

Bowie Junior High School



Campus Improvement Plan 2021-2022

169901-041

Date of Board Approval: 11/15/2021

Revised:

Key to Title I School-Wide Components

Code	Component
1	Comprehensive Needs Assessment
2	Reform Strategies
3	Instruction by Highly Qualified Teachers
4	High-Quality Professional Development
5	Strategies to Attract HQ Teachers
6	Strategies to Increase Parental Involvement
7	Transition
8	Teacher Decision-Making Regarding Assessments
9	Effective and Timely Assistance to Students
10	Coordination/Integration of Services

2021-2022

BJH Campus Improvement Team

Name	Position/Role
Adams, Ethan	Special Education Math Teacher
Bowie, Bill	RLA MTSS and Avid Teacher
Castro, Julie	Parent Representative
Childress, Jason	Assistant Principal
Duncan, Heather	CTE Teacher
Fleming, Jeneanne	Principal
Hakanson, Darla	Counselor
Hofbauer, Chasity	8 th Grade History Teacher and One Act Play Director
Kirksmith, Tyler	6 th Grade History Teacher
Sandoval, Monica	7 th Grade RLA Teacher
Schutte, Regina	Parent Representative
Shaw, Brent	Community Member
Whatley, Kathy	Para-professional
Word, April	Business Representative

BISD Board Goals

- Goal 1:** The Board of Trustees of Bowie Independent School District will provide a culture of high expectations for individual and collective excellence.
- Goal 2:** The Board of Trustees of Bowie Independent School District will provide the necessary support to foster an optimal teaching and learning environment that develops student and teacher excellence.
- Goal 3:** The Board of Trustees of Bowie Independent School District will engage parents and the community in positive partnerships that create champions and advocates for Bowie students and Bowie I.S.D.
- Goal 4:** The Board of Trustees of Bowie Independent School District will manage resources efficiently to ensure that students, parents, and the community receive optimal educational services.

Core Beliefs

We believe:

- Kids come first
- Education is the foundation of our community
- The success of each student is the shared responsibility of our students, families, schools, and community
- Student-centered actions and decisions are critical to our district's success
- A personalized learning experience is necessary to prepare students for their future
- A tradition of excellence is our legacy

BOWIE ISD

Mission

In partnership with our parents and our community, it is our mission to promote the intellectual, emotional, social, and physical development and well-being 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.

Vision

Bowie Schools-A place where everyone strives for excellence and is encouraged, empowered, and inspired to reach their full potential.

NondiscriminationNotice

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

BISD 2020-2021 CNA Statement

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

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

Summary of Prior Year's Evaluation:

While reviewing the 2020-2021 District Improvement Plan, Priority Needs were edited to reflect new CNA findings detailed below. The DIT also agreed to edit some of the Goals and Objectives to reflect the new priorities and CNA findings, as well as new ESSA language. A review of strategies determined most strategies were effective in 2020-2021, as there were multiple areas of strength revealed in 2020-2021 district data, despite COVID. As a result, the DIT agreed to keep most strategies in the plan, eliminating only a few that would no longer be a district emphasis. The DIT also added new strategies to each goal to reflect new initiatives or action plans resulting from the CNA process and from the ESSER Committee Meetings for 2021-2022.

BISD IDENTIFIED NEEDS FOR 2021-2022

TEACHER RECRUITMENT/RETENTION

- More time on Wednesday early release for teacher PLC/PD time to review student BOY data and to plan instruction/intervention to support learning gaps
- School Calendar adjusted to add flex days to make up for potential lost instructional days due to potential closure
- Mentor Teacher Stipends to support new, beginning teachers
- COVID recovery/retention Stipends will be awarded to all BISD staff
- Tutorial stipends will be offered to encourage teachers to work extra with students who are experiencing COVID learning gaps & to work with students who failed the state assessment
- Contract with and hire additional staff to help support closing COVID learning gaps and SEL
- Salary Schedule adjusted and raises awarded to ALL staff due to extra work and stress as a result of COVID
- BISD will pursue applying for the Teacher Incentive Allotment Program

PROFESSIONAL DEVELOPMENT

- Motivational speaker for district convocation and remote instruction strategies/support
- Round Robins & required campus trainings to include addressing new COVID related issues presented by:
 - District nurse
 - attendance/grades

- HR/payroll COVID leave
- SPED Contingency Plans & Compensatory Services
- AESOP & Ring Central Training
- PD for new staff to include district initiatives such as Google Classroom, ScreenCastify, Read Write, TEKS Resource System, DMAC, HRS, NearPod, NWEA Assessment, etc.
- All K-3 Elem teachers will participate in the state required Reading Academy Training
- Train Staff in SSSP requirements and other legislative training requirements

INSTRUCTIONAL PROGRAMS/SUPPLIES

- Purchase more textbooks to support enrollment
- Class-Link training to provide one login (single sign on) for all web-based instructional resources
- Install Adobe Pro on all teacher and admin computers for PDF editing
- Google Classroom will be our online learning platform
- Zoom training for live meetings and instructional support
- Purchase More laptops/iPads & charging stations & chargers (ESSER funds and EMC Matching Grant)
- Wireless Promethean Boards purchased for all teachers
- BISD will purchase and transition to using the NWEA Assessment as our Universal Screener
- NearPod curriculum video library, virtual field trips, and SEL resources will be purchased for teachers to utilize in classrooms.
- BISD will expand CTE pathways by adding an Automotive/Transportation program.
- TAFE & FCCLA programs will be added for High School Students
- Texas College Bridge curriculum will be utilized to help students achieve CCMR Credit and to meet college prep requirements for students unable to pass the TSIA exam.
- BISD will separate the duties of Assistant Superintendent to allow for a full-time Curriculum & Instruction Director to help lead the district in recovering from COVID learning loss, as well as to help implement a new Universal Screener and the new State Assessment.

