

Bowie Independent School District



Bowie High School Improvement Plan

2021-2022

169-901-001

Date of Board Approval:

Revised:
11-09-2021

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

BHS Improvement Team

Name	Position/Role	Years Served	Signature & Email
Sergio Menchaca	Principal	2	
Adam Bell	Assistant Principal	0	
	11-12 Counselor	0	
Tiffany Tipton	9-10 Counselor	0	
Cory Mandrell	Athletic Director	2	
Michelle Meier	Parent	0	
Lory Price	Parent	0	
Jose Castro	Parent	0	
Jodi Oliver	Parent	0	
Rhonda Pierce	Parent	0	
	Community Member	0	
Thomas Kent	Business Representative	0	
Bret Hill	Chemistry Teacher	2	
Kristi Hunt	U.S. History Teacher	2	
Tabatha Jones	Math Teacher	2	
Summer Eudey	English Teacher	0	
Candace Raines	Social Studies Teacher	2	
Brea Jones	High School Teacher/Coach	2	

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.

Nondiscrimination Notice

BOWIE ISD 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

Comprehensive Needs Assessment Process & Summary

CNA Process: The District and Campus Improvement Teams are selected each year based on district policy and include teachers, administrators, parents, community, and business representatives. The District Improvement Team meets periodically throughout the year as needed. 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.

IDENTIFIED NEEDS FOR 2021-2022

TEACHER RECRUITMENT/RETENTION

- Mentor Teacher Stipends to support new, beginning teachers
- New Teachers attend First Year Teacher Academy at R9
- 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 fulfill HB 4545 thirty hour tutoring requirements for 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 presented by:
 - District nurse-CDC COVID Guidance and other required topics
 - attendance/grades
 - HR/payroll COVID leave
 - SPED Contingency Plans & Compensatory Services
 - AESOP & Ring Central Training
 - 504/Dyslexia
- PD for new staff to include district initiatives such as Google Classroom, ScreenCastify, Read Write, TEKS Resource System, DMAC, HRS, NearPod, NWEA Assessment, etc. (Ed Camp)
- All K-3 Elem teachers will participate in the state required Reading Academy Training
- Train Staff in SSSP requirements and other legislative training requirements
- Train Staff in Standard Response Protocol for school safety

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 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
- Resources to help with Social Emotional Learning will be purchased

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.
- All staff will be trained on the Navigate 360 App, Standard Response Protocol, and the Lightspeed web content/activity monitoring program

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

Goal 1: BISD 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 High School student performance on the state assessment will exceed state performance in all tested areas and all sub pops.					
Objective 2: Bowie High School will continue to expand post-secondary education opportunities to provide students additional options for college and career readiness.					
Objective 3: Bowie High School will seek ways to strengthen and streamline communication with staff, and parents.					
Strategies/Action Steps	SW Component	Person(s) Responsible	Timelines	Resources	Evaluation Formative/Summative
1.1 BHS will continue the teacher/student goal setting initiative (to include growth in Eng. 2/Alg. 1) to foster individual motivation and accountability to improve student learning.	2	Teachers, Principal	2020-2021 2021-2022	Local	Completed Goal Setting Forms and Progress Monitoring after CBA & STAAR. Begin using Map testing to indicate growth.
1.1 To monitor student learning, core-content area teachers will administer Curriculum Based Assessments at the end of each unit, in addition to at least one benchmark assessment prior to state assessment testing in the spring. All assessment data will be entered into DMAC and analyzed to determine instructional needs.	2,8	Teachers, Principal	CBAs-after each unit. Benchmark-At least once second semester	Local	DMAC reports, test grades.
1.1 BHS will provide 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.	8	Principal, Teachers,	2020-2021 2021-2022	Local	Agendas/PLC agendas/ Workdays
1.1 Teachers will use district approved curriculum and resources for daily instruction.	3	Principal and Asst. Principal	2021-2022	Local	Campus Calendar, Meeting Documentation
1.1 BHS will continue to refine the use of the Fundamental Five instructional framework with an emphasis on the critical writing component.	3	Principal and Asst. Principal	2021-2022	Local	PLC Agendas; walkthrough documents; TTESS evaluation(s).

