

# Sulphur Springs Independent School District

## Bowie Primary

### 2019-2020 Campus Improvement Plan



# Mission Statement

The mission of Sulphur Springs Independent School District is to...

Provide students with the skills that will prepare them to adapt and excel in a fast-changing world, enabling them to lead productive lives.

The district shares with parents and the community the responsibility of promoting high standards and expectation as we provide opportunities for all students within our diverse community to attain personal growth and to become lifelong learners.

## Vision

Educating all students to their fullest potential.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Bowie Primary School is a fifty 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 six third grade classes, with a total enrollment of 377 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 2019-2020

Ethnic Distribution	Percent	Sub-Demographic	Percent
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

Ethnic Distribution	Percent	Sub-Demographic	Percent
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

Ethnic Distribution	Percent	Sub-Demographic	Percent
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

Ethnic Distribution	Percent	Special Programs Populations	Percent
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.

	2012-2013	2013 - 2014	2014-2015	2015 - 2016	2016-2017	2017-2018	GOAL FOR 2018-2019	2018-2019	GOAL FOR 2019-2020
<b>All Students</b>	95.92%	96.39%	95.2%	95.96%	96.39%	93.24%	97%	95%	98%

**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.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** On the end of year 2018-19 Math Checkpoint, 2nd grade White students scored 28% at Masters level and 2nd grade Economically Disadvantaged students scored 17% at Masters level. **Root Cause:** Curriculum components are missing the enrichment pieces that are needed to advance student higher level thinking.

# Student Academic Achievement

## Student Academic Achievement 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. With our district's restructuring of all primary campuses, this will be the first year for Bowie Primary to receive a STAAR rating independently. 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			
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
MOY	NA	NA	NA	MOY	NA	NA	NA	MOY	NA	NA	NA
EOY	NA	NA	NA	EOY	38%	31%	22%	EOY			
Grade 1				Grade 1				Grade 1			
BOY	54%	14%	32%	BOY	54%	16.5%	29%	BOY	73%	10%	16%
MOY	62%	6%	33%	MOY	40%	28%	29%	MOY			
EOY	41%	12%	47%	EOY	34%	23%	41%	EOY			
Grade 2				Grade 2				Grade 2			
BOY	30%	4%	65%	BOY	53%	8.7%	40%	BOY	33%	46%	20%
MOY	35%	10%	55%	MOY	59%	19%	26%	MOY			
EOY	38%	12%	50%	EOY	58%	9%	33%	EOY			
Grade 3				Grade 3				Grade 3			
BOY	NA	NA	NA	BOY	43%	6%	49%	BOY	54%	34%	13%
MOY	NA	NA	NA	MOY	37%	9%	53%	MOY			
EOY	NA	NA	NA	EOY	45%	9%	47%	EOY			

In addition, Bowie administers TPRI for Kindergarten-1st grade students to assess phonological awareness, phonics, and reading abilities. Our goals are 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 90% of each grade level reading on specific reading level goals.

**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
<b>Grade 1</b>				<b>Goal</b>		<b>Goal</b>
Checkpoint 1	76.4%	73%	87%	80%	NA	80%
Checkpoint 2	85.7%	82%	83%	95%		90%
Checkpoint 3	91.9%	77%	82%	95%		90%
End of Year	89%	76%	78%	90%		90%
<b>Grade 2</b>				<b>Goal</b>		<b>Goal</b>
Checkpoint 1	79.4%	80%	76%	85%	NA	80%
Checkpoint 2	84.1%	94%	81%	85%		85%
Checkpoint 3	80%	79%	78%	85%		85%
End of Year	79.4%	85%	72%	80%		85%
<b>Grade 3</b>				<b>Goal</b>		<b>Goal</b>
BOY Computational Fluency	NA	NA	75%	85%	NA	85%
EOY Computational Fluency	NA	NA	53%	85%		85%

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'.