HEALTH & WELLNESS

- Purchase & Install more Water Bottle Refill Stations
- Purchase More cleaning/sanitizing supplies (Clorox spray, germ ex & hand sanitizer stations, masks, gloves, spray bottles)
- Employee Additional Full-time nurse for the junior high campus
- Ionizers will be added to all HVAC units to improve & purify air quality in all facilities
- Lu Interactive Projector Playground system will be purchased for the Elem. Gym to help increase student engagement and wellness

ATHLETIC & UIL

- Continue subscribing to an online, web-based ticket system to prevent cash exchange and contact with individuals
- Repair Softball field turf
- Purchase new turf sweeper to maintain all turf fields
- Purchase an Activity Bus with a wrap to promote Bowie ISD Athletic programs and school logo

TECHNOLOGY

- 3-year tech plan will be developed
- New device inventory process will be implemented
- Purchase additional student/teacher devices for instruction and learning via ESSER funds & the EMC Grants
- Purchase content filtering program to monitor student internet activity for potential safety related topics such as self-harm, bullying, threats, etc.
- Purchase Google Education Plus for live-streaming options, document tracking, etc.

SCHOOL SAFETY

- Purchase Keyless Badge Entry system for secure access to district facilities
- Purchase Navigate 360 visitor check in system
- Upgrade security camera systems at BIS & BJH
- Address TASB Facility Study findings by priority of concern relating to a safe and secure work & learning environment
- SSSP Teams will be established and trained according to legislative requirements.

BISD Identified Priorities from 2021-2022 CNA

Bullying

Bowie ISD will provide education and support to students, staff and families to ensure a bully free environment.

Math

Bowie ISD will evaluate math curriculum, resources, and training to ensure alignment and student success at each performance level.

CTE

Bowie ISD will seek additional opportunities to educate, promote, compete, and expand our CTE programs to graduate career ready students.

RLA

Bowie ISD will increase cross-curricular opportunities for students to practice the RLA reading/writing connection with an emphasis on using Science and Social Studies texts to increase comprehension and writing skills.

Special Pops

BISD will seek to improve student performance in all groups with a special emphasis on SpEd & EL student groups by evaluating supports, training, programs, and resources.

Teacher Recruitment/Retention

BISD will recruit and retain highly effective staff through positive culture, increased communication, training, mentor support and competitive salaries.

BJH Summary of Prior Year's Evaluation:

While reviewing the 2021-22 Campus Improvement Plan, Priority Needs were edited to reflect new CNA findings detailed below. The CIT also agreed to edit some of the Goals and Objectives to reflect the new priorities and CNA findings, as well as new ESSA language. A review of strategies determined most strategies were effective in 2021-22, as there were areas of growth revealed in 2021-22 district mock data. As a result, the CIT agreed to keep most strategies in the plan, eliminating only a few that would no longer be a district emphasis. The CIT also added new strategies to each goal to reflect new initiatives or action plans for 2021-2022.

BJH Summary of CNA Data Analysis Findings:

Problem Statements:

1. Not enough students are reaching approaches, meets or master's level on district assessments for all students.
2. Improved communication with parents is needed.
3. The writing process needs to be addressed school wide.
4. Scheduling conflicts for students in need of intervention are common at the junior high level.

Demographics

Strengths:

- Attendance rate has remained consistent.
- Students are provided more opportunities to receive high school CTE and math credits.

Challenges:

- Economically disadvantaged population remains below state average in tested areas.
- Special education population are testing below state average in tested areas.
- Providing additional resources to teachers for meeting the needs of ESL, LEP students should be addressed.

Perceptions

Strengths:

- Majority of staff feel there is a supportive work environment and that their teams work well together.
- Staff felt that their leadership team colleagues were involved and supportive with their growth as an employee.
- Students feel prepared for the next grade level.
- Students feel that they have an adult on campus to refer to for support or for answering questions.
- Parents feel that BJH has high classroom expectations for their children.
- Staff & students feel they are safe and secure.
- Parents feel comfortable at the school and have opportunities to volunteer at school.
- Students and parents feel that drills/safety and emergency plans are effective.

Challenges:

- A gap in communication with parents is reported.
- Students report bullying concerns on campus.
- Teachers would like more feedback about their teaching practices
- Consistent school discipline should be an emphasis.
- Teachers would like an improvement in respect shown in student / teacher interaction.
- Students feel that they are not being treated fairly or being shown respect by staff members.

