

# Bowie Independent School District



## District Improvement Plan 2021-2022

169-901

Date of Board Approval: 11-15-2021

State Compensatory Education Funds will be used to enhance the Title I School-wide program to ensure that all students and student groups are successful in meeting challenging state standards and graduate from high school. SCE Funds: \$1,264,032 SCE FTEs: 13.1

Revised:

## Key to Title I School-Wide Components

| <b>Code</b> | <b>Component</b>                              |
|-------------|---|
| 1           | Comprehensive Needs Assessment                |
| 2           | Reform Strategies                             |
| 3           | Instruction by High Quality 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 BISD District Improvement Team

| <i>Name</i>              | <i>Position/Role</i>                            | <i>Years Served on DIT</i> | <i>Signature &amp; Email</i> |
|--------------------------|---|----------------------------|------------------------------|
| <i>Adams, Ethan</i>      | <i>BJH SPED Math Teacher</i>                    |                            |                              |
| <i>Alderete, Mallory</i> | <i>BES Teacher</i>                              |                            |                              |
| <i>Bowie, Bill</i>       | <i>BJH RtI/MTSS Teacher</i>                     |                            |                              |
| <i>Cage, Lori</i>        | <i>BES PE Teacher</i>                           |                            |                              |
| <i>Castro, Julie</i>     | <i>BJH Parent Rep</i>                           |                            |                              |
| <i>Childress, Jason</i>  | <i>BJH Assistant Principal</i>                  |                            |                              |
| <i>Chisholm, Bryan</i>   | <i>BHS Ag Teacher</i>                           |                            |                              |
| <i>Costello, Brad</i>    | <i>Bowie AEP</i>                                |                            |                              |
| <i>Cravens, Sara</i>     | <i>BI Principal</i>                             |                            |                              |
| <i>Elledge, Annalysa</i> | <i>BI Assistant Principal</i>                   |                            |                              |
| <i>Enlow, Blake</i>      | <i>Superintendent</i>                           |                            |                              |
| <i>Farris, Brant</i>     | <i>BISD Instructional Tech Coordinator</i>      |                            |                              |
| <i>Farris, Lee Ann</i>   | <i>Director of Curriculum &amp; Instruction</i> |                            |                              |
| <i>Fleming, Jeneanne</i> | <i>BJH Principal</i>                            |                            |                              |
| <i>Fowler, Stella</i>    | <i>BI 5th grade Science/SS Teacher</i>          |                            |                              |
| <i>Green, Kathy</i>      | <i>Bowie Elementary Principal</i>               |                            |                              |
| <i>Hakanson, Darla</i>   | <i>BJH Counselor</i>                            |                            |                              |
| <i>Halfmann, Emma</i>    | <i>BJH CTE Teacher</i>                          |                            |                              |
| <i>Harris, Jennifer</i>  | <i>Business Representative</i>                  |                            |                              |
| <i>Hofbauer, Chasity</i> | <i>BJH 8th Social Studies Teacher</i>           |                            |                              |
| <i>Hughes, Jill</i>      | <i>BI 5th RLA Teacher</i>                       |                            |                              |
| <i>Kirksmith, Tyler</i>  | <i>BJH Teacher/Coach</i>                        |                            |                              |

|                         |  |  |  |
|-------------------------|--|--|--|
| <i>Lawhorn, Holly</i>   | <i>BES PK/PPCD Teacher</i>                 |  |  |
| <i>Mazac, Michelle</i>  | <i>BI RLA/SS Teacher</i>                   |  |  |
| <i>Menchaca, Sergio</i> | <i>BHS Principal</i>                       |  |  |
| <i>Morgan, Julie</i>    | <i>Parent Representative</i>               |  |  |
| <i>Page, Salli</i>      | <i>District CTE &amp; Assessment Cord.</i> |  |  |
| <i>Pelton, Amber</i>    | <i>BES 1st grade Teacher</i>               |  |  |
| <i>Sandoval, Monica</i> | <i>BJH RLA Teacher</i>                     |  |  |
| <i>Schutte, Regina</i>  | <i>BJH Parent Rep</i>                      |  |  |
| <i>Walker, Christie</i> | <i>Assistant Superintendent</i>            |  |  |
| <i>Word, April</i>      | <i>BJH Community/Business/Parent Rep</i>   |  |  |
| <i>Zamzow, Randy</i>    | <i>HS Spanish Teacher</i>                  |  |  |
| <i>Tiffany Tipton</i>   | <i>H.S. 10-12 Counselor</i>                |  |  |
| <i>Peggy Whiteman</i>   | <i>H.S. 11-12 Counselor</i>                |  |  |
| <i>Adam Bell</i>        | <i>H.S. Assistant Principal</i>            |  |  |

