

**Bowie ISD  
District Improvement Plan  
2010 – 2011**



**DISTRICT IMPROVEMENT PLAN- DISTRICT #: 169901**

**2010 -2011 SCHOOL YEAR**

**MEMBERS OF THE DISTRICT LEVEL COMMITTEE**

**Administration**

Lisa Gonzales, Assistant Superintendent (chairperson)  
Steven Monkres, Superintendent

Rhonda Cavett, BE Principal  
Brad Costello, BI Principal  
Kelly Shackelford, JH Principal  
Mark Neese, HS Principal  
Diane Russell, Counselor  
Josh Castles, Athletic Director

**Parent, Community, and Business**

Shea Brown, Parent  
Carrie Little, Parent  
Cindy Wheeler, Parent  
Chris Dunn, Parent  
Barbara Green, Community  
Ben Wiseman, Community  
Julie Morgan, Business  
Bonnie Hamilton, Business

**Teachers**

Marilyn Greenroy, BE Teacher  
Meri Laws, BE Teacher  
TBD BE Teacher  
Karen Hendon, BE Teacher  
Rie Miller, BI Teacher  
William Pickett, BI Teacher  
Lacy Liberatore, BI Teacher  
April Tipton, BI Teacher  
Kim Gray, JH Teacher  
Valarie Gill, JH Teacher  
Jonathon Horton, JH Teacher  
Rebecca Slape, JH Teacher  
Alicia Betts, HS Teacher  
Bryan Chisholm, HS Teacher  
Sali Page, HS Teacher  
TBD HS Teacher

**Health Services**

Elesha Green, School Nurse

Date of annual public meeting and BISD Board of Trustees approval of district performance objectives: **December 16, 2010**

### **Purpose of the District Plan**

The District Improvement Plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain State Standards in respect to the academic excellence indicators adopted under Section 39.051.

### **District Policy and Procedures for Community Parent, and Staff Input**

#### **Motto**

#### **Bowie Independent School District**

“Taking Responsibility to be the Very Best”

#### **Vision Statement**

#### **Bowie Independent School District**

Bowie schools – A place where all people are encouraged, empowered, and inspired to reach their full potential.

#### **Mission Statement**

#### **Bowie Independent School District**

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

Site-based Decision Making Plan Biennial Review and Date: **June 24, 2010, December 8, 2010**

#### Biennial Review

The Biennial Review is designed to evaluate the effectiveness of the district’s decision-making and planning policies, procedures, and staff development activities to positively impact student performance.

## State Compensatory Education

The State Compensatory Education program for Bowie ISD provides supplemental services to the regular education program to increase achievement and upgrade the entire educational program. Total SCE Funds: FTE's:

## Comprehensive Needs Assessment

### TAKS RESULTS

**B.I.S.D. target goal is 80% passing for each student group without T.P.M. (Texas Projection Measurement)**

#### Bowie High School

- **Math Grade 9**
  - White: 74% passed
  - Hispanic: 33% passed
  - Economically Disadvantaged: 61% passed
  - All Students: 70% passed
- **Math Grade 10**
  - Economically Disadvantaged: 74% passed
- **Math Grade 11**
  - Economically Disadvantaged: 79% passed
- **Reading / E.L.A. Grade 9**
  - Hispanic: 70% passed
  - Universal Screening Grade 9**
    - Spring (2010-When in Grade 8): 34 out of 99 or 34.34% were at the 25<sup>th</sup> percentile or below
    - Fall (2010-Now in Grade 9): 4 out of 17 or 23.52% were at the 25% percentile or below
- **Reading / E.L.A. Grade 10**
  - African American: 50% passed
  - Universal Screening Grade 10**
    - Fall (2010): 7 out of 16 or 43.75% were at the 25<sup>th</sup> percentile or below
- **Reading / E.L.A. Grade 11**
  - Hispanic: 71% passed
  - Economically Disadvantaged: 76% passed
  - Universal Screening Grade 11**
    - Fall (2010): 0 out of 2 or 0% were at the 25<sup>th</sup> percentile or below
- **Science Grade 11**
  - Hispanic: 71% passed
  - Economically Disadvantaged: 76% passed