1.1 BHS 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	Campus Principals	2021-2022	Local	DMAC walk-through reports
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1.1 Each teacher will post their class scope and sequence on the website, outlining TEKS taught each nine weeks through targeted unit plan overviews.	3	Teachers, principal	2021-2022	Local	Scope and Sequence & Teacher websites
1.1 BHS will attempt to maintain appropriate student teacher ratios and provide additional class-size reduction teachers where appropriate.	1	Principal, Counselor, CTE Coordinator	2021-2022	Title II Part A	PEIMS Report, TAPR Report
1.1 Teachers will model and utilize highly effective teaching practices in daily instruction including all district specific initiatives and Marzano's ASOT strategies. Teachers will participate in instructional rounds to observe these best practices in action.	3,4	Principal	2021-2022	Local	Walk-through observations And Instructional rounds
1.1 BHS will provide specific educational opportunities targeted to advanced & gifted students in effort promote Masters Grade Level performance on the state assessment.	9	Gifted and Talented Coordinator, Principal, Asst. Principal	2021-2022	Local	State performance Level III reports/Events, etc.
1.1 BHS will strive to achieve the state targets of 90/60/30 in all five EOC tested areas. With that target, all students will be encouraged to track performance and show academic growth. Each targeted area to grow 15% each year.	2	Teachers, Principal	2021-2022	Local	Goal Setting Documents/Data Boards/EOC results
1.1 BHS will continue to partner with the GT Co- op at Region 9 ESC to offer GT students unique learning experiences specific to their needs.	9, 10	Gifted and Talented Coordinator, Principal, Asst. Principal	2021-2022	Local	Region 9 participation records and course evaluations. Student surveys.
1.2 Add additional course offerings to CTE program to improve endorsement strands.	9,10	CTE Coordinator, Principal, Counselors	2021-2022	CTE/Carl Perkins Grant	Course Catalog, PEIMS Reports, Program Evaluations
1.2 Explore additional opportunities to expand dual-credit course offerings and enrollment through NCTC & provide an on- site Dual Credit Facilitator for student support. A special emphasis will be placed on making sure Eco Dis students are aware they can take up to 6 hours a semester FREE. Implement TX College Bridge Curriculum for	10	Counselors, Principal, Student Services Coordinator	2021-2022	Local	Course Catalog, PEIMS Reports, Program Evaluations
1.2 BHS will seek to add honors & AP course offerings in additional subject areas. Teachers will be encouraged to submit a course syllabus and course audit form to the College Board for AP course approval.	9, 10	Counselors, Principal	2021-2022	Local	Course Catalog, PEIMS Reports, Program Evaluations AP exam results.

1.2 CTE advisory council will coordinate with Nocona ISD, NCTC, and the 4B Board to develop joint CTE strategies as required by the Carl Perkins Grant.	10	Assistant Superintendent	2021-2022	Carl Perkins Grant	Meeting Documentation
1.2 To further promote CCMR readiness, BISD will pay for all students interested in taking dual credit classes to take the TSI test, all Sophomores to take the ASVAB test, all Juniors to take the PSAT/NMSQT Test, and all Seniors to take the SAT test at least once.	9	District Testing Coordinator	2021-2022	Local	Test Score Reports/Data Reports Participation records
1.2 Investigate opportunities and monitor use of online/distance learning classes through NCTC and Edgenuity.	9,10	Principal, Counselor, Student Services Coordinator	2021-2022	Local	Master Schedule and course offerings
1.3 Continue a weekly newsletter to staff about upcoming events, activities at the campus and highlight instructional practices.	1	Principal	2021-2022	Local	Email records
1.3 Utilize "Remind"/Facebook (or other tools) as a way to help keep parents informed about the day to day activities and expectations throughout the school year.	1	Principal, Teachers	2021-2022	Local	Survey results