# 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, all Title program areas, 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: 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 exceed state performance in all tested areas & all sub-pops.

**Objective 2:** Bowie ISD will continue to expand post-secondary education opportunities to provide students additional options for college and career readiness.

| Strategies/Action Steps  | SW Component | Person(s) Responsible                          | Timelines   | Resources                      | Evaluation Formative/Summative                                    |
|--|--------------|--|---|--------------------------------|---|
| 1.1 BISD will continue the teacher/student goal setting initiative to foster individual motivation and accountability to improve student learning.   | 2            | Campus Principals, Teachers, Curriculum Dir    | 2021-2022   | Local                          | Progress Monitoring after each CBA & STAAR improvement            |
| 1.1 To monitor student learning, core-content area teachers in grades 2-HS EOC will administer unit assessments each nine weeks, 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. BISD will expand DDI Training specific to the development and analysis of high quality assessments.  | 2, 8         | Teachers, Curriculum Director, Principals      | CBAs-At least once each nine weeks<br><br>Benchmark-At least once second semester | Local                          | DMAC reports, test grades   |
| 1.1 Additional software and materials such as NWEA Map Growth and Fluency, Reading Renaissance, Study Island, Read Naturally, iStation, IXL, NoRedInk, and other assessment materials such as<br><br>monitor student progress. Universal screeners or assessments from these programs will be administered as applicable in grades K-12, three times per year, to monitor student growth, to make MTSS decisions, & to inform Acc. Inst. Plans. Additional resources will be purchased to support remote & social emotional learning, including NearPod. | 2, 8         | Curriculum Director and Campus Rtl specialists | 2021-2022   | Local & SCE<br><br>ESSER Funds | Program reports, Rtl documentation, Accelerated Instruction Plans |

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| 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. Data Boards will be utilized during PLC meetings when analyzing student data & performance.  | 8      | Campus Principals & Curriculum Director                 | Horizontal Planning at least once per nine weeks, Vertical planning at least once per semester | Local | District & Campus Calendars, Meeting Documentation (sign in sheets, notes, etc.)   |
| 1.1 Teachers will use district approved curriculum and resources for daily instruction. BISD will complete a district-wide curriculum inventory to document instructional resources utilized by all teachers. Inventories will be posted on classroom & district websites.   | 3      | Teachers, Campus Principals, Curriculum Director        | 2021-2022  | Local | Scope & Sequence Charts, Lesson Plans, Walk-throughs   |
| 1.1 Campus administrators will serve as instructional leaders by participating in team planning meetings, and conducting documented walk-throughs to verify students are receiving high-quality aligned instruction. In addition, Campus & District Administrators will attend Marzano's HRS training at Region 9 to align practices in these areas & to provide a focused, systemic approach to campus & instructional leadership. Campus Leaders will also participate in Book Studies to continue personal & professional growth. | 2, 3,4 | Campus Principals<br>Curric. Director<br>Superintendent | 2021-2022  | Local | Documentation of Meetings and Walk-throughs. Training Certificates. HRS Implementation Documentation. Administrator Meeting Agendas/Minutes. |
| 1.1 Each teacher will provide the campus principal with a one-page scope and sequence document outlining TEKS taught each nine weeks.  | 3      | Teachers, principal                                     | End of first nine weeks  | Local | Scope and Sequence posted on classroom webpage<br>Principal checklist  |