- **Social Studies Grade 11**  
Hispanic: 71% passed

**Bowie Junior High**

- **Math Grade 6**  
Hispanic: 58% passed  
Economically Disadvantaged: 70% passed  
All Students: 77% passed
- **Math Grade 8**  
Hispanic: 58% passed  
Economically Disadvantaged: 80% passed  
All: 84% passed  
White: 81% passed
- **Reading / E.L.A. Grade 6**  
Hispanic: 58% passed  
Economically Disadvantaged: 74% passed  
**Universal Screening Grade 6**  
Spring (2010-When in Grade 5): 24 out of 112 or 21.42% were at the 25<sup>th</sup> percentile or below  
Fall (2010-Now in Grade 6): 33 out of 110 or 30% were at the 25% percentile or below
- **Reading / E.L.A. Grade 7**  
Economically Disadvantaged 75% passed  
**Universal Screening Grade 7**  
Spring (2010-When in Grade 6): 24 out of 112 or 21.42% were at the 25<sup>th</sup> percentile or below  
Fall (2010-Now in Grade 7): 33 out of 108 or 30.55% were at the 25% percentile or below
- **Reading / E.L.A. Grade 8**  
Hispanic: 58% passed  
**Universal Screening Grade 8**  
Spring (2010-When in Grade 7): 35 out of 100 or 35% were at the 25<sup>th</sup> percentile or below  
Fall (2010-Now in Grade 8): 26 out of 104 or 25% were at the 25% percentile or below
- **Science Grade 8**  
Hispanic: 33% passed  
Economically Disadvantaged: 70% passed  
All Students: 77% passed

## **Bowie Intermediate & Elementary**

- **Math Grade 3**

White: 78% passed  
Hispanic: 69% passed  
Economically Disadvantaged: 78% passed  
All Students: 74% passed

- **Universal Screening Grade 3**

Fall (2010): 27 out of 144 or 18.75% were at the 25<sup>th</sup> percentile or below

- **Math Grade 4**

Hispanic: 55% passed  
Economically Disadvantaged: 66% passed  
All Students: 79% passed  
White: 82% passed

- **Reading / E.L.A. Grade 4**

Hispanic: 70% passed

- **Universal Screening Grade 4**

Fall (2010): 38 out of 113 or 33.62% were at the 25<sup>th</sup> percentile or below

- **Reading / E.L.A. Grade 5**

Hispanic: 75% passed

- **Universal Screening Grade 5**

Fall (2010): 32 out of 139 or 23.02% were at the 25<sup>th</sup> percentile or below

- **Universal Screening Grade 2**

Fall (2009): 26 out of 138 Scored or 18.84% were at the 25th percentile or below

Spring (2010): 49 out of 139 scored or 35.25% were at the 25th percentile or below

Fall (2010-now in Grade 3): 27 out of 144 or 18.75% were at the 25<sup>th</sup> percentile or below

Fall (2010-now in Grade 2): 30 out of 125 or 24% were at the 25% or below

- **TPRI- Fall, 2010**

- **Grade Kindergarten**

Tested: 131 students

Developed on Screening: 35 students or 27%

Listening Comprehension Developed: 76 students or 58%mprehension

- **Grade 1**

Tested: 131 students

Developed on Screening: 72 students or 55%

Instructional or Independent Level: 36 students or 27%  
60+ WPM: 6 students or 5%  
Developed on Reading Comprehension: 65 students or 50%

## **Grade 2**

Tested: 121 students  
Developed on Screening: 70 students or 58%  
Instructional or Independent Level: 101 or 83%  
90+ WPM: 19 students or 16%  
Developed on Reading comprehension: 77 students or 64%

## **District Wide**

- Bowie I.S.D. did not meet A.Y.P. in Special Education Reading and Math.
- The Economically Disadvantaged Student Group attendance rate must be continuously monitored.
- The Hispanic Student Group must increase acquisition of academic content in all four core subjects.
- The Hispanic Student Group must increase TAKS passing rate in all four core subjects
- Teacher Survey results reported a continued need for “hands-on” materials for engaging students.
- Teacher Survey results indicated the need for a deeper understanding of concrete to abstract instruction
- Teacher Survey results indicated the need for a better understanding of rigor, depth, and complexity of alignment between content of curriculum and the cognitive level.
- Teacher Survey results indicated a need to continue to supplement technology equipment, and implement training in order to integrate technology in the classroom.
- Teacher Survey results indicated the need for a deeper understanding of Supplemental Intervention Programs and training to implement those programs effectively
- Teacher Survey results indicated a need for continued training to implement student data disaggregating tools.
- Teacher Survey results indicated a need for a deeper understanding of differentiated instruction to help ensure student success.
- Increase Student Completion Rate for the Economically Disadvantaged Student Group and Hispanic Student Group
- PBMAS (Performance Based Monitoring Analysis) indicates a need to decrease the percentage of Special Education Students assigned to In-School- Suspension for Discretionary referrals
- Administrator/Teacher discussions indicates a need to increase teacher and administrator knowledge of the ESL (English as a Second Language) Program