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.					
Objective 1: Bowie High School will ensure special education students receive high quality instruction in their least restrictive environment to close the achievement gap by 5% as reflected on 2019 end of year data.					
Objective 2: Bowie High School will address the needs of the at-risk population to close the achievement gap by 10%.					
Objective 3: Bowie High School will be in compliance with all special program requirements such as LEP, GT, SPED, Dyslexia, etc.					
Objective 4: Bowie High School will increase the Meet & Masters Grade Level performance of all students with a focus on GT.					
Strategies/Action Steps	SW Component	Person(s) Responsible	Timelines	Resources	Evaluation Formative/Summative
2.1 Instructional staff will receive ongoing training and support for successful implementation of Inclusion practices.	2,4	Principal	2021-2022	Local and Title	Professional Development Certificates, Survey's
2.1 Instructional staff will receive training to better understand the needs of students with disabilities.	4	Principal	2021-2022	Local and Title	ESC 9 Professional Development Certificates and Teacher Survey's
2.1 New teachers will receive training on writing PLAAF statements.	4	Principal/Special Education Lead Teacher/Diag.	2021-2022	Local	Sign-in Sheets at training
2.1 Universal Screeners and Progress Monitoring Assessments will be evaluated to determine their alignment with current TEKS and the State Assessment.	8	Principals, Asst. Supt., Specialists	2021-2022	Local	Program review(s)
2.2 Instructional staff will receive training in at-risk criteria and student needs. State & Local at-risk criteria records will be maintained by counselors who will also update Ascender. At-risk criteria are attached to this document as a separate record. Additional staff will also be hired temporarily to help with HB 4545 tutorial requirements and with COVID learning loss as well as SEL needs.	4,9	Principal and Counselors	2021-2022	Local	Training Documentation
2.2 BHS will ensure at-risk students have the opportunity to participate in compensatory education programs targeted to their specific	9,10	Principal and Asst. Principal	2021-2022	SCE Funds	Program Participation and Performance Reports, student schedules

needs, including AVID, year-round tutorials, AEP, Credit Recovery, Rtl, the Alternative Learning Center, summer school, and software intervention programs such as Edgenuity.					
2.2 BHS will continue to provide accelerated instruction and summer school for those students who don't meet minimum standards on the state assessment on EOC exams.	9	Principal	2021-2022	SCE Funds	SSI Documentation, Accelerated Instruction plans, and Summer School attendance.
2.2 BHS will make use of available technology systems such as DMAC, TxEIS, & eSPED to identify and track special student populations & perform record-keeping tasks required for 504, Rtl, SPED, and ELL/LPAC.	9,10	Principal	2021-2022	Local	DMAC, TxEIS, eSPED reports
2.2 BHS will have a person or persons designated as Rtl, 504, SPED and ELL/LPAC lead who will be trained & responsible for entering student documentation into those electronic programs.	4,10	Principal, RTI specialist,	2021-2022	Local and Title	DMAC and eSPED and Staff duty reports
2.3 A Gifted & Talented (G/T) Program will be provided to qualified students according to BHS board policy as written in compliance with the Texas State Plan for the Education of Gifted/Talented Students	10	GT Coordinator	2021-2022	GT, Local	Campus Course Schedule
2.3 Dyslexia program will be provided to those students who qualify. Students will be identified & served through the Sped process and may also qualify for instructional accommodations, in addition to dyslexia services, unless the parent denies the Sped process and opts for the 504 process instead. Align programs at each campus.	9,10	504 Coordinator, Dyslexia Coordinator, Curriculum Director	2021-2022	Local	Campus Course Schedule, Meeting Documentation
2.3 BHS Teachers will be provided professional development opportunities in best-practice instructional strategies specific to the needs of each special population.	4	Principals, Lead Teachers, Reg. 9, Asst. Supt.	2021-2022	Local and special program funds	Sign in Sheets, Training Certificates, PD calendar