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|---|------|--|---------------|-----------------|---|
| 1.1 Bowie ISD will maintain appropriate student teacher ratios and provide additional class-size reduction teachers where appropriate.  | 1    | Principals,<br>Superintendent                  | 2021-2022     | Title II Part A | PEIMS Enrollment Reports, TAPR Report               |
| 1.1 Teachers will model and utilize highly effective teaching practices in daily instruction including The Fundamental 5, Kagan Cooperative Learning, Thinking Maps, and Marzano’s Academic Vocabulary as well as Marzano’s ASOT strategies. Teachers will participate in Instructional Rounds to observe these best practices in action. | 3, 4 | Principals, Teachers,<br>Curriculum Director   | 2021-2022     | Local           | Lesson Plans, Walk-Throughs                         |
| 1.1 BISD will provide specific educational opportunities targeted to advanced & gifted students which promote <b>Masters Grade Level</b> performance on the state assessment.   | 9    | Teachers, Principals                           | 2021-2022     | Local           | Campus Schedules, Meets/Masters Performance Reports |
| 1.1 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   | 9    | Superintendent,<br>Assistant<br>Superintendent | 2021 & beyond | Local           | Payroll records,<br>Dist. Eval reports,<br>Surveys  |

|   |   |   |           |       |  |
|---|---|---|-----------|-------|--|
| <p>1.2 To further promote CCMR readiness, BISD will pay for and provide opportunities for all 8th graders to take the PSAT 8/9 test, all students interested in taking dual credit classes to take the TSIA test, all Sophomores to take the ASVAB, all Juniors to take the PSAT/NMSQT Test, and all Seniors to take the SAT &amp; ACT tests at least once.</p> | 9 | District Testing Coordinator & CCMR Coordinator | 2021-2022 | Local | <p>Test Score Reports/Data Reports</p> <p>Participation records.</p> |
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| <p>1.2 BISD will continue to seek additional opportunities to serve advanced &amp; gifted students by continuing to partner with the Region 9 GT Co-op and by offering additional Pre-AP and College Board approved AP courses for students. GT students will also be encouraged to participate in competition programs which promote higher level thinking and problem solving.</p> | 9, 10 | Principals, Counselors, Curriculum Director<br>GT Coordinators/Teachers | 2021-2022 | Local | <p>Campus Schedules, Course Catalog, Region 9 Participation records, PEIMS reports</p> |
|--|-------|---|-----------|-------|--|

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| <p>1.2 Secondary campuses 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. BISD will partner with NCTC and the community to help students attain additional options for business &amp; industry certification and to form business &amp; industry internship opportunities. The TCLAS (PTECH) Grant will be utilized to start and automotive transportation certification track. The TCLAS Grant will also be utilized to start a TAFE &amp; FCCLA program for students to promote those career tracks.</p> | 9, 10 | CTE Coordinator, Principals, Curriculum Director, Asst. Sup. | 2021-2022 | CTE/Carl Perkins Grant/TCLAS (PTECH) Grant | <p>Course Catalog, PEIMS Participation Reports, Program Evaluations Reports</p> |
|--|-------|--|-----------|--|---|

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| 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 students unable to pass the TSIA exam. | 10    | Counselors<br>Superintendent                | 2021-2022 | Local & TCLAS Tx<br>College Bridge Grant | Meeting<br>Documentation                                      |
| 1.2 CTE advisory council will coordinate with Nocona ISD to develop joint CTE strategies as required by the Carl Perkins Grant.  | 10    | Curriculum/Federal<br>Programs Director     | 2021-2022 | CTE/Carl Perkins<br>Grant                | Meeting<br>Documentation,<br>Program Effectiveness<br>Reports |
| 1.2 Investigate opportunities for online/distance learning classes.  | 9, 10 | Counselors,<br>Curriculum Director          | 2021-2022 | Local                                    | Course Schedule   |
| 1.2 Each campus will implement activities to promote college and career awareness/readiness for all students.  | 1, 10 | Principals, Counselors,<br>CCMR coordinator | 2021-2022 | Local                                    | Lesson Plans, Events<br>calendars                             |

**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:** 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 end of year data.

**Objective 2:** BISD will provide intervention support for K-12 students identified as at-risk and economically disadvantaged to close the achievement gap by 5% as reflected on end of year data.