## Recommended Initiatives and Strategies

- Increase High School Completion Rate
- Increase Attendance Rate District wide
- Review Best Practices in Effective Instructional Strategies for Hispanic, Special Education and Economically Disadvantaged Students
- While every core subject reflects a need for improvement in student achievement in the Hispanic Subgroup, Math reflects a systemic pattern across all tested grade levels
- Strategies to address the needs of diverse learners and improve achievement for all students
- Student Data Disaggregated including student target list per teacher
- Outreach to Hispanic Parents to strengthen the parent /school partnership
- Increase the understanding of the benefits of inclusive practices for Special Education students
- Develop a plan to implement the Academy of Reading and Math with all Special Education students
- Train all staff members in implementing the CSCOPE curriculum
- Develop procedures to establish a Universal Screening process in Reading for all students new to Bowie I.S.D. and for all students currently enrolled at each grade level
- Increase Parent/Teacher knowledge and understanding of increased rigor and expectations outlined in the new state assessments of S.T.A.A.R. and End-of-Course Exams

## Curriculum and Instruction

|                              |   |
|------------------------------|---|
| <b>Goal</b>                  | Improve curriculum and instruction to provide all BISD students a well balanced, and appropriate education  |
| <b>Performance Objective</b> | <ol style="list-style-type: none"> <li>1. BISD core teachers will implement the Year at-a-Glance (Y.A.G.) from the C-Scope Curriculum per campus grade level decisions made in June, 2010</li> <li>2. BISD elective teachers will implement the Page 1 of the BISD curriculum (The "WHAT" document- Student Expectations per six weeks to be taught)</li> <li>3. BISD core teachers will implement the Instructional Focus Document (I.F.D.) from the C-Scope Curriculum</li> <li>4. BISD Elective Teachers will implement their developed Units at a Glance (Page 2-5 of the Curriculum Document- The "HOW" document- "How are we Going to Teach?")</li> <li>5. BISD core teachers will implement the exemplar lessons per C-Scope curriculum per campus grade level decisions made in June, 2010 or develop exemplar lessons as a subject/grade team using the BISD walk-through document and the I.F.D. per C-Scope as a resource-</li> <li>6. BISD Teachers will use the District Lesson Plan Template to develop lesson plans if not using the exemplar lessons from C-Scope or if elective teachers have not completed Units-At-a Glance for each six weeks per the "HOW Curriculum" document.</li> </ol> |
| <b>Summative Evaluation</b>  | Review Implementation of C-Scope YAG and IFD at annual spring curriculum meetings and BISD locally developed curriculum   |

| documents  |   |  |                   |   |   |
|--|---|--|-------------------|---|---|
| Strategy/Activity  | Target Population                                       | Person Responsible   | Budget /Resources | Formative Assessment                                  | Benchmark Timeline                                  |
| Utilize Curriculum Documents (What Document Page 1, How Document Page 2, Y.A.G. –Year –At-a-Glance, I.F.D. (Instructional Focus Document, Exemplar Lessons, BISD Lesson Plan Template) | All teachers  | Campus Principals<br>Asst.<br>Superintendent   | Local             | Curriculum Documents                                  | December, 2010                                      |
| Continue developing Curriculum Documents (Page 2-“The How”)  | Teachers  | Asst.<br>Superintendent<br>Campus Principals<br>Elective Teachers,<br>Core Teachers-<br>(decision to keep<br>written curriculum-<br>Sci Gr 4-5, Math-Gr<br>6-8, HS Gov Eco-) | Local             | Curriculum Documents                                  | June, 2010<br>February, 2011<br>June, 2011          |
| Teachers develop/implement/ six weeks curriculum based measurements using released TAKS per DMAC, TMSDS, C-Scope Unit Assessments and disaggregate data each six weeks                 | K-12 students   | Asst.<br>Superintendent<br>Principals  | Local             | Copies of assessments,<br>Results of assessments      | June, 2010<br>October, 2010<br>December, 2010       |
| Complete C-Scope Year 1 Implementation Plan  | Administrators,<br>Teachers                             | Assistant<br>Superintendent,<br>Principals   | Local             | Region IX C-Scope<br>Implementation Plan              | November, 2010                                      |
| Administrators monitor implementation of curriculum documents per self-monitoring chart of curriculum/instruction  | All<br>Administrators                                   | Administrators,<br>Assistant<br>Superintendent,<br>Superintendent  | Local             | Six Weeks Monitoring<br>Curriculum/Instruction charts | Each Six Weeks<br>February, 2011                    |
| Appoint and Train C-Scope Curriculum Coaches per campus  | Grade level<br>teacher or<br>administrator<br>designees | Assistant<br>Superintendent,<br>Principals   | Local             | Sign In Sheets  | Oct, 2010<br>Nov, 2010<br>Dece, 2010<br>Jan 6, 2011 |
| Create/Compile District Wide C-Scope Teacher Folders   | Teachers  | C-Scope Coaches,<br>Assistant<br>Superintendent,<br>Principals   | Local             | C-Scope District Folder                               | Dece, 2010  |
| Develop District Intranet Curriculum Resource Folders for ease of locating Curriculum Documents  | Technology<br>Department                                | Assistant<br>Superintendent, C-<br>Scope Coaches,<br>Tech Coordinator<br>(HS)  | Local             | District Intranet                                     | Feb-May, 2011                                       |
| Provide Curriculum Newsletters (Local and C-Scope) to support further understanding/implementation of C-Scope Curriculum   | Teachers and<br>Administrators                          | Assistant<br>Superintendent  | Local             | Newsletter copies                                     | Local- Oct, 2010<br>Local- Feb, 2011                |