<p>2.4 BHS Teachers will be provided professional development to enhance rigor in instruction and to help students reach the Meets & Masters Grade Level performance on the state assessment.</p>	<p>4</p>	<p>Principals, Lead Teachers, Reg. 9, Asst. Supt.</p>	<p>2021-2022</p>	<p>Local</p>	<p>Sign in Sheets, Certificates, PD calendar, Assessment results.</p>
<p>2.4 BHS Teachers will be provided professional development related to learning styles to focus on all students and all sub pops of students.</p>	<p>4</p>	<p>Principal, Reg. 9</p>	<p>2021-2022</p>	<p>Local</p>	<p>Sign in Sheets, E-Mail Records, PD calendar, Certificates</p>

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 High School 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: Bowie High School will employ practices designed to recruit and retain high-quality and highly effective staff.

Strategies/Action Steps	SW Component	Person(s) Responsible	Timelines	Resources	Evaluation Formative/Summative
3.1 Instructional staff will receive yearly training on updates to the state assessment and accountability system, including changes to allowable accommodations.	4	Asst. Supt./Principal	Continuous	Local	Professional Development Documentation
3.1 Instructional staff will attend professional development opportunities specific to their grade, subject, and BHS adopted curriculums as well as for other resources utilized for instruction.	4	Principal	2021-2022	Local and Title 1	Professional Development
3.1 Instructional staff will receive MTSS, RtI, 504, SPED, & Dyslexia training yearly.	4, 10	Asst. Supt./ ESC 9 specialists	2021-2022	Local and Title 1	Professional Development Documentation
3.1 All BHS Teachers will be encouraged to complete 30 hours of GT Foundation Training (maintaining a 6 hour update yearly), their ESL certification, &/or SIOP Training as appropriate for their teaching assignment.	4,10	Principal	Yearly until endorsements or certifications are achieved.	BISD will reimburse teachers for the cost of the ESL certification test.	Training and Certificates
3.1 New Instructional staff will receive training in all district initiatives.	4	Principal	Within the first two years of employment.	Local	Certificates of completion

3.1 Instructional staff will receive training & updates in the use of BISD electronic resources including Ascender , DMAC, TEKS Resource System, and Office 365/Google Drive.	4	Instructional Technology Coordinator	2021-2022	Local	Round Robin Aug Staff Development Trainings
3.1 Instructional staff will receive professional development specific to technology integration and the use of laptops, Promethean boards & devices, etc. for teaching and learning.	2,4	Principal and Campus Tech.	2021-2022	Local	Teacher orientation
3.1 All BHS teachers and staff will receive child abuse reporting, FERPA, Parental Involvement, and other required Title 1 trainings yearly.	10	Principal/Asst. Principal, Counselors	August PD Days 2021	Local	Round Robin Staff development sign in sheets
3.2 All paraprofessionals hired by BHS will be Highly Qualified when hired or will complete online professional training through Region 4 or in person at Region 9 before the first day of work.	3	Principal	Aug. 2021	Local	HQ documentation, TOP training completion certificate
3.2 New teachers (first year or new to the district) will be provided with mentor teachers and will participate in ESC 9's New Teacher Academy.	5	Principal	2021-2022	Local	Mentor assignment
3.2 BHS will supplement salaries for identified teachers and paraprofessionals who provide	5, 9	Principal	Aug. – July	SCE	Time Sheets

<p>extended-day math, reading, and science support and to provide for small group and computer assisted instruction as part of a school-wide program, & to meet HB 4545 requirements.</p>					
<p>3.2 BHS staff will participate in team building and campus visioning activities in an effort to work as a team toward accomplishing our vision.</p>	4	Principal/Asst. Principal	2021-2022	Local	Agendas/Sign In sheets