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

**Objective 4:** BISD will increase the *Meets & 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 BISD will participate in a SpEd program self-assessment to determine improvement goals and professional development which might be needed. Ongoing training and support will also be coordinated with R9 for the successful implementation of Inclusion and Co-teaching practices. BISD will work with Region 9 specialists to provide teachers with Instructional Coaching opportunities to support best practices in Special Education. | 2, 4         | Principals,<br><br>Curric. Dir.,<br>SPED Co-op        | 2021-2022 | Local & Title | Training documentation,<br><br>Teacher Surveys |
| 2.1 Instructional staff will receive training to better understand the needs of students with disabilities.   | 4            | Principals,<br>Curric. Dir.,<br>SPED Co-op            | 2021-2022 | Local & Title | Training documentation,<br>Teacher Surveys     |
| 2.1 New teachers will receive training on writing PLAAF statements.   | 4            | SPED Co-op  | 2021-2022 | Local         | Training documentation                         |
| 2.2 The BISD MTSS process will be evaluated to determine coordination & alignment of processes across grade levels and campuses. The district's MTSS process will be defined in writing.  | 8            | Principals,<br>Curric. Dir.,<br>MTSS<br>Specialists   | 2021-2022 |               | Written MTSS Campus & District Plans           |
| 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.  | 4, 9         | Counselors,<br>PEIMS<br>Coordinators,<br>Curric. Dir. | 2021-2022 | Local         | Training documentation                         |



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| 2.2 BISD will ensure at-risk students have the opportunity to participate in compensatory education programs targeted to their specific needs, including AVID, year-round tutorials, AEP, Credit Recovery, MTSS, the Alternative Learning Center, and software intervention/credit recovery programs such as iStation & Edgenuity.                          | 9,10  | Counselors,<br>Teachers,<br>Curric. Dir.  | 2021-<br>2022 | SCE Funds<br>Grant funds            | Program participation and performance reports, student schedules, |
| 2.2 BISD will provide accelerated instruction and summer school for those students who don't meet minimum standards on the state assessment as required by HB455, student need, and based on district policy. Additional staff will also be hired temporarily to help with HB 4545 tutorial requirements and with COVID learning loss as well as SEL needs. | 9     | Teachers,<br>Principals,<br>Curric. Dir.  | 2021-<br>2022 | SCE Funds,<br>ESSER I & II<br>funds | SSI Documentation and Accelerated Instruction Plans.              |
| 2.2 All campuses will make use of available technology systems such as DMAC, Ascender, & eSPED to identify and track special student populations & perform record-keeping tasks required for 504, MTSS, SPED, & ELL/LPAC.   | 9, 10 | Campus<br>Principals,<br>MTSS<br>Specialists,<br>SPED                           | 2021-<br>2022 | Local                               | Program Reports   |
| 2.2 Each campus will have a person or persons designated as MTSS, 504, & SPED, & ELL/LPAC leads who will be trained & responsible for entering student documentation into those electronic programs.  | 4, 10 | Campus<br>Principals,<br>MTSS<br>Specialists                                    | 2021-<br>2022 | Local & Title                       | Staff Duty Reports  |
| 2.3 A Gifted & Talented (G/T) Program will be provided to qualified students according to BISD board policy as written in compliance with the Texas State Plan for the Education of Gifted/Talented Students  | 10    | Principals,<br>Curric. Dir,<br>Superintendent                                   | 2021-<br>2022 | Local                               | Campus Course Schedules   |
| 2.3 There are currently 0 Migrant students enrolled in BISD. As a non-project district, BISD is required to survey all students annually to determine eligibility for the Migrant Education Program (MEP). Students are surveyed annually upon enrollment and during the beginning of the year enrollment date for returning students. BISD                 | 10    | Enrollment<br>secretaries,<br>PEIMS clerks,<br>Migrant/Title III<br>coordinator | 2021-<br>2022 | Title III                           | Enrollment surveys and paperwork.                                 |