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%

<b>2017-2018 STAAR</b>	<b>DID NOT MEET</b>	<b>APPROACHES</b>	<b>MEETS</b>	<b>MASTERS</b>
<b>All Students</b>	<b>GRADE LEVEL PERFORMANCE</b>	<b>GRADE LEVEL PERFORMANCE</b>	<b>GRADE LEVEL PERFORMANCE</b>	<b>GRADE LEVEL PERFORMANCE</b>
<b>2018-2019 STAAR</b>	<b>DID NOT MEET</b>	<b>APPROACHES</b>	<b>MEETS</b>	<b>MASTERS</b>
<b>All Students</b>	<b>GRADE LEVEL PERFORMANCE</b>	<b>GRADE LEVEL PERFORMANCE</b>	<b>GRADE LEVEL PERFORMANCE</b>	<b>GRADE LEVEL PERFORMANCE</b>
3 <sup>rd</sup> Reading	22%	78%	43%	24%
3 <sup>rd</sup> Math	26%	74%	38%	18%

### Student Academic Achievement 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. 1st grade students scored 87% on Math Checkpoint 1 which is 14% points higher than last year. 54% of 1st grade students were Masters grade level and 88% were Meets grade level criteria on the checkpoint.
2. With guidance from the teachers, students set and track their own personal reading level goals.

### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** 38% of Bowie students entering first grade are below grade level in reading; 50% of students entering second grade are below grade level. **Root Cause:** Struggling students are not making adequate yearly progress to close the gaps in reading.

**Problem Statement 2:** On 2018-19 STAAR, our 3rd grade white demographic population scored, 44% on Academic Achievement in Reading and 42% on Academic Achievement in Math. **Root Cause:** 2018-2019 was the first year for STAAR to be administered on campus and 50% of our 3rd grade teachers were new.

# 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. In the summer of 2019, campus administrators attended a two day Leadership Blueprint training to enhance our district and campus 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, Reading A-Z, Capturing Kids' Hearts, MyOn, Reflex, 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 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 and Bowie Leadership Team.

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

**Problem Statement 1:** 40% of Bowie classroom teachers are new to the district beginning this 2018-19 school year bringing lack of knowledge and understanding to district policies and procedures. **Root Cause:** New teachers have not had the years of experience and/or guided training when it comes to self-initiative in the classroom.

# 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 PTO Fall Carnival. The data collected through surveys supports Bowie's mission statement to benefit ALL students. A campus improvement plan survey, where information was collected on Literacy Support and Dyslexia programs, indicated 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.

A proactive approach for positive behavior, Wildcat Compliments, is implemented campus-wide. With this system of reinforcing positive behaviors, students are recognized for Wildcat Pride behavior throughout the campus. Each nine weeks period, Excellent Citizen reward parties are held. These may include extra recess, a field trip to Kids' Kingdom or the SSHS Multipurpose Building, or play fun games/activities on the campus. Student of the Month certificates are awarded in the first week of each month during Cat Rally assemblies to celebrate students' excellent work ethic.

To promote college and career readiness, faculty and students participate in My College Mondays by wearing their favorite college apparel or team colors. The school counselor schedules and plans the Career Day for students, parents, community partners and volunteers to participate.

In addition to the Texas Essential Knowledge and Skills, students are taught the soft skills they need to ensure that they reach their full potential and become productive citizens. Through monthly lessons, students learn about key components for success through our acrostic, WILDCATS:

Work Ethic

Integrity

Listening

Demeanor

Communication

Adaptability

Teamwork

Sound Judgment

Beyond these soft skills, 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.

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:

- 1) 96% of parents agree that the school is a safe environment for children; 100% staff agrees.
- 2) 94% of parents agree that campus staff genuinely care about students and their futures; 100% staff agrees.
- 3) 95% of parents agree that campus staff treat children with respect and dignity.
- 4) 100% of staff agrees that academic achievement is a top priority at Bowie Primary.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** 43% of parents completed beginning of year Parent Interest survey as well as 16% of families attended Title I Parent Informational Meeting in September. **Root Cause:** A majority of parents have expressed to have information given to them electronically and/or through social media outlets only instead of face-to-face meetings.