Student Learning

Strengths:

- Science ECD at approaches, meets, masters were above state averages.
- Social Studies SPED sub pop was 21% above the region and 17% above the state scores.
- ESL sub pop made gains at the approaches level in all reading grade levels. (6th 11%, 7th 17%, 8th 58%)
- Hispanic sub pop in reading was 25% above region and 19% above state.
- 8th Grade math approaches and meets were above state and regional scores. (1% region, 8% state)
- Cohort 2025 showed a 9% increase at the meets level for math. (6th-8th Grade)
- Cohort 2025 showed a 3% increase in approaches scores from 6th to 8th Grade.

Challenges:

- SPED math is below state and regional scores in all grade levels and passing standards with the exception of 7th meets.
- 8th grade math was below master's percentage for region and state (3% state and 4% region).
- Dyslexia students are underperforming the all student group in all subjects.
- Science scores were 7% below regional averages and 9% below state averages meets.
- G/T 7th masters scores in reading dropped 7% from 2019 and 8th grade scores dropped 38% from 2019 at the master's level.

School Processes:

Strengths:

- High numbers of students are involved in extra-curricular activities.
- 1:1 technology and access to technology remain on campus.
- UIL Academic participation is still high and the students are successful at events.
- Students continue to receive high school credits at the junior high.

- Meet the Teacher Night, athletic events, and band and choir concerts have strong adult participation.
- PASS is successful and will continue to operate to meet the needs of BJH.
- Google is being used for staff collaboration including lesson plan collection, calendar communication, and staff input.
- MSTAR and Renaissance programs were used to monitor student growth.
- Data Driven instruction was implemented in Reading Writing, Math, and Science.
- Breakfast in the classroom has successfully continued.

Challenges:

- Scheduling effective online tutorials for the high number of online testers is difficult.
- New technology changes for students and parents are difficult to navigate.
- MTSS student numbers are high and cause scheduling problems.
- Clear and consistent staff wide classroom behavior expectations need to be addressed.
- Low parental involvement concerning their child's academic success/needs.

2021-22 Identified Priorities

- Build capacity to support and utilize district teachers for mentoring and modeling in order to increase the teacher retention rate, support innovative instruction, and address achievement gaps.
- Provide a focus on rigor, relevance, content, and cognitive thinking in order to close achievement gaps and to increase meets and masters performance on the state assessment.
- Improve communications with parents of BJH students to enhance relations and performance.
- Implement strategies to enhance SPED, ECD, EL, and at-risk student performance to close achievement gaps.
- Exceed State Performance in all tested content areas and all sub pops.
- Continue implementation of Fundamental 5 and ASOT strategies to encourage writing in all classrooms.

Goal 1: Bowie ISD will provide a culture of high expectations for academic excellence in order for students to receive a well-balanced and appropriate education preparing them for success in their personal and professional goals.

Objective 1: Bowie ISD student performance on the state assessment will increase by 10% at Meets Level and 5% at Masters Level in all tested areas, or exceed state.

Objective 2: Bowie JH will provide opportunities for students to prepare them for College and Career pathways in HS as well as expose them to CTE opportunities.

Strategies/Action Steps	SW Component	Person(s) Responsible	Timelines	Resources	Evaluation Formative/Summative
1.1 BJH will continue the teacher/student goal setting initiative to foster individual motivation and accountability to improve student learning. This will include a personal goal as well as a growth goal based on the previous year's STAAR scores. (TIP)	2	All campus Staff	2021-22	Local	One time per year
1.1 BJH will monitor student learning by having core-content area teachers in grades 6-8 administer Unit assessments, NWEA test in both math and reading in addition to at least one benchmark assessment prior to state assessment testing in the spring. All assessment data will be entered into DMAC or in the format used by the company and analyzed to determine instructional needs. (TIP)	2, 8	Teachers, Assistant Superintendent, Curriculum Director, Principals	Unit Assessments, NWEA (BOY, MOY &, EOY) 2021-22 Benchmark-At least once 2nd semester	Local	DMAC and other platform reports, Unit assessments, benchmarks
1.1 BJH will have additional software and materials such as NWEA, Interim Assessments, and other will be used to monitor student progress. Universal screeners or assessments from these programs will be administered as applicable in grades 6-8, three times per year to monitor student growth and make MTSS decisions.	2, 8	Assistant Superintendent, Curriculum Director, and Campus MTSS Specialists	NWEA (BOY, MOY &, EOY) Interim Assessments Fall and Spring 2021-22	Local & SCE	Program reports, MTSS documentation
1.1 Data cards will be completed for each student with information about their programs, sub pop, and testing information. This will be put on data boards to track student progress and monitor student performance. It will also give a global view of the performance of the specific content area to make needed instructional changes. (TIP)	2,8	Teachers and Administration	2021-22	Local	Data Boards, Staff Surveys