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| ensures that each campus has a completion rate of 90% or higher. Region 9 verifies the identification of eligible students and provides any necessary services once it is determined that the district is not able to meet the need (supplement not supplant).   |       |   |           |                                 |  |
| 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 | Principals, Dyslexia Teachers, Curric. Dir.     | 2021-2022 | Local                           | Campus Course Schedules, Meeting Documentation                 |
| 2.3 BISD 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, Curric. Dir. | 2021-2022 | Local and special program funds | Sign in Sheets, Training Certificates, PD calendar             |
| 2.4 BISD Teachers will be provided professional development to enhance rigor in instruction and to help students reach the <b>Meets &amp; Masters Grade Level</b> performance on the state assessment. The minimum passing standard for all local CBA & Benchmark testing will be set at the Meets Level.                                  | 4     | Principals, Lead Teachers, Reg. 9, Curric. Dir. | 2021-2022 | Local                           | Sign in Sheets, Certificates, PD calendar, Assessment results. |

**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 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            | Curriculum Director                                | 2021-2022   | Local   | Prof. Development Documentation       |
| 3.1 Instructional staff will attend prof. dev. opportunities specific to their grade, subject, and BISD adopted curriculums as well as for remote instruction & other resources utilized for remote instruction. BISD will provide resources necessary for teachers to attend high quality professional development related to district priorities. All K-3 teachers will attend Reading Academy Training to support early literacy instruction. | 4            | Curriculum Director, Principals, ESC 9 specialists | 2021-2022   | Local & Title 1   | Prof. Development documentation       |
| 3.1 Instructional staff will receive MTSS, 504, & Dyslexia training yearly.  | 4, 10        | Curriculum Director, ESC 9 Specialists             | 2021-2022   | Local & Title 1   | Prof. Development Documentation       |
| 3.1 All BISD Teachers will be encouraged to complete 30 hours of GT Foundation Training (maintaining a 6 hour update yearly), their ESL certification, & Sheltered Instruction Training as appropriate for their teaching assignment.  | 4, 10        | Campus Principals                                  | Yearly until endorsements or certifications are achieved. | Title 1 & Local, BISD will reimburse teachers for the cost of the ESL certification test. | Training & Certification Certificates |

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| 3.1 New Instructional staff will receive training in district initiatives including Kagan's Coop. Learning, Thinking Maps, Marzano's Academic Vocabulary & ASOT strategies, Fundamental 5, and AVID. | 4 | Curriculum Director, ESC 9 Specialists | Within the first year of employment. | Local & Title 1 | Prof. Development Documentation & Training Certificates |
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| 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.   | 4    | Curriculum Director, ESC 9 Specialists  | 2021-2022  | Local & Title 1   | Prof. Development Documentation & Training Certificates |
| 3.1 Instructional staff will receive professional development specific to technology integration and the use of iPads, laptops, Mimeo Boards & devices, Promethean Boards, etc. for teaching and learning.   | 2, 4 | Inst. Tech. Coordinator                 | 2021-2022  | Local             | Training Documentation                                  |
| 3.1 All BISD teachers and staff will receive child abuse reporting, FERPA, Parental Involvement, and other required Title 1 trainings yearly.  | 10   | Campus Principals                       | Yearly in August prior to the first day of school. | Local             | Training Documentation                                  |
| 3.2 All paraprofessionals hired by BISD 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    | Campus Principals                       | 2021-2022  | Local & Title     | TOPS Training, HQ Documentation                         |
| 3.2 High quality applicants, including Bilingual 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 School-wide programs. | 5    | Superintendent, Chief Financial Officer | 2021-2022  | Title 1 and Local | BISD Salary Schedules                                   |

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| 3.2 New teachers (first year or new to the district) will be provided with mentor teachers and will participate in BISD's mentoring program. BISD will also provide Instructional Coaching support for new or first year teachers. Mentor teachers will receive a stipend. New teachers will attend First Year Teacher Academy at R9. | 5 | Campus Principals | 2021-2022 | Local | Mentor/Mentee Surveys |
|---|---|-------------------|-----------|-------|-----------------------|