**Problem Statement 2:** 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.

# Priority Problem Statements

**Problem Statement 1:** On the end of year 2018-19 Math Checkpoint, 2nd grade White students scored 28% at Masters level and 2nd grade Economically Disadvantaged students scored 17% at Masters level.

**Root Cause 1:** Curriculum components are missing the enrichment pieces that are needed to advance student higher level thinking.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** 38% of Bowie students entering first grade are below grade level in reading; 50% of students entering second grade are below grade level.

**Root Cause 2:** Struggling students are not making adequate yearly progress to close the gaps in reading.

**Problem Statement 2 Areas:** Student Academic Achievement

**Problem Statement 3:** 43% of parents completed beginning of year Parent Interest survey as well as 16% of families attended Title I Parent Informational Meeting in September.

**Root Cause 3:** A majority of parents have expressed to have information given to them electronically and/or through social media outlets only instead of face-to-face meetings.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** 40% of Bowie classroom teachers are new to the district beginning this 2018-19 school year bringing lack of knowledge and understanding to district policies and procedures.

**Root Cause 4:** New teachers have not had the years of experience and/or guided training when it comes to self-initiative in the classroom.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** While overall student behaviors are conducive to learning, teachers are still spending instruction time on redirecting and disciplining students.

**Root Cause 5:** Teachers need to maintain consistent behavior consequences as well as inform parents of behaviors interrupting students' learning within the classroom.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 7:** On 2018-19 STAAR, our 3rd grade white demographic population scored, 44% on Academic Achievement in Reading and 42% on Academic Achievement in Math.

**Root Cause 7:** 2018-2019 was the first year for STAAR to be administered on campus and 50% of our 3rd grade teachers were new.

**Problem Statement 7 Areas:** Student Academic Achievement



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved Prekindergarten and Kindergarten assessment data

## Student Data: Student Groups

- STEM/STEAM 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
- Staff surveys and/or other feedback
- Professional development needs assessment data

## **Parent/Community Data**

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

## **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

# Goals


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

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

**Evaluation Data Source(s) 1:** Reading A-Z Benchmark Passages

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Additional Targeted Support Strategy</b>  <b>TEA Priorities</b>                      Build a foundation of reading and math                      Connect high school to career and college                      Improve low-performing schools  <b>ESF Levers</b>                      Lever 1: Strong School Leadership and Planning                      Lever 2: Effective, Well-Supported Teachers                      Lever 4: High-Quality Curriculum                      1) Continued use of supplemental reading programs of instruction that include but not limited to the use of Spalding, Reading A-Z, IXL, and Fountas &amp; Pinnell.</p>	2.4, 2.5, 2.6	Academic Specialist Literacy Support Specialist	Student reading levels/proficiency will increase.				
<p><b>Problem Statements:</b> Student Academic Achievement 1  <b>Funding Sources:</b> 211 Title I, Part A - 5000.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college Improve low-performing schools <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 2) Classroom teachers and principals will deepen their understanding of and ability to address the specific academic needs of all student groups.	2.4, 2.5, 2.6	Principal Academic Specialist	Increase in student's academic achievement as demonstrated by: (1) teacher implementation of Daily 5 (2) the increased use of Reading A-Z books and passages as well as MyOn for 3rd graders. (3) the use of data assessment from the Universal Reading screener (4) teacher implementation of IXL computer program as an intervention to student needs.				
<b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> 211 Title I, Part A - 7000.00							
							

**Performance Objective 1 Problem Statements:**


Demographics
<b>Problem Statement 1:</b> On the end of year 2018-19 Math Checkpoint, 2nd grade White students scored 28% at Masters level and 2nd grade Economically Disadvantaged students scored 17% at Masters level. <b>Root Cause 1:</b> Curriculum components are missing the enrichment pieces that are needed to advance student higher level thinking.
Student Academic Achievement
<b>Problem Statement 1:</b> 38% of Bowie students entering first grade are below grade level in reading; 50% of students entering second grade are below grade level. <b>Root Cause 1:</b> Struggling students are not making adequate yearly progress to close the gaps in reading.