Goal 4: BISD will encourage and promote a climate that engages the community and families in the education of their children.					
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: Bowie High School 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 BHS employees will adhere to a service- oriented focus.	2,6	Principal/Teachers	2021-2022	Local	PDAS Evaluations
4.1 BHS will have at least two campus wide assemblies to focus on expectations; a positive campus experience, etc.	2, 6	Principal/Asst. Principal	2021-2022	Local	Schedule/Agenda
4.1 BHS will host various events to encourage parents to participate in the educational planning of their students (ex. FAFSA/DC/Curriculum/etc.) BHS will continue to expand the "Bowie Built" moto and seek additional opportunities to engage the community, businesses, parents, faculty, and staff in all efforts to promote unity, pride, & student success. AIM & B.I.S.D. mottos will continue. As well, the district will purchase an activity bus with the school logo on it and upgrade the district educational and athletic facilities to reflect school spirit and enhance morale.	2,5,6	Principal/Teachers	2021-2022	Local	End of year Survey
4.1 Parent surveys will be utilized to determine additional needs and avenues for parent involvement, to coordinate existing organizations such as the PTO and Booster Clubs, and to recruit additional parents to serve on the Parent Involvement Committee and increase survey participation.	1,6,10	Principal	2021-2022	Local	Parent Surveys

4.1 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	2021-2022	Local	Counselor Documentation
4.1 Principal, or designee, 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	1,10	Principal	2021-2022	Local	Homeschool withdraw form

be signed by the parent/guardian at the time of withdrawal.					
4.2 BHS teachers will keep an updated website with curriculum resources, 6 weeks at a glance, contact information, etc. on the BHS webpage.		Principal/Asst. Principal	2021-2022	Local	Website review
4.2 BHS will conduct one after-school function per semester.	6	Principal	2021-2022	Local	School Calendar of events
4.2 Each campus 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. BHS will provide support or advertising materials to parents regarding transition activities at each campus as needed.	7	Principal/Counselors	As permitted by Health Authority 21-22	Local	School Calendar
4.3 BHS will develop attendance strategies to ensure a 95% or higher attendance rate. Additionally, Ionizers will be purchased for all HVAC units to help purify air and keep everyone well in hopes of improving both student and staff attendance.	1,2	Campus Teams	2021-2022	Local	Documentation of Strategies Implemented
4.3 BHS will monitor students at-risk of dropping out of school and provide necessary intervention.	1,9,	Principals, Counselors, Teachers	2021-2022	Local	PEIMS

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: Bowie High School 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

<p>5.1 Provide resources for staff & students 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, child abuse, family violence, sexual harassment, dating violence, and sex-trafficking. BISD will not tolerate dating violence. Parents will be notified by district administration immediately of suspected victims or perpetrators of dating violence. Students who are victims of dating violence, harassment, bullying, or conflicts/threats of any kind may utilize the district's BOJO Tip Line to anonymously report their concerns. Tip line reports are routed to the corresponding campus administrator and counselor who document their response/action taken in the BISD Blackboard system. BISD will also address school safety by sending all Counselors to Behavioral Threat Assessment Training. As well, 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. BHS has had a drug free assembly and uses the BISD tip line through Blackboard, and Navigate 360 for staff.</p>	4,9,10	Principal/Asst. Principal/Counselors	2021-2022	Local	Training Sign-in Sheet
<p>5.1 Student survey regarding bullying, school violence, and drug/alcohol awareness will be administered to determine program needs and impact.</p>	4,9,10	Principal/Counselors	Yearly in the spring	Local	Student Survey results
<p>5.2 BHS will continue to expand the "Be The Good" program at BHS.</p>	2	Principal	2021-2022	Local	Distribution of "Be The Good" items.
<p>5.2 BHS will seek to utilize community members to educate all students on the dangers of drugs and alcohol.</p>	4,9,10	Principal, Counselors, and SRO	2021-2022	Local	School Calendar of events