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| 3.2 BISD will supplement salaries for identified teachers and paras 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, & to meet HB 4545 requirements.                  | 5, 9 | Superintendent, Chief Financial Officer, Curriculum Director | 2021-2022 | Title 1, Local, ESSER      | Schedules, Lesson Plans and Attendance Rosters |
| 3.2 When needed, BISD will contract with retired teachers or professionals to provide mentor support for district level positions which often have no in-district mentor opportunity.   | 5    | Superintendent, Chief Financial Officer, Curriculum Director | 2021-2022 | Local, grants such as RLIS | Work schedules, Salary reports                 |
| 3.2 BISD will utilize a portion of ESSER Grant funds to provide all staff with COVID Recovery/Retention stipends to help retain staff who have endured great personal stress as a result of COVID and the learning curve involved with all of the changes in education as a result. | 5,9  | Superintendent, Assistant Superintendent                     | 2021-2022 | ESSER II funds             | Payroll records                                |
| 3.2 BISD will apply for the Teacher Incentive Allotment program to offer additional salary increases for high-performing teachers.  | 5,9  | Superintendent, Assistant Superintendent                     | 2021-2022 | Local                      | TIA Application & Process Documentation        |

**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:** BISD will maintain a 95% attendance rate and less than 1% dropout rate on all campuses.

| Strategies/Action Steps   | SW Component | Person(s) Responsible                                | Timelines | Resources | Evaluation Formative/Summative       |
|---|--------------|--|-----------|-----------|--------------------------------------|
| 4.1 All BISD employees will adhere to a service-oriented focus.   | 2, 6         | Campus Principals                                    | 2021-2022 | Local     | T-TESS Evaluations                   |
| 4.1 BISD 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      | ALL BISD   | 2021-2022 | Local     | End of Year Surveys                  |
| 4.1 BISD will involve community members in a student mentoring programs such as the "Watch Dog" program, among others.  | 6            | Campus Principals, Counselors                        | 2021-2022 | Local     | End of Year Surveys, Sign-in Rosters |
| 4.1 BISD will seek to improve the district's website in an effort to make it more user friendly & to better communicate/promote current district & campus information/events. The BISD App will be promoted.  | 1            | Technology coordinators, Curric. Dir. Superintendent | 2021-2022 | Local     | BISD website, surveys                |
| 4.1 BISD will seek additional ways to recognize students and staff for their accomplishments throughout the year.   |              | Superintendent, Principals, Curric. Dir.             | 2021-2022 | Local     | Surveys                              |
| 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 Committees.   | 1, 6, 10     | Campus Principals, Superintendent                    | 2021-2022 | Local     | Surveys, Meeting Documentation       |

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| 4.1 Parent Conferences will be offered at the end of the first <b>nine</b> weeks to discuss student progress and to complete Title I Home-School Compacts.  | 6, 9  | Teachers, Campus Principals            | Yearly at the end of the 1st 9 weeks | Title 1 & Local         | Home-School Compacts, <b>Conference Agendas</b> |
| 4.1 Campus Principals 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                      | 2021-2022                            | Local                   | Student withdraw forms, PEIMS documentation     |
| 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                         |
| 4.2 Each campus will conduct one after-school function per semester. BISD will support the campus functions by providing advertisement and translators if needed.   | 6     | Campus Principals, Teachers            | 2021-2022                            | Local                   | Sign in Sheets                                  |
| 4.2 Each campus will have at least 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. BISD will provide support or advertising materials to parents regarding transition activities at each campus as needed.             | 7     | Campus Principals, Counselors          | 2021-2022                            | Local                   | Advertisements and Participation Rosters        |
| 4.2 Each campus will conduct a "grade level parent night" during the first <b>nine</b> weeks, to help parents better understand classroom/grade level expectations, curriculum, etc. and to give parents the opportunity to ask any questions they may have.  | 7     | Campus Principals, Counselors Teachers | 2021-2022                            | Local                   | Advertisements, Agendas, participation rosters  |
| 4.3 Each campus will develop attendance strategies to ensure a 95% or higher attendance rate. <b>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.</b>   | 1, 2  | Campus Teams                           | 2021-2022                            | Local, <b>ESSER III</b> | Documentation of Strategies Implemented         |