1.1 BISD will support campuses by providing scheduled time for classroom teachers to participate in horizontal and vertical team planning to analyze student performance data and plan for aligned instruction to increase student achievement, specifically through PLC time. (TIP)	8	Principals, Curriculum Director and Assistant Superintendent	Horizontal Planning at least once per 9 weeks, vertical planning at least once per semester	Local	District & Campus Calendars, PLC Meeting Documentation (sign in sheets, notes, etc.)
1.1 BJH teachers will use district approved curriculum and resources for daily instruction. This will include programs such as No Red Ink, Lowman Resources, Maneuvering the Middle, and Study Island.	3	Teachers, Principals, Curriculum Director	2021-22	Local	YAGS, Lesson Plans, Walk-throughs
1.1 BJH campus administrators will serve as instructional leaders by participating in team planning meetings and conducting walk-throughs to verify students are receiving high-quality aligned instruction.	2, 3	Principals	2021-22	Local	Documentation of Meetings and Walk-throughs
1.1 Each BJH teacher will provide the campus principal with a scope and sequence document (YAG) outlining TEKS taught each 9 weeks.	3	Teachers, Principals, & Curriculum Director	End of each 9 weeks	Local	YAG presence and adherence, Principal checklist
1.1 BJH will maintain appropriate student teacher ratios and provide additional class-size reduction teachers where appropriate.	1	Principals, Superintendent	2021-22	Title II Part A	PEIMS Enrollment Reports, TAPR Report
1.1 BJH teachers will model and utilize highly effective teaching practices in daily instruction including The Fundamental 5 and Marzano's High Reliability Schools strategies. Teachers will be allowed to participate in Instructional Rounds to observe these best practices in action.	3, 4	Principals, Teachers, Assistant Superintendent, Curriculum Dir	2021-22	Local	Lesson Plans, Walk-Throughs, ASOT Training
1.1 BJH will provide specific educational opportunities (field trips, organized community activities) targeted to advanced & gifted students which promote Mastery performance on the state assessment.	9	Teachers, Principals, Counselor, MTSS Specialist, GT Coordinator	2021-22	Local	Campus Schedules, Mastery Performance Reports
1.1 BJH will utilize staff during academic reinforcement classes to provide smaller group intervention to students. (TIP)	9, 10	Teachers, Principals, Counselor, MTSS Specialist	2021-22	Local	Campus Schedules, Performance Reports

1.1 All core classes will produce writing samples based on the Fundamental 5 concepts or research based RLA strategies.	9, 10	Teachers, Principals, Curriculum Dir.	2021-22	Local	Lesson Plans
1.2 BJH will continue to offer CTE courses and endorsement strands to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career offering. BIM has been moved to a 7 th grade elective to allow CTE students to take more classes while in junior high.	9, 10	CTE Coordinator, CTE Teacher, Principal, Assist Superintendent	2021-22	CTE	Course Descriptions, PEIMS Participation Reports, Program Evaluations Reports
1.2 BJH will increase participation in CTE organizations and competitions.	10	CTE Teachers, Principals	2021-22	CTE	End of year Reports
1.2 BJH will continue the implementation of the AVID Program for the 2021-22 school year. We will have a class of all three grade levels on the BJH campus.	9, 10	Principal, Assist Superintendent Avid Coord.	2021-22	Local	Campus Schedules, AVID Training Documentation & Campus Visits
1.2 BJH 8 th grade students will attend NCTC Career Day when invited.	9, 10	Principals, Counselor	2021-22	Local	Campus Calendar
1.2 BJH will provide all 8 th grade students with an opportunity to take the PSAT.	9, 10	Principals, Counselor, District Testing Coordinator	2021-22	Local	Campus Calendar, Announcements

Goal 2: BISD will seek to close the achievement gap between all students and demographic sub-populations including at-risk and economically disadvantaged by 25% to ensure the success of all students within 3-5 years. (TIP)

Objective 1: BISD will ensure special education students receive high quality instruction in their least restrictive environment to close the achievement gap by 5% as reflected on 2021 end of year data.

Objective 2: BISD will address the needs of the at-risk and economically disadvantaged population to close the achievement gap by 10%.

Objective 3: BISD will be in compliance with all special program requirements such as LEP, GT, SPED, Dyslexia, MTSS, and 504.

Strategies/Action Steps	SW Component	Person(s) Responsible	Timelines	Resources	Evaluation Formative/Summative
2.1 BJH instructional staff will receive ongoing training and support for successful implementation of Inclusion practices.	2, 4	Principals, Assist. Superintendent, SPED Co-Op	2021-22	Local & Title	Training documentation, Teacher Surveys
2.1 BJH instructional staff will receive training to better understand the needs of students with disabilities.	4	Principals, Assistant Superintendent, SPED Co-op	2021-22	Local & Title	Training documentation, Teacher Surveys