<p>5.2 BHS admin, teachers, and staff will support consistent discipline, establish high behavior expectations for all students, and facilitate a positive, safe school environment, utilizing HRS initiatives.</p>	<p>1, 2, 9</p>	<p>Principals, teachers, counselors</p>	<p>2021-2022</p>	<p>Local</p>	<p>Discipline records</p>
<p>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</p>	<p>9,10</p>	<p>Supt.</p>	<p>2021-2022</p>	<p>Local</p>	<p>Board Reports, Discipline Records</p>

<p>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.</p>					
<p>5.3 All BHS employees will report suspected child abuse and neglect and sexual abuse as required by Texas law to Child Protective Services. All new educators will be provided training in sexual abuse awareness and prevention as required by SB 471.</p>	4,9,10	Principal and Crises Counselor	2021-2022	Local	Training log
<p>5.3 BHS will implement a security plan to ensure all doors in the building remain locked and the building is supervised at all times. BHS staff will be proactive in discussing concerns and plans as a staff. Staff will participate in routine trainings and drills. All BISD staff will also be trained in SSSP requirements & in using the Standard Response Protocol during emergencies. BISD will implement TASB recommendations from the facilities study.</p>	9,10	Principal, Athletic Director, Fine Arts Director, SRO, and all teachers/sponsors	2021-2022	Local	Security plan
<p>5.3 BHS will monitor security camera's to increase coverage of the campus to prevent theft and inappropriate mischief.</p>	9,10	Principal and District Technology Department	2021-2022	Local	Number of security cameras.
<p>5.3 BHS will support the Guardian Plan as adopted by the School Board.</p>	9,10	Superintendent, Principal	2021-2022	Local	School Board Meeting Minutes
<p>5.3 Stop the Bleed Kits will be placed in high priority areas around the BHS Campus.</p>	9,10	Superintendent, Principal	2021-2022	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 Bowie High School teachers will utilize available technology to engage students and promote learning.

Objective 2: Bowie High School will utilize current technology to communicate with parents and community.

Objective3: Bowie High School will maintain the technology infrastructure to ensure connectivity.

Objective 4: Bowie High School will provide targeted professional development to improve technology integration.

Strategies/Action Steps	SW Component	Person(s) Responsible	Timelines	Resources	Evaluation Formative/Summative
6.1 Expand opportunities for teachers to integrate technology with instruction through the use of student showcases (online applications, parent nights, etc.) Teachers will have devices purchased include Dell Laptops, & Promethean Interactive Boards. Software to support learning has also been purchased to help close the achievement gap, programs such as: Study Island, Texquest and NWEA Maps.	1	Instructional Technology Coordinator, Asst. Supt., Principal, Campus BLTs	2021-2022	Local	End of year survey
6.1 Provide assistance to teachers in need of classroom management strategies and expectations in the use of technology in the classroom. Provide targeted professional development for technology integration according to identified needs.	4	Instructional Technology Coordinator, Asst. Supt., Principal, Campus BLTs	2021-2022	Local	End of year Survey
6.1 Continue the 1:1 initiative at the district level and adding additional devices throughout the district for teacher and student instructional use at all grade levels.	2	Technology Director, Principals	2021-2022	Local	Survey
6.1 Instructional staff will be trained in using electronic programs such as TxEIS, DMAP, Google and Office 365 to support data analysis and the innovative use of technology for instruction & learning.	4	Inst. Tech. Coord. PEIMS Coord., Campus PLCs	2021-2022	Local	Training Sign-in sheets

6.2 Provide support materials/training to parents regarding the use of electronic programs such as TxEIS for student registration and the BISD Parent Portal for communicating student attendance and grades.	6	Bowie HS office staff and administration	2021-2022	Local	Website Resources, Communication Records
6.3 Infrastructure for wifi connectivity will be maintained for the efficient & effective use of technology by all BHS employees.	2,10	Technology Director	2021-2022	Local	Survey

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)