|   |                               |  |            |  |  |
|---|-------------------------------|--|------------|--|--|
| components (Y.A.G., I.F.D., Vertical Alignment Document, Unit Assessments, TEKS Verification Document, Exemplar Lessons)  |                               |  |            |  | C-Scope- One per Six Weeks                               |
| The district provides a dyslexia program for qualified students.  | Qualified dyslexia students   | Campus principal   | Local      | Records of student screenings and/or students enrolled in dyslexia program | Each semester  |
| The district provides a G/T program for qualified students-   | Qualified G/T students        | Campus principal   | Local      | Records of student screenings and/or students enrolled in the G/T program  | Fall, 2010, Spring, 2011                                 |
| K-5 <sup>th</sup> Grade Math Alignment-Sharon Wells-Pearlized Math  | K-5 Teachers                  | Elementary/Intermediate Principals-Assistant Superintendent  | ARRA Funds | Walk-Through Documents   | Each Six Weeks   |
| 6 <sup>th</sup> -12 <sup>th</sup> Grade Math Alignment-Curriculum Facilitation Support Initiative-Rhonda Molix- Bailey  | Grades 6-12 Math Teachers     | Assistant Superintendent, Principals                         | Local      | Sign-In Sheets   | Oct, 2010, Dece, 2010, Jan. 2011, March 2011, April 2011 |
| District Wide Instructional Focus- Engaging, Product Driven Hands-On Instruction  | All Teachers                  | Campus Principals  | Local      | Curriculum Documents, Lesson Plans, Walk-Through Documents                 | Each Six weeks   |
| Increase teacher knowledge and use of concrete to abstract instruction (activities sequenced during routine faculty meetings of a concrete object to just the word naming the concrete object)  | All Teachers                  | Campus Principals, Assistant Superintendent                  | Local      | Faculty Meeting Agendas, Walk-Through Documents                            | Each Six Weeks<br>Faculty Meetings 2010-2011             |
| Increase teacher knowledge of rigor in each T.E.K. per their grade/subject curriculum (alignment vs. deep alignment)  | All Teachers                  | Principals, Campus Techs, Teachers, Assistant Superintendent | Local      | Faculty Meeting agendas  | August, 2010- May, 2011                                  |
| Increase Science Vocabulary knowledge per integration of technology and implementation of ScientificMinds.com   | All Int /Sec Science Teachers | Principals, Campus Techs, Teachers, Assistant Superintendent | Local      | Walk-Through Documents   | August, 2010- May, 2011                                  |
| Increase use of 3 current district instructional strategies that will enhance the learning success of Hispanic and Economically Disadvantaged Students (Concrete to Abstract, Thinking Maps with Pictures, Marzano's Vocabulary Strategy) | All Teachers                  | Assistant Superintendent, Principals                         | Local      | Walk-Through Documents   | Nov 2010- May, 2011                                      |
| Increase the number of Science lab experiments for all BISD Science Students  | Teachers                      | Principals, Teachers   | Local      | Walk-Through Documents   | August 2010-May, 2011                                    |
| Develop/implement "Main Idea" district wide strategies for all BISD ELA-R teachers  | Teachers                      | Assistant Superintendent, Reg IX Reading Specialist          | Local      | Strategy List  | Dece, 2010   |
| Develop weekly, bi-weekly Mini TEKS Assessments or "Formal check for understanding" for students not demonstrating mastery of TEKS covered at the end of a week or maximum two  | Teachers                      | Principals, Teachers   | Local      | Mini-check for understanding formal assessments                            | Nov 2010-May 2011  |

|                      |          |     |               |                |                    |
|----------------------|----------|-----|---------------|----------------|--------------------|
| weeks.               |          |     |               |                |                    |
| Class Size Reduction | Teachers | CFO | Federal Funds | Budget Records | Fall 2010-May 2011 |