2.1 Additional students will be targeted through our Academic Reinforcement classes. RLA teachers will also support academic gaps through their double blocked classes. (TIP)	9,10	MTSS coordinator, Counselor, Principal, Curriculum Coordinator	2021-22	Local & Title	Campus Schedules, Student & Teacher Surveys
2.1 BJH teachers will receive training on writing PLAAF statements.	4	SPED Co-op, SPED Coordinator	2021-22	Local	Training documentation
2.2 BJH instructional staff will receive training in at-risk criteria and student needs. State & Local at-risk criteria records will be maintained by the Counselor. New students labeled at risk will be reported to the PEIMS clerk to be added in Ascender. At-risk criteria are attached to this document as a separate	4, 9	Counselors, PEIMS Coord., Assistant Superintendent, Principal	2021-22	Local	Training documentation, Updated at-risk criteria announcements
2.2 BJH will ensure at-risk students have the opportunity to participate in compensatory education programs targeted to their specific needs, including AVID, tutorials, MTSS, summer school, and software intervention programs such as Edgenuity. (TIP)	9, 10	Counselor, Teachers, Assistant Superintendent, Curriculum Director	2021-22	SCE Funds, ESSR II	Program participation and performance reports, student schedules
2.2 Specific STARR tutorials will be conducted to prepare students for upcoming tests. (TIP)	3,9	Teachers, Principal	2021-22	Local, ESSR III	Student participation, DMAC Reports
2.2 BJH will provide accelerated instruction, summer school, academic reinforcement classes, and intervention for those students who do not meet minimum standards on the state assessment all grades. Adherence to HB 4545 requirements will be also occur at BJH. (TIP)	9	Teachers, Principals, Assistant Superintendent, Counselor	2021-22	SCE Funds, ESSR II	Documentation of 4545 requirements for tutoring, schedules, participation lists, ARD minutes (where applicable), STAAR data
2.2 BJH will make use available technology systems such as DMAC, Ascender, & eSPED to identify and track special student populations & perform record-keeping tasks required for 504, MTSS, LEP, and SPED.	9, 10	Principals, MTSS Specialists, Teachers	2021-22	Local	Program Reports
2.2 BJH will have a person or persons designated as MTSS, 504, LEP, & SPED leads who will be trained & responsible for entering student documentation into those electronic programs.	4, 10	Principals, MTSS Specialists, 504 Coordinator, Teachers	2021-22	Local & Title	Staff Duty Reports

2.2 BJH will continue to have regular grade level meetings to discuss at-risk special population as well as other student groups.	1, 2	Administrators, Teachers, Counselor	2021-22	Local	Sign In Sheets, PLC Meeting Agendas
2.3 BJH will provide a Dyslexia program to those students who qualify. Students will be served through the appropriate program and may also qualify for accommodations under that program in addition to dyslexia services.	9, 10	Principals, Dyslexia Teacher, Counselor, Assistant Superintendent	2021-22	Local	Campus Course Schedules, Meeting Documentation
2.3 BJH RLA teachers who serve ESL students will have a current ESL Certification. Teachers without this certification will attend additional training through Region 9 and will attempt a certification exam during before the next school year.	1, 2, 9	Principals, LPAC Coord, Counselor	2021-22	Local	Student Course Schedules, Campus Schedule

Goal 3: BISD will recruit and retain highly effective staff while providing on-going and relevant professional development which translates into student engagement.

Objective 1: 100% of Bowie ISD instructional staff will attend targeted, research-based professional development to implement strategies which enhance student engagement and learning and are related to CNA priority findings.

Objective 2: BISD will employ practices designed to recruit and retain high-quality and highly-qualified staff.

Strategies/Action Steps	SW Component	Person(s) Responsible	Timelines	Resources	Evaluation Formative/Summative
3.1 BJH instructional staff will receive yearly training on updates to the state assessment and accountability system, including changes to allowable accommodations.	4	Assistant Superintendent, District and Campus Testing Coordinator	2021-22	Local	STAAR Training Documentation & Sign ins
3.1 BJH instructional staff will attend prof. dev. opportunities specific to their grade, subject, and BISD adopted curriculums as well as for other resources utilized for instruction. (TIP)	4	Assistant Superintendent, Principals, ESC 9 specialists, Curriculum Dir.	2021-22	Local & Title 1	Prof. Development documentation
3.1 Staff members will be provided planning time, specifically during PLC's, to target specific learning gaps for students. This will be accomplished through the use of data reflection tools, DMAC reports, NWEA data, Interim data as well as data boards. (TIP)	8,9	Teachers, PLC Facilitators, Principals	2021-22	Local	PLC Agendas, Data Boards

3.1 BJH instructional staff will receive ESL, MTSS, 504, SPED & Dyslexia training yearly.	4, 10	Assistant Superintendent, ESC 9 Specialists, Campus Coordinators	2021-22	Local & Title 1	Prof. Development Documentation
3.1 All BJH teachers will be encouraged to complete 30 hours of GT Foundation Training (maintaining a 6-hour update yearly). The GT committee will have 6 hours of nature and needs training as mandated.	4, 10	Campus Principals	Annually	Title 1 & Local	Training & Certifications and proof of update training certificates
3.1 The GT coordinator will meet with our Gifted and Talented students monthly to check in on their Social and Emotional needs.	4, 10	GT Coordinator, counselor	2021-22	Local	Calendar dates
3.1 All BJH teachers will be encouraged to complete their ESL certification as this process will help address the growing ELL population on campus. (TIP)	4,10	Principals	Ongoing	Local & Title I, BISD will reimburse teachers for the cost of the ESL certification test.	Training & ESL Certification
3.1 New BJH instructional staff will receive training in district initiatives including DDI, Fundamental 5, & Marzano's High Reliability Schools. (TIP)	4	Assistant Superintendent, ESC 9 Specialists	Within the first year of employment.	Local & Title 1	Prof. Development Documentation & Training Certificates
3.1 BJH instructional staff will receive training & updates in the use of BISD electronic resources including Ascender, DMAC, NWEA, Cambium, TEKS Resource System.	4	Assistant Superintendent, ESC 9 Specialists, Principals	2021-22	Local & Title 1	Prof. Development Documentation & Training Certificates
3.1 BJH instructional staff will receive professional development specific to technology integration and the use of laptops, google platforms, etc. for teaching and learning.	2, 4	Inst. Tech. Coordinator, Teachers	2021-22	Local	Training Documentation