**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 75% of all student groups will score at least Satisfactory on district level assessments.

**Evaluation Data Source(s) 2:** District based assessments

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools <b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction  1) Provide supplementary services and resources, including but not limited to IXL, Reflex, Spalding, Reading A to Z, BrainPop, Jr, MyOn, Fountas & Pinnell and CogAT data to increase the academic achievement of special student populations in all core content areas by EOY.	2.4, 2.5, 2.6	Principal Academic Specialist	Student sub-populations will increase their academic achievement in all content areas.				
				<b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> 211 Title I, Part A - 7300.00, 199 PIC 30 State Comp Ed, Title IA, Schoolwide - 5000.00			
<b>Additional Targeted Support Strategy</b> <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  2) Use variety of data measures including TPRI to develop instructional groups for WIN time based on varying levels of student intervention needs for reading.	2.4, 2.5	Principal Academic Specialist Literacy Support	Students will receive targeted instruction in a small group setting allowing interventions to be achieved for all students.				
				<b>Problem Statements:</b> Student Academic Achievement 1			
							

## Performance Objective 2 Problem Statements:

### Demographics

**Problem Statement 1:** On the end of year 2018-19 Math Checkpoint, 2nd grade White students scored 28% at Masters level and 2nd grade Economically Disadvantaged students scored 17% at Masters level. **Root Cause 1:** Curriculum components are missing the enrichment pieces that are needed to advance student higher level thinking.

### Student Academic Achievement


**Problem Statement 1:** 38% of Bowie students entering first grade are below grade level in reading; 50% of students entering second grade are below grade level. **Root Cause 1:** Struggling students are not making adequate yearly progress to close the gaps in reading.

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

**Performance Objective 3:** With a focus on rigor in classroom instruction, student achievement will increase at least 10% in all student demographic groups on the 2020 STAAR.

**Evaluation Data Source(s) 3:** 2020 STAAR results

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Additional Targeted Support Strategy</b> <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 1) 3rd grade classroom teachers and support staff will ensure that quality instruction is maintained in the classroom as well as WIN intervention time	2.4, 2.5, 2.6	Principal Academic Specialist	Increase in all student population groups to rise 10% on STAAR testing at end of year for 3rd grade				
<b>Problem Statements:</b> Student Academic Achievement 2							
							

**Performance Objective 3 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 2:</b> On 2018-19 STAAR, our 3rd grade white demographic population scored, 44% on Academic Achievement in Reading and 42% on Academic Achievement in Math. <b>Root Cause 2:</b> 2018-2019 was the first year for STAAR to be administered on campus and 50% of our 3rd grade teachers were new.

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

**Performance Objective 1:** During the 2019-2020 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 Source(s) 1:** Emergency Preparedness Manual/Logs

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) 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.		School Resource Officer	The SRO will protect the campus and serve as a deterrent to criminal activity.				
<b>Problem Statements:</b> Perceptions 1							

### Performance Objective 1 Problem Statements:

Perceptions
<p><b>Problem Statement 1:</b> 43% of parents completed beginning of year Parent Interest survey as well as 16% of families attended Title I Parent Informational Meeting in September. <b>Root Cause 1:</b> A majority of parents have expressed to have information given to them electronically and/or through social media outlets only instead of face-to-face meetings.</p>



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

**Performance Objective 2:** Utilize programs that increase the percentage of time spent with students regarding academic, social, and mental health needs by 5%.