## Professional Development

|                              |  |
|------------------------------|--|
| <b>Goal</b>                  | Provide Staff Development for all personnel to meet identified needs in order to increase student performance  |
| <b>Performance Objective</b> | <ol style="list-style-type: none"> <li>1. 100% of core area teachers and instructional paraprofessionals will meet the highly qualified standards by the end of the school year.</li> <li>2. Provide “concrete to abstract” instruction training to 100% of BISD teachers.</li> <li>3. Continue to provide professional development in Product Driven Instruction to 100% of BISD teachers.</li> <li>4. Continue to provide professional development in Cooperative Learning Strategies to 100% of BISD teachers.</li> <li>5. Provide professional development on Inclusive Practices for Special Education Students to 100% of BISD Teachers</li> <li>6. Provide professional development on Differentiated Instruction to all BISD teachers to increase learning for At-Risk learners</li> <li>7. Provide professional development on C-Scope Curriculum components/implementation to core teachers</li> </ol> |
| <b>Summative Evaluation</b>  | Final Teacher Appraisals   |

| Strategy/Activity  | Target Population  | Person Responsible                                   | Budget/Resources | Formative Assessment             | Benchmark Timeline            |
|--|--------------------|--|------------------|----------------------------------|-------------------------------|
| Attend C-Scope 101   | All Teachers       | Campus Principal, Assistant Superintendent Region IX | Local            | Sign in Sheets                   | October 4, 2010               |
| Attend C-Scope 102 for Administrators  | Administrators     | Administrators, Assistant Superintendent             | Local            | Sign in Sheets                   | August, 2010<br>October, 2010 |
| Continue training CTE and designated BISD teachers in Kagan Cooperative Learning | All Teachers       | Assistant Superintendent                             |                  | Professional Development Records | Feb, 2011                     |
| ESL Program Overview Training  | All Teachers       | Assistant Superintendent                             | Local            | Professional Development Records | Feb, 2011                     |
| Concrete to Abstract Instructional Training-                                     | All Teachers       | Assistant Superintendent Principals                  | Local            | Professional Development Records | Oct, 2010-May, 2011           |
| S.I.O.P.- Sheltered Instruction Observation Protocol Training                    | All Teachers       | Assistant Superintendent                             | Local            | Professional Development Records | Spring- Summer, 2011          |
| DMAC-Data Disaggregation Training  | Department Chairs, | Assistant Superintendent                             | ARRA Funds       | Professional Development Records | October, 2010                 |

|   |   |   |               |   |  |
|---|---|---|---------------|---|--|
|   | Principals,<br>PEIMS<br>Coordinator       |   |               |   |  |
| Differentiated Instruction in the Mixed Ability Classroom- by Carol Ann Tomlinson- Re-visited   | Principals and Assistant Principals       | Assistant Superintendent  | Local         | Principal Meeting Agendas   | Dece, 2010<br>Jan 2011<br>Feb 2011<br>March 2011<br>April 2011<br>May 2011 |
| TEKS Exploration Tool Activity Training   | All Teachers                              | Assistant Superintendent , Region IX, C-Scope Coaches           | Local         | TEKS Exploration Tool Template  | Oct, 2010<br>Dece, 2010<br>April, 2010                                     |
| Inclusive Practices of Special Education Students to increase TAKS passing rates (Dr. Knezek Training- Co-op Director Reviews TAKS M Students with campus consultation teams)                       | Teachers                                  | Principals, Gen Ed Teacher, Sped Teachers, Diag, Co-op Director | Local/IDEA B  | Sign In Sheets<br>Completion of Student Data Sheet (Dr. Knezek Template)  | Aug, 2010<br>Oct, 2010   |
| Differentiated Instruction-Product Driven Instruction-BISD Teacher-Teacher models components of BISD Walk-Through Document  | Teachers                                  | Assistant Superintendent Principals                             | Local         | Sign in Sheets-Records of teachers viewing Power Point Presentation- BISD Walk-Through Document Modeled by BISD Teacher | August 2010-Feb, 2011  |
| Annual Accountability Training for Teachers (AEIS, AYP and counting student groups across grades/subjects/campus to determine groups that will count for both state/federal accountability systems) | Teachers, Administrators                  | Assistant Superintendent  | Local         | Agendas, Sign-In Sheets-  | November, 2011   |
| Rhonda Molix Bailey- Secondary Math Consultation Support  | Secondary Math Teachers                   | Assistant Superintendent HS and JH Principals                   | Local         | Agendas, Training Schedule, Sign-in sheets, Walk-Through Documents  | Oct, 2010- April 2011  |
| K-Grade 5 Pearlized Math and Sharon Wells Math Consultation Support- Training   | Elementary and Intermediate Math Teachers | Assistant Superintendent Elem and Int Principals                | Local         | Training Schedule, Walk Through Documents   | Aug 2010- May, 2011  |
| Title 1 Funds Used to Support Teacher and Paraprofessional Salaries Across the District   | Teachers and Para-professionals           | CFO   | Federal Funds | Budget Records  | Fall 2010- May 2011  |
| Supplement Salary of Assistant Superintendent   | Assistant Superintendent                  | CFO   | Federal Funds | Budget Records  | Fall 2010- May 2011  |