3.1 All BJH teachers and staff will receive child abuse reporting, FERPA, Parental Involvement, and other required Title I trainings yearly.	10	Campus Principals, Counselor	2021-22	Local	Training Documentation, Title I sign in sheets
3.1 BJH will provide 1 st Year Teacher Academy professional development to first year teachers to retain high quality teachers in the profession. (TIP)	3, 4	Assistant Superintendent, Principals, Region 9 Specialists	2021-22	Local	Professional Development Records
3.2 All new BJH teachers employed by Bowie ISD will be highly qualified or fulfill the DOI requirements for their teaching assignment before employment.	3	Campus Principals	2021-22	Local	Teacher Certification Records, HQ Documentation
3.2 All paraprofessionals hired by BJH will be highly qualified when hired or attend a specified training through Region 9 in a timely manner.	3	Campus Principals	2021-22	Local & Title	TOPS Training, HQ Documentation
3.2 High quality applicants will be encouraged to apply for positions with BISD due to a competitive salary schedule and benefits package. Salaries for teachers and paraprofessionals will be supported by Title I funds according to guidelines for Title I.	5	Superintendent, Chief Financial Officer	2021-22	Title 1 and Local	BISD Salary Schedules and Insurance packets
3.2 New BJH teachers (first year or new to the district) will be provided a mentor teacher. Mentors to first year teachers will receive a stipend.	5	Campus Principals	2021-22	Local	Mentor Surveys, Region 9 participation (when applicable)
3.2 BISD will supplement salaries for identified teachers and paraprofessionals who provide extended-day math, reading, and science support and to provide for small group and computer assisted instruction as part of a school-wide program.	5, 9	Superintendent, Chief Financial Officer, Assistant Superintendent, Campus Principal	2021-22	Title 1, Local	Schedules and Attendance Rosters

Goal 4: BISD will encourage and promote a climate that engages students, staff, families, and the community in the education process.

Objective 1: Increase parent and community involvement by implementing a variety of strategies and activities which promote positive communication and result in student success.

Objective 2: Parents and community members will be encouraged to participate in multiple campus events and transition opportunities to foster Positive experiences beyond the normal school day and throughout the district.

Objective 3: BJH will maintain a 95% attendance rate and less than 1% dropout rate.

Strategies/Action Steps	SW Component	Person(s) Responsible	Timelines	Resources	Evaluation Formative/Summative
4.1 All BJH employees will adhere to a growth mindset with an emphasis on self-reflection on instructional practices. (TIP)	2, 6	Campus Principals	2021-22	Local	T-TESS Evaluations
4.1 BJH will increase social media presence in a variety of formats.	1, 6	Campus Principals	2021-22	Local	Presence on Social Media Platforms, End of Year Surveys
4.1 BJH will seek to recognize students and staff for their accomplishments throughout the year in the form of Student, Rabbit, and Teacher of the month. Students will be awarded for academics, attendance, and character. One such program is through our Character Rox program designed to recognize good behavior/character. This will be tracked through the PBIS Rewards Program.	1,2,6	Principals, Teachers	2021-22 Monthly for SOM, ROM, TOM 9 weeks for Character Rox Rewards	Local	Surveys, Student and teacher participation in PBIS system
4.1 BJH will continue to expand the "Team Bowie" moto and seek additional opportunities to engage the community, businesses, parents, faculty, and staff in all efforts to promote unity, pride, & student success. We will also incorporate Safety, Performance, Engagement, and Collaboration on our campus.	2, 5, 6	ALL BISD	2021-22	Local	End of Year Surveys
4.1 BJH will follow the #BowieBuilt hashtag to encourage students to be proud of their educational foundation. BJH will use the words Safety, Performance, Engagement, and Collaboration to show evidence of this inclusive culture in BISD. The campus will also adopt a #ourhouse hashtag to encourage school pride and belongingness for our own campus.	2,5,6	ALL BJH	2021-22	Local	End of Year Surveys, student feedback and usage of hash tags

4.1 Parent surveys will be utilized to determine additional needs and avenues for parent involvement, to coordinate existing organizations such as PASS, and to recruit additional parents to serve on committees.	1, 6, 10	Campus Principals, Superintendent	2021-22	Local	Surveys, Meeting Documentation
4.1 Students will be encouraged to participate student council to identify issues and solutions to items which they deem relevant to their educational process.	1,2,9	Principal, students, StuCo sponsor	2021-22	Local	Student Surveys, Student Participation
4.1 Parent Conferences will be offered continually to discuss student progress.	6, 9	Teachers, Campus Principals	2021-22	Title 1 & Local	Classroom teachers, Administration
4.1 A member of the BJH admin team will meet with the parent/guardian of any student that withdraws to Home School or is not enrolling in another public or private school in order to prevent dropout identification. Withdrawal to Homeschool Documentation must be signed by the parent/guardian at the time of withdrawal.	1, 10	Campus Principals	2021-22	Local	Student withdraw forms, PEIMS documentation
4.1 BJH counselors and school nurses will ensure the needs of pregnant and homeless students are met through the coordination of services provided by outside agencies.	9, 10	Counselors, Nurses	2021-22	Local	Counselor Documentation
4.2 BJH will conduct one after-school function per semester. BSD will support the campus functions by providing advertisement and translators if needed.	6	Campus Principals, Teachers	2021-22	Local	Sign in Sheets
4.2 BJH will have at least one parent night in the fall and one transition activity in the spring for students who will be entering the campus for the first time in the fall of the next school year. BJH will provide support or materials to parents regarding transition activities at each campus as needed.	7	Campus Principals, Counselors	2021-22	Local	Advertisement and Participation Rosters
4.2 BJH will provide various opportunities for students to partner with the community in activities and clubs.	6, 10	Principals, Teachers, Community Members	2021-22	Local	Campus Calendar