**Evaluation Data Source(s) 2:** Counseling Logs; Office Referral Data; Behavior Interventionist anecdotal notes

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Additional Targeted Support Strategy</b>  <b>TEA Priorities</b>                      Recruit, support, retain teachers and principals                      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 3: Positive School Culture                      Lever 4: High-Quality Curriculum                      Lever 5: Effective Instruction</p> <p>1) Continued implementation of Capturing Kids' Hearts as well as campus behavior incentives for all grade levels K-3</p>	2.4, 2.5, 2.6	Principal Counselor	Decrease in office referrals while an increase in overall positive and secure campus environment				
<p><b>Problem Statements:</b> Perceptions 2  <b>Funding Sources:</b> 211 Title I, Part A - 2000.00</p>							

**Performance Objective 2 Problem Statements:**

Perceptions
<p><b>Problem Statement 2:</b> While overall student behaviors are conducive to learning, teachers are still spending instruction time on redirecting and disciplining students. <b>Root Cause 2:</b> Teachers need to maintain consistent behavior consequences as well as inform parents of behaviors interrupting students' learning within the classroom.</p>

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

**Performance Objective 1:** Increase use of high-yield instructional practices, Fundamental Five, by 10%.

**Evaluation Data Source(s) 1:** Strive Appraisal System

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers 1) Continue to provide on-going PLC conversations and support regarding teacher implementation of high-yield instructional practices from Fundamental Five book study components.		Principal Academic Specialist	Increase in overall student performance across all content areas				
	<b>Problem Statements:</b> School Processes & Programs 1						
2) Provide staff with appropriate professional development opportunities to ensure effective delivery of instructional strategies for academic achievement in all content areas.		Principal Academic Specialist	Staff members will effectively use the instructional delivery processes to reach students of all levels.				
	<b>Problem Statements:</b> Perceptions 2						

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> 40% of Bowie classroom teachers are new to the district beginning this 2018-19 school year bringing lack of knowledge and understanding to district policies and procedures. <b>Root Cause 1:</b> New teachers have not had the years of experience and/or guided training when it comes to self-initiative in the classroom.
Perceptions
<b>Problem Statement 2:</b> While overall student behaviors are conducive to learning, teachers are still spending instruction time on redirecting and disciplining students. <b>Root Cause 2:</b> Teachers need to maintain consistent behavior consequences as well as inform parents of behaviors interrupting students' learning within the classroom.

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

**Performance Objective 2:** Increase teacher/staff retention rate by 10%.

**Evaluation Data Source(s) 2:** TAPR

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Implementation of supports through District Of Innovation, New Teacher Academy, and Mentor Program		Principal Academic Specialist	Continue to retain exceptional staff, while giving support to newly hired and retained staff members.				
<b>Problem Statements: Demographics 1</b>							

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> On the end of year 2018-19 Math Checkpoint, 2nd grade White students scored 28% at Masters level and 2nd grade Economically Disadvantaged students scored 17% at Masters level. <b>Root Cause 1:</b> Curriculum components are missing the enrichment pieces that are needed to advance student higher level thinking.

## 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 Source(s) 1:** Bowie Primary Parent and Staff Surveys

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>ESF Levers</b> Lever 3: Positive School Culture 1) Continue providing multiple opportunities for parents and community members to volunteer and participate in campus activities.	3.1, 3.2	Principal Academic Specialist	Increase in overall support and positive interaction with all stakeholders.				
<b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> 211 Title I, Part A - 2000.00							

### Performance Objective 1 Problem Statements:

Perceptions
<b>Problem Statement 1:</b> 43% of parents completed beginning of year Parent Interest survey as well as 16% of families attended Title I Parent Informational Meeting in September. <b>Root Cause 1:</b> A majority of parents have expressed to have information given to them electronically and/or through social media outlets only instead of face-to-face meetings.

# State Compensatory

## Budget for Bowie Primary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
61XX	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$144,745.00
	<b>6100 Subtotal:</b>	<b>\$144,745.00</b>

## Personnel for Bowie Primary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Annabell Nance	Academic Paraprofessional	SCE	1.0
Carrissa Williams	Teacher	SCE	1.0
Cassi Ibanez	Academic Paraprofessional	SCE	1.0
Eric Buck	Academic Paraprofessional	SCE	1.0
Kimberly Earhart	Teacher	SCE	1.0
Sherril Brokemeyer	Academic Paraprofessional	SCE	1.0

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the Local Educational Agency (LEA).