## Safe and Drug Free Schools

| <b>Goal</b>   | Bowie ISD will maintain a safe and drug free academic environment that is positively conducive to student learning.                                     |   |                         |                                 |                           |
|---|---|---|-------------------------|---------------------------------|---------------------------|
| <b>Performance Objective</b>  | Bowie ISD will reduce the number of disciplinary distractions to a minimum in order to promote student achievement and focus on educational priorities. |   |                         |                                 |                           |
| <b>Summative Evaluation</b>   | Disaggregation of Discipline referrals and student participation counts in positive campus initiatives  |   |                         |                                 |                           |
|   |   |   |                         |                                 |                           |
| <b>Strategy/Activity</b>  | <b>Target Population</b>  | <b>Person Responsible</b>               | <b>Budget/Resources</b> | <b>Formative Assessment</b>     | <b>Benchmark Timeline</b> |
| District Emergency Operations Plan Maintained and Updated as needed.  | District Personnel  | Superintendent                          | Local                   | Copy of Emergency Plan          | Aug 2010- May 2011        |
| Research Staff Development and Implementation of initiatives such as "Rachel's Challenge" to facilitate safe and civil campuses | All Students  | Assistant Superintendent and Principals | Local                   | Emails/Principal Meeting Agenda | Fall 2010- May 2011       |

## Technology

|                              |  |
|------------------------------|--|
| <b>Goal</b>                  | Bowie ISD will foster the use of state-of-art technology through integration within the curriculum.  |
| <b>Performance Objective</b> | 90% of BISD Classrooms will have instructional technology equipment (Technology Set-Up including Document Camera, Projector, Screen-Install) |
| <b>Summative Evaluation</b>  | Final Expenditures Report 10-11: Technology Inventory reflects these purchases.  |

| Strategy/Activity  | Target Population                           | Person Responsible   | Budget/Resources | Formative Assessment   | Benchmark Timeline  |
|--|---|--|------------------|--|---------------------|
| Purchase and Install Technology Set-Up for 90% of BISD Classrooms (document cameras/projectors)        | All Campuses                                | District Technology Director<br>Campus Principals                  | Local            | Purchase Orders  | Fall, 2010          |
| 40% of all BISD classrooms will have Mimio Bars for interactive instruction per multi-media boards     | All Campuses                                | District Technology Coordinator,<br>Assistant Superintendent       | Local            | Purchase Orders  | Fall, 2010          |
| Designated Campus Technology Coordinators to oversee/implement district wide software                  | Campus Techs                                | Superintendent<br>District Technology Coordinator,<br>Campus Techs | Local            | Agenda Meetings, District Software Resource Chart  | Fall, 2010-May 2011 |
| Increase use of Study Island for all ELA-R teachers/students for TAKS practice                         | ELA-R Teachers                              | Campus Techs,<br>Principals,<br>ELA-R Teachers                     | Local            | Usage Reports, TAKS Scores   | Aug 2010-May 2011   |
| Increase use of Go To Learn for all Math, Science, Social Studies teachers/students for TAKS practice  | Math, Science, Social Studies Teachers      | Campus Techs,<br>Principals,<br>Teachers                           | Local            | Usage Reports, TAKS Scores   | Aug 2010- May 2011  |
| Increase use of COMPASS/Odyssey for increasing acquisition to student expectations in Science and Math | Science and Math Teachers                   | Campus Techs,<br>Principals  | Local            | Usage Reports, TAKS Scores, Walk-Through Documents   | Aug 2010- May 2011  |
| Increase use of Academy of Reading and Math (Auto Skills ) for Special Education students              | Learning Disabled Reading and Math Students | Spec Ed Teachers,<br>Principals,<br>Campus Tech                    | Local            | Usage Reports, Student Gains Reports, Master/Student Schedule-reflective of Auto Skills Time | Aug 2010-May 2011   |

|   |              |   |       |  |                         |
|---|--------------|---|-------|--|-------------------------|
| Increase knowledge of teachers with the integration of technology into the classroom (Animoto)  | All Teachers | Campus Techs, Teachers  | Local | Sign In Sheets for Animoto Training, Walk-Through Documents                                  | Oct 2010                |
| Continue technology proficiency training for campus techs and BISD teachers   | All Teachers | Assistant Superintendent<br>District Tech Director,<br>Campus Techs, ESC Reg IX | Local | Proficiency Certifications issued to teachers by principals, sign-in sheets campus trainings | Jan 2010- May 2011      |
| Increase teacher knowledge and use of concrete to abstract instruction per integration of technology (Nettrekker, United Streaming, Glencoe Math online resources, ScientificMinds.com) | All Teachers | Principals, Campus Techs, Teachers, Assistant Superintendent                    | Local | Walk-Through Documents   | August, 2010- May, 2011 |