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| 4.3 Each secondary campus will monitor students at risk for dropping out and provide necessary intervention. | 1, 9 | Campus Principals, Counselors, Teachers | 2021-2022 | Local | PEIMS Drop-out data |
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| <b>Goal 5: Bowie ISD will model a safe and drug free environment that is positively conducive to student success.</b>   |              |  |                      |           |  |
|---|--------------|--|----------------------|-----------|--|
| <b>Objective 1:</b> Provide a comprehensive program to increase student awareness of the dangers and effects of drug and alcohol use and violence prevention.   |              |  |                      |           |  |
| <b>Objective 2:</b> Provide model programs that encourage students to develop strength of character and become responsible citizens of our community.   |              |  |                      |           |  |
| <b>Objective 3:</b> 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 Provide training & resources for staff on the prevention of bullying and school violence, discipline management, and including materials for the age appropriate 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. | 4, 9, 10     | Counselors, Principals, Asst. Principals, Curric. Dir. | 2021-2022            | Local     | Professional Development records, materials and resources for teachers |
| 5.1 Student survey regarding bullying, school violence, and drug/alcohol awareness will be administered to determine program needs and impact.  | 4, 9, 10     | Campus Principals                                      | Yearly in the spring | Local     | Student Survey results   |
| 5.2 Continue character development programs at all four campuses.   | 2            | Campus Principals, Counselors                          | 2021-2022            | Local     | Program records  |

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| <p>5.2 BISD will seek to utilize community members to educate all students on the dangers of drugs and alcohol.</p>   | <p>4, 9, 10</p> | <p>Counselors</p>                       | <p>2021-2022</p> | <p>Local</p> | <p>Program records</p>  |
| <p>5.2 Administration, teachers, and staff will support consistent discipline, establish high behavior expectations for all students, and facilitate a positive, safe school environment. A full-time Behavior Teacher is employed at the Elementary Campus.</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 District Emergency Operations Plan maintained and updated as needed. Provide EOP Classroom Guides to all staff. All campuses will conduct routine trainings and drills to ensure staff are prepared to carry out the EOP when needed. BISD will provide any supplies needed to carry out the EOP, including the Navigate 360 app, so all staff have ready access to the EOP on their phones. All BISD staff will also be trained in SSSP requirements &amp; in using the Standard Response Protocol during emergencies. BISD will implement TASB recommendations from the facilities study &amp; will contract with the Paratus Group to determine additional supplies and facility needs which might enhance school safety, security, and a successful learning environment. For example, we will purchase the Navigate 360 visitor check in system, security cameras will be upgraded, and a keyless entry system will be purchased &amp; installed for all district buildings. As well, the Paratus Group will conduct ongoing Safety audits and inspections, providing regular feedback for areas of needed improvement. The fire marshal, and health inspections will be conducted as required by law. Provide MSDS training for teachers as required by law.</p> | <p>2, 10</p>    | <p>Superintendent, Maintenance Dir.</p> | <p>2021-2022</p> | <p>Local</p> | <p>State Inspection Certificates, Emergency Operations Plan, TASB &amp; Paratus Group reports</p> |

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| <p>5.3 The BISD 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. An anonymous tip line to report bullying is available through the district website &amp; app. 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> | 9, 10    | Superintendent, Principals & APs, Counselors | 2021-2022 | Local            | Discipline Records, Board Reports                              |
| <p>5.3 All Bowie ISD 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 | Campus Principals, Counselors                | 2021-2022 | Local            | Professional Development records, Training Resources           |
| <p>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, as well as ensure a more timely response to potential threats or emergencies. BISD &amp; SROs will work together to provide training opportunities for students, parents, staff, and community members to help them become more aware of the dangers related to issues such as drug &amp; alcohol abuse, vaping, cyber security, etc.</p>  | 9,10     | Superintendent                               | 2021-2022 | Local & Title IV | Contract, Safety reports, social media posts, training agendas |
| <p>5.3 BISD will support the Guardian Plan as adopted by the School Board. BISD will ensure proper training, equipment, and supplies to support the adopted plan.</p>  | 9,10     | Superintendent                               | 2021-2022 | Local            | School Board Meeting Minutes, records of trainings, etc.       |
| <p>5.3 All BISD staff will participate in "STOP THE BLEED" training and Stop the Bleed Kits will be purchased for the district.</p>  | 9,10     | Superintendent Principals                    | 2021-2022 | Local            | Agenda and Sign in Sheets, Kits present in Schools.            |