The Bowie Primary CNA will be reviewed on October 29, 2019.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school.

The following individuals assisted with the review of the CIP: Joanna Foster, Academic Specialist; Kim Littleton, Classroom teacher; Emily Simpson, Classroom teacher; Michelle Erdle, Classroom teacher; Chasity Hebert, Classroom teacher; Misty Teer, Literacy Support teacher; Cammie McGraw, Resource teacher; Joel Tiemeyer, Community Representative; Johnathan Toliver, Business Representative; DaKasha Nash, Parent Representative; Laci Ragan, District Representative; Amanda Fenton, Campus Principal

### **2.2: Regular monitoring and revision**

The CIP remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.

The Bowie Primary CNA will be reviewed on October 29, 2019.

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

The CIP is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

The Bowie Primary CIP is available on the SSISD website as well as the Bowie Primary campus website.

The Bowie Primary CIP is distributed in English.

## **2.4: Opportunities for all children to meet State standards**

Schoolwide Reform Strategies that the school will be implementing to address school needs, including a description of how such strategies: i. will provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards.

## **2.5: Increased learning time and well-rounded education**

Schoolwide Reform Strategies that the school will be implementing to address school needs, including a description of how such strategies: ii. will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

## **2.6: Address needs of all students, particularly at-risk**

Schoolwide Reform Strategies that the school will be implementing to address school needs, including a description of how such strategies: iii. will address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.



# **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

## **3.1: Develop and distribute Parent and Family Engagement Policy**

Campuses shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. The campus must provide a list of the individuals and their roles who assisted with the development of Parent and Family Engagement Policy.

The Bowie Primary Parent and Family Engagement Policy was distributed on August 27, 2019.

The Bowie Primary Parent and Family Engagement Policy was distributed in English.

## **3.2: Offer flexible number of parent involvement meetings**

Campus shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement.

The Bowie Primary campus Parent and Family Engagement meeting was held at Bowie Primary on August 27, 2019 at 5:30 p.m. for Kindergarten & 1<sup>st</sup> grade and 6:45 p.m. for 2<sup>nd</sup> & 3<sup>rd</sup> grade. Bowie Primary Family Literacy Night was held on September 23, 2019 for Kindergarten and 1st grade families from 6:00-7:00 pm as well as on September 24, 2019 for 2nd and 3rd grade families from 6:00-7:00 pm.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Joanna Foster	Academic Specialist	Title I Schoolwide	1.0
Misty Teer	Supplemental Teacher	Title I Schoolwide	1.0

## 2019-2020 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Amanda Fenton	Principal
Administrator	Joanna Foster	Academic Specialist
Classroom Teacher	Kim Littleton	2nd grade teacher
Classroom Teacher	Emily Simpson	Kindergarten teacher
Classroom Teacher	Chasity Hebert	3rd grade teacher
Classroom Teacher	Michelle Erdle	1st grade teacher
Business Representative	Laci Ragan	SSISD Elementary Reading Specialist
Non-classroom Professional	Misty Teer	Literacy Support
Non-classroom Professional	Cammie McGraw	Resource Teacher
Parent	DaKesha Nash	Parent

# Campus Funding Summary

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>					\$5,000.00
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	TPRI		\$2,000.00
1	1	2	IXL		\$3,000.00
1	1	2	CogAT		\$3,000.00
1	1	2	Brain Pop		\$1,000.00
1	2	1	SuccessEd RtI		\$300.00
1	2	1	Reflex Math		\$3,000.00
1	2	1	Education Galaxy		\$4,000.00
2	2	1	Capturing Kids' Hearts Training		\$2,000.00
4	1	1	Parent and Family Engagement Funding		\$2,000.00
<b>Sub-Total</b>					\$23,300.00
<b>Grand Total</b>					\$28,300.00

# 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