### Special Population Programs/ Mastery for all Students

|  |  |   |                         |  |                           |
|--|--|---|-------------------------|--|---------------------------|
| <b>Goal</b>  | BISD will provide and create a comprehensive instructional program and provide differentiated instruction in order to maximize the success of all students                                     |   |                         |  |                           |
| <b>Performance Objective</b>   | BISD will instructional arrangements and research based instructional strategies to ensure 80% of all special program students meet standards meet standards on appropriate state assessments. |   |                         |  |                           |
| <b>Summative Evaluation</b>  | May 2011 Special Program Students-TAKS Performance   |   |                         |  |                           |
|  |  |   |                         |  |                           |
| <b>Strategy/Activity</b>   | <b>Target Population</b>   | <b>Person Responsible</b>                     | <b>Budget/Resources</b> | <b>Formative Assessment</b>                | <b>Benchmark Timeline</b> |
| Provide Training on the ESL Instructional Accommodation Page   | All Teachers   | Assistant Superintendent<br>Campus Principals | Local                   | Instructional Leadership Meeting - Agendas | Monthly                   |
| ESL Students routinely use the ELLIS Software as recommended by the program developers to increase English | LEP Students   | Principal,<br>ESL Teacher<br>ESC Reg 9        | Local                   | Usage Reports of ELLIS<br>TELPAS Scores    | March, 2011               |

|  |                                  |  |       |   |                                   |
|--|----------------------------------|--|-------|---|-----------------------------------|
| Develop and Implement Universal Screenings for all students in Math and Reading  | All Teachers<br>All Students     | Campus Principals,<br>Counselors,<br>Assistant Superintendent                    | Local | Procedures- Student Support Team Meetings, Universal Screening Grade level reports-2 <sup>nd</sup> , 5 <sup>th</sup> , 8 <sup>th</sup> and 9 <sup>th</sup> grades | Fall, Winter 2010- Spring 2011    |
| Instructional Materials will be provided to all BISD Teachers to provide resources for differentiating instruction (Flip Chart)  | All Teachers                     | Assistant Superintendent   | ARRA  | Purchase Orders   | August 2010-May 2011              |
| Campus Master Schedules will reflect time and opportunities for struggling learners to be double blocked in core subjects  | At-Risk Students                 | Campus Principals,<br>Counselors   | Local | Campus Master Schedules   | August, 2010-May 2011             |
| Teachers will be provided hands-on materials for developing engaging lessons with an emphasis on concrete-abstract instruction /product driven instruction   | All Teachers                     | Campus Principals<br>Assistant Superintendent                                    | Local | Purchase Orders, Walk-Through Documents, Lesson Plans, "How" Curriculum Document, Exemplar Lessons from C-Scope   | August, 2010-May 2011             |
| Provide Saturday TAKS Sessions   | Students Failing TAKS            | Campus Principals  | Local | Attendance Records  | Jan-Feb 2011                      |
| All Special Populations students will routinely use district wide supplemental software to accommodate individual academic student learning gaps   | Students at risk of Failing TAKS | Campus Principals  | Local | Attendance Records  | August 2010-May 2011              |
| Revised Master Schedule at all campuses to include a built in daily intervention time for each core subject  | Any Struggling Student           | Campus Principals  | Local | Master Schedules, Student Schedules   | August 2010- May 2011             |
| Increase the use of Thinking Maps with Pictures, Concrete to Abstract Instruction and Marzano's Vocabulary Strategy in all Core subjects   | Teachers                         | Teachers,<br>Campus Principals,<br>Assistant Superintendent                      | Local | Walk-Through Documents  | Nov 2010- May 2011                |
| Increase use of manipulatives and real world /relevant instructional materials in all science and math lessons   | Teachers                         | Teachers,<br>Principals  | Local | Walk-Through Documents  | Aug 2010- May 2011                |
| Disaggregate six weeks Curriculum Based Measurements by Student Groups   | Core Teachers                    | Campus Principals,<br>Dept Chairs, Gr Level Chairs,<br>Teachers,<br>Campus Techs | Local | DMAC Data   | Each Six Weeks Aug 2010- May 2011 |
| Increase Test Taking Strategies for student success (example- cooperative groups- use bulletin board paper and answer a TAKS practice question by group outlining steps to why the answer option was selected) | All Teachers                     | Teachers,<br>Principals,<br>Assistant Superintendent                             | Local | Walk-Through Documents  | Aug 2010- May 2011                |
| Increase Testing Stamina for students  | All Students                     | Principals,<br>Teachers  | Local | Timed Tests   | Jan 2011-May 2011                 |