4.2 BJH will support the implementation and usage of the BISD app while still utilizing the current means of staff to student/parent communication such as Facebook and Remind. Blackboard will also be utilized as a form of communication.	1, 6	Principals, Teachers	2021-22	Local	Surveys
4.3 BJH will develop attendance strategies to ensure a 95% or higher attendance rate. This will be done through reward and recognition.	1, 2	Principal, Teachers, PEIMS clerk	2021-22	Local	Documentation of Strategies Implemented, Saturday School
4.3 BJH administrators will hold meetings and call parents of students with excessive absences throughout the school year. This will be completed prior to filing truancy paperwork.	6, 9	Campus Principals	2021-22	Local	Meeting Minutes and Documentation
4.3 BJH attendance administrators will provide opportunities for students with excessive absences to rectify the situation in an effort to adhere to attendance regulations.	2, 9	Campus Principals	2021-22	Local	Attendance Sheets, Truancy prevention documentation
4.3 BJH will monitor students at risk for dropping out and provide necessary intervention.	1, 9	Campus Principals, Counselors, Teachers	2021-22	Local	PEIMS Drop-out data

Goal 5: Bowie ISD will model a safe and drug free environment that is positively conducive to student success.

Objective 1: Provide a comprehensive program to increase student awareness of the dangers and effects of drug and alcohol use and violence prevention.

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

Objective 3: BISD will ensure that 100% of campuses have effective emergency response procedures in place to ensure the safety of students and staff.

Strategies/Action Steps	SW Component	Person(s) Responsible	Timelines	Resources	Evaluation Formative/Summative
5.1 BJH will provide resources for staff on the prevention of bullying and school violence, discipline management, and including materials for the education of students on suicide awareness and prevention, violence prevention and intervention, conflict resolution, sexual harassment and dating violence.	4, 9, 10	Counselors, Principals, Assistant Superintendent	2021-22	Local	Professional Development records, materials and resources for teachers

5.1 A web content monitoring program (Lightspeed) will be purchased to monitor activity for signs of threats or suicide planning, etc. All BISD staff and the SSSP team will be trained in utilizing these resources accordingly.	4, 9, 10	District Tech Director, Principals, Counselor	2021-22	Local	Year End Reports
5.1 BJH will continue to provide activities during Red Ribbon Week to educate students on the dangers of drugs and alcohol.	9, 10	Counselor, Principals	2021-22	Local	Campus Schedule
5.1 Student surveys regarding bullying, school violence, dating violence, and drug/alcohol awareness will be administered to determine program needs and impact. The implementation and training of the BOJO tip line will also begin this year as an anonymous reporting tool.	4, 9, 10	Campus Principals, Counselors, Teachers	Yearly in the spring for surveys, ongoing for BOJO tip line	Local	Student Survey results, Tip line participation and documentation
5.1 BJH will seek to utilize community members to educate all students on the dangers of drugs and alcohol.	4, 9, 10	Counselors, School Resource Officers	2021-22	Local	Program records
5.2 Student input groups will be formed to meet with campus administration to provide student input on matters that are relevant to our student body. (for example, Principal's council & Student Council as well as informal meetings and quick surveys)	1,9,10	Campus Administration, sponsors	2021-22	Local	Student Survey results
5.2 BJH students will participate in Character Education Lessons provided by the counselor and teachers. These will include topics such as anti-bullying and citizenship.	9,10	Counselor	2021-22	Local	Counselor Presentations, daily announcements
5.2 BJH administration, teachers, and staff will support consistent discipline, establish high behavior expectations for all students, and facilitate a positive, safe school environment.	1, 2, 9	Principals, teachers, counselors	2021-22	Local	Discipline records, Character Rox Program Information
5.2 The implementation of a Focus Room will begin in the 2021-22 school year to help meet the SEL needs of the BJH student. This will also be used as a way to incorporate restorative discipline practices school wide.	1,2,9	Principals, teachers, students, focus room teacher, counselor	2021-22	Local	Focus Room documentation, Discipline records, Surveys
5.2 Input will be used from the staff to provide a consistent approach to student discipline at BJH.	1,2,9	Administration, teachers	2021-22	Local	Staff, Student, Parent Surveys

