 37.001</p> <p>Family Code 71.0021</p> <p>TEC 37.0831</p>	Assistant Superintendent for Secondary Education	Student Handbooks, Code of Conduct
<p><b>14. Texas Behavior Support Initiative (TBSI)</b></p>	<p>TEC 21.451(d)(2)</p> <p>Board Policy DMA(Legal)</p>	Director of Special Services	Office of Special Services



MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
<ul style="list-style-type: none"> <li>• Instruction of students with disabilities – designed for educators who work primarily outside the area of special education</li> </ul>			
<b>15. Technology Integration in Instructional and Administrative Programs</b>	TEC 11.252(a)(3)(D) TEC 28.001	Director of Curriculum and Instruction	Office of Director, Eduphoria

### Early Childhood Math Progress Measure 3

EXAMPLE: The percent of **1st grade** students that score **75%** or above in math on the **Computational Fluency Screener** (Monitor MOY, goal set for EOY) will increase from 63% to 80% by June 2024.

#### Yearly Target Goals

2020			2021			2022			2023			2024		
Goal	MOY	EOY	69%	17%	40%	73%	xx%		76%	xx%		80%	xx%	xx%

### Early Childhood Math Progress Measure 3

EXAMPLE: The percent of **2nd grade** students that score **75%** or above in math on the **Computational Fluency Screener** (Monitor MOY, goal set for EOY) will increase from 52% to 60% by June 2024.

#### Yearly Target Goals

2020			2021			2022			2023			2024		
Goal	MOY	EOY		16%*	52%*	55%	xx%	xx%	58%	xx%	xx%	60%	xx%	xx%

\*Actual

### Early Childhood Math Progress Measure 3

EXAMPLE: The percent of **3rd grade** students that score **75%** or above in math on the **Computational Fluency Screener** will increase from 44% to 60% by June 2024.

#### Yearly Target Goals

2020			2021			2022			2023			2024		
Goal	MOY	EOY	50%	24%	37%	53%	xx%		56%	xx%		60%	xx%	xx%

## Early Childhood Literacy Progress Measure 1

**EXAMPLE:** The percent of PreK students that score on grade level or above in Cognitive Skills and Language Skills on the LAP-3 will increase from 77% and 65% to 85% and 75% by June 2024.

### Yearly Target Goals

			2020		2021		2022		2023		2024	
Cog	BOY	MOY	EOY	62%	73%	77%	XX%	80%	XX%	83%	XX%	85%
				47%	55%	65%	XX%	68%	XX%	71%	XX%	75%
Lang												

## Early Childhood Literacy Progress Measure 2

**EXAMPLE:** The percent of K, 1st, and 2nd grade students that score on grade level or above in Reading on the M-Class (was TPRI) will increase from XX% to XX% by June 2024.

### Yearly Target Goals

		2020		2021		2022		2023		2024	
K		XX%		78%		83%		87%		90%	
1st		XX%		67%		83%		87%		90%	
2nd		XX%		67%		83%		87%		90%	
3rd		XX%		76%		83%		87%		90%	

## Early Childhood Literacy Progress Measure 3

The percent of 2nd and 3rd grade students that score on level or above in Reading on the Reading A to Z benchmark assessments will increase from 73% to 90% by June 2024.

### Yearly Target Goals

		2020		2021		2022		2023		2024	
2nd				80%	(80%)	83%		87%		90%	
3rd		76%		80%	(78%)	83%		87%		90%	

## Early Childhood Math Board Outcome Goal

The percent of 3<sup>rd</sup> grade students that score meets grade level or above on STAAR Math will increase from 35% to 50% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
38%	41% (20%)	44%	47%	50%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	18%	33%	42%					22%	30%		31%	38%	36%
2021	21% (15%)	35% (10%)	46% (25%)					26% (0%)	33% (11%)		34% (10%)	41%	39%
2022	24%	37%	50%					30%	36%		38%	44%	42%
2023	27%	39%	55%					33%	39%		41%	47%	45%
2024	31%	41%	60%					36%	42%		44%	50%	48%

All

Std.	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%
2019	35%	15%	31%	38%					18%	27%		28%	35%	33%