|   |                                   |  |                               |  |                            |
|---|-----------------------------------|--|-------------------------------|--|----------------------------|
| All L.D. Reading Special Education Students will be considered at ARD meetings for placement in the Academy of Reading  | Gen Ed and Special Ed Teachers    | Principals, Gen Ed and Spec Ed Teachers  | Rural Technology Grant, Local | Academy of Reading District /Campus Reports-Grade level Co-op LD Reading Student Rosters | Sept, 2010                 |
| All L.D. Math Special Education Students will be considered at ARD meetings for placement in the Academy of Math  | Gen Ed and Special Ed Teachers    | Principals, Gen Ed and Spec Ed Teachers  | Rural Technology Grant, Local | Academy of Math District /Campus Reports- Grade level Co-op LD Math Student Rosters      | Sept. 2010                 |
| Credit Recovery Program Offered at BHS  | At-Risk of Dropping Out of School | Campus Principal   | Local                         | Attendance Records   | August 2010-May 2011       |
| Implement a district procedure for Campus Counselors to monitor the At-Risk Student List  | At Risk Students                  | Counselors, District PEIMS Coordinator, Principals                                   | Local                         | Six Weeks At-Risk Campus Status List   | Aug 2010-May 2011          |
| Implement a district procedure for Campus Principals to meet with the any student/parent that withdraws to Home School or not Re-enrolling in public/private school | Withdrawing students              | Principals, Asst Superintendent -District Campus PEIMS Clerk, Campus Registrar Clerk | Local                         | Consultation of Withdrawal from School Forms   | September 15 2010-May 2011 |

## Migrant

|   |   |                           |                         |                             |                           |
|---|---|---------------------------|-------------------------|-----------------------------|---------------------------|
| <b>Goal</b>   | To develop a comprehensive Migrant Program that supports the diverse needs of Migrant students and their families |                           |                         |                             |                           |
| <b>Performance Objective</b>                          | BISD COS Migrant records will meet state and federal reporting requirements with 100% accuracy                    |                           |                         |                             |                           |
| <b>Summative Evaluation</b>                           | COS Forms: Audit of COS Forms-Met Audit Standards   |                           |                         |                             |                           |
|   |   |                           |                         |                             |                           |
| <b>Strategy/Activity</b>                              | <b>Target Population</b>  | <b>Person Responsible</b> | <b>Budget/Resources</b> | <b>Formative Assessment</b> | <b>Benchmark Timeline</b> |
| Employment of a part-time Migrant Coordinator         | Migrant students  | Assistant Superintendent  | Migrant Funds           | Personnel Records           | Aug 2010-Jan 2011         |
| Attend Training on Migrant Processes and Procedures   | Migrant Coordinator   | Migrant Coordinator       | Migrant Funds           | Staff Development Records   | Aug 2010                  |
| Provide Migrant Students school supplies and clothing | Migrant Students  | Migrant Coordinator       | Migrant Funds           | Receipts                    | August 2010               |

## Parental Involvement

|                              |   |
|------------------------------|---|
| <b>Goal</b>                  | To achieve academic success, Bowie ISD will support active parental and community involvement.  |
| <b>Performance Objective</b> | According to the 2009-2010 Parental Involvement records, Bowie ISD will show a 50% increase in parent involvement.  |
| <b>Summative Evaluation</b>  | 2010-2011 Parental Attendance Records: While the number of parental involvement activities has increased, the committee has determined the district needs to implement a records management system for the collection and review of parental involvement data |

| <b>Strategy/Activity</b>  | <b>Target Population</b>                   | <b>Person Responsible</b>                             | <b>Budget/Resources</b> | <b>Formative Assessment</b>                       | <b>Benchmark Timeline</b> |
|---|--|---|-------------------------|---|---------------------------|
| Each campus will have one parent involvement activity per semester or a minimum of two in a year involving the Participation /attendance of all teachers and invitations to all parents on the campus | All Parents<br>All Teachers                | Principals<br>Teachers<br>Assistant<br>Superintendent | Local                   | Parent Involvement Records                        | August 2010– May 2011     |
| Kindergarten Round-Up-Early Registration  | Students entering Kindergarten in the Fall | Campus Principal                                      | Local                   | Attendance Records                                | May, 2011                 |
| Provide one district wide parent involvement activity to include all parents in the district  | All Parents                                | Assistant Superintendent,<br>Principals               | Local                   | Sign-In Sheets by campus at district parent event | Spring, 2011              |
| Survey Parents  | All Parents                                | Assistant Superintendent<br>Principal                 | Local                   | Survey Results                                    | Spring, 2011              |