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| 5.3 BISD will employ an additional full-time nurse as a result of COVID 19 so that each campus will have a full-time nurse to support student/staff health and safety, to help implement COVID 19 recommendations, and to help order/manage PPE supplies for staff and students. | 9,10 | Superintendent,<br>Principals  | 2021-2022 | Local,<br>COVID<br>Grants | Salary Schedule, Staff Lists                  |
| 5.3 BISD will ensure adequate campus equipment, PPE & Cleaning supplies to keep staff and students as safe as possible for in-person learning during the COVID 19 pandemic.  | 9,10 | Superintendent,<br>Student Support<br>Services Director,<br>District Nurse,<br>maintenance<br>director | 2021-2022 | Local,<br>COVID<br>Grants | Materials orders, Grant<br>Compliance Reports |

| <b>Goal 6: Bowie ISD will promote the use of 21<sup>st</sup> Century technology to enhance teaching and learning for student success.</b>  |              |  |           |   |  |
|--|--------------|--|-----------|---|--|
| <b>Objective 1:</b> 100% of BISD teachers will utilize available technology to engage students and promote learning.   |              |  |           |   |  |
| <b>Objective 2:</b> BISD will utilize current technology to communicate with parents and community.  |              |  |           |   |  |
| <b>Objective 3:</b> BISD will maintain the technology infrastructure to ensure connectivity.   |              |  |           |   |  |
| <b>Objective 4:</b> BISD 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 (websites, parent nights, etc.) and develop campus specific goals and strategies. For example, The Lu Projector Interactive Playground will be purchased for the elementary campus to increase student engagement in active learning and for SEL wellness. | 1            | Instructional Technology Coordinator, Curriculum<br><br>Director, Principal, Campus BLTs | 2021-2022 | Local, ESSE II & PTO funds, possible other grants | Professional Development Plans, sign in sheets |
| 6.1 Provide assistance to teachers in need of classroom management strategies and expectations in the use of technology in the classroom. BISD will employ a full-time instructional tech specialist. BISD will also provide stipends to teachers who serve as on-site campus tech support.  | 4            | Instructional Technology Coordinator, Curriculum Director, Principal, Campus BLTs        | 2021-2022 | Local   | Teacher Surveys, Program Evaluations           |
| 6.1 Continue the 1:1 initiative in grades K-12 by adding additional devices throughout the district for teacher/student instructional use at all grade levels, and to support remote instruction. A new device inventory process will be implemented, as well as a "clean out" project to get rid of old/unusable equipment.   | 2            | Technology Director, Principals  | 2021-2022 | Local & Grant funds                               | Technology Report and Program Evaluation       |
| 6.1 Instructional staff will be trained in using electronic programs such as ASCENDER, DMAC, and Office 365/Google to support data analysis and the innovative use of technology for instruction & learning.   | 4            | Instructional Technology Coordinator, PEIMS Coordinator, Campus BLTs                     | 2021-2022 | Local   | Professional Development Records               |

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| 6.2 Provide support materials/training to parents regarding the use of electronic programs such as <b>ASCENDER</b>  | 6     | <b>PEIMS</b><br>Coordinator  | 1st 9 weeks | Local                          | Website Resources, Communication records                                 |
| 6.2 Electronic program will be utilized for student registration and the BISD Parent Portal for communicating student attendance and grades. BISD will <b>continue the</b> online ticket purchase system to prevent the need for money exchange and to track/limit attendance at events <b>as needed</b> .  |       |  |             |                                |  |
| 6.3 Infrastructure for wifi connectivity will be maintained for the efficient & effective use of technology by all BISD employees, and a three-year technology plan will be developed to ensure continued growth and support.   | 2, 10 | Technology Director  | 2021-2022   | Local                          | Surveys and Technology Report  |
| 6.3 BISD will provide all teachers with a laptop and docking station to create a more efficient teaching and learning environment, and to enhance the PLC process. BISD will also consider a 3 year plan to begin replacing technology devices used in grades K-12 such as aging iPads & Mimeo Boards. <b>Devices purchased include Dell Laptops, iPads, &amp; Promethean Interactive Boards</b> to enhance classroom instruction & learning, as well as accessibility for all. | 2     | Superintendent,<br>Assistant Superintendent,<br>Technology Director, | 2021-2022   | Local,<br>ESSER, EMC<br>Grants | Purchasing records,<br>technology plan,<br>technology program evaluation |
| 6.4 