5.3 District EOP will be maintained and updated as needed. Teachers will participate in trainings & drills using the navigate 360 app and standard response protocol language. Safety audits, fire marshal, and health inspections conducted as required by law will occur. Provide MSDS training for teachers as required by law.	2, 10	Superintendent, Maintenance Dir, Principals	2021-22	Local	State Inspection Certificates, Emergency Operations Plan, Discipline Records, Board Reports, Navigate 360 Records
5.3 The Bowie ISD and its Board of Trustees has adopted a policy regarding bullying. Refer to Board Policies FFI (Legal) and FFI (Local). The District prohibits bullying or retaliation against anyone involved in the complaint process. To obtain assistance and intervention, any student who believes that he or she has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee. Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal orally or in writing. Refer to the above listed board policies for more information.	9, 10	Superintendent, Campus Principals	2021-22	Local	Professional Development records, Training Resources, BOJO Tip line implementation
5.3 All BJH employees will report suspected child abuse and neglect and sexual abuse as required by Texas law to Child Protective Services. All new educators will be provided training in sexual abuse awareness and prevention as required by law.	4, 9, 10	Campus Principals, Counselors	2021-22	Local	Training Sign ins
5.3 BISD contracts with the Bowie Police Dept. to provide two full-time School Resource Officers to enhance safety and security at all campuses.	9, 10	Superintendent, Campus Principals	2021-22	Local	Contract, Safety reports
5.3 BJH will support the Guardian Plan as adopted by the School Board.	9,10	Superintendent, Campus Admin.	2021-22	Local	School Board Minutes
5.3 Stop the Bleed Kits will be made available in priority areas around the BJH campus.	9,10	Superintendent, School Nurse	2021-22	Local	Kits present in school

Goal 6: Bowie ISD will promote the use of 21st Century technology to enhance teaching and learning for student success.

Objective 1: 100% of BISD teachers will utilize available technology to engage students and promote learning.

Objective 2: BISD will utilize current technology to communicate with parents and community.

Objective 3: BISD will maintain the technology infrastructure to ensure connectivity.

Strategies/Action Steps	SW Component	Person(s) Responsible	Timelines	Resources	Evaluation Formative/Summative
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6.1 BJH will continue the 1:1 initiative at the secondary level for teacher and student instructional use at all grade levels.	2	Technology Director, Principals	2021-22	Local	Technology Report and Program Evaluation
6.1 BJH will provide assistance to teachers in need of classroom management strategies and expectations in the use of technology in the classroom.	4	Instructional Technology Coordinator, Assistant Superintendent, Campus Principals	2021-22	Local	Teacher Surveys, Program Evaluations
6.1 BJH will continue to expand opportunities for teachers to integrate technology with instruction through the use of student showcases (websites, parent nights, STEM, etc.) and develop campus specific goals and strategies.	1	Instructional Technology Coordinator, Assistant Superintendent, Principal	2021-22	Local	Professional Development Plans, sign in sheets
6.1 BJH instructional staff will be trained in using electronic programs such as Ascender, DMAC, NWEA, and Cambium to support data analysis and the innovative use of technology for	4	Instructional Technology Coordinator,	2021-22	Local	Professional Development Records
6.1 Each classroom teacher at BJH will be provided a promethean board to aid with the integration of technology in the classroom.	10	Technology Dir, Curriculum Dir, Teachers, Principals	2021-22	ESSR II	Lesson Plans, Surveys
6.2 BJH will increase the use of social media as a form of technology to improve communication.	2	Principal, Principal designees	2021-22	Local	End of year surveys
6.2 BJH will provide support materials/training to parents regarding the use of electronic programs such as Ascender for student registration, the BISD Parent Portal or BISD App for communicating student attendance and grades, as well as the use of blackboard as an additional means of communication.	6	PEIMS Coordinator, PEIMS, Principal	1st six weeks	Local	Website Resources, Communication records

6.2 BJH will support the implementation and usage of the BISD app while still utilizing the current means of staff to student/parent communication such as Blackboard, Facebook, and Remind.	1, 6	Principals, Teachers	2021-22	Local	Surveys, communication logs
6.3 BJH infrastructure for Wi-Fi connectivity will be maintained for the efficient & effective use of technology by all BJH staff and	2, 10	Technology Director	2021-22	Local	Surveys and Technology Report
6.3 Opportunities will be provided to teachers to increase the use of google for communication and classroom assignments.	4	Admin, Instruct. Tech, Curr. Director	2021-22	Local	Teacher and Student Participation
6.3 Google systems will also be implemented and supported.	2, 10	Technology Director, Instructional Tech Director, Principal	2021-22	Local	Technology Report

Bowie ISD At-Risk Student Eligibility Criteria (Texas Education Code, Section 29.081):

A student at risk of dropping out of school includes each student who is under 21 years of age and who:

- A. except as provided by TEC, §29.081(h) or if retained for prekindergarten under TEC, §28.02124, was not advanced from one grade level to the next for one or more school years;
- B. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- C. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous, or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- D. if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year; (current school year only)
- E. is pregnant or is a parent;
- F. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
- G. has been expelled in accordance with Section 37.007 during the preceding or current school year;
- H. is currently on parole, probation, deferred prosecution, or other conditional release;
- I. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
- J. is an emergent bilingual student, as defined by Section 29.052; (currently identified)
- K. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official.
- L. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments (current year only); or
- M. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation.

- N. has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code
- O. is enrolled in a school district or open-enrollment charter school, or a campus of a school district or open-enrollment charter school, that is designated as a dropout recovery school under TEC, §39.0548; (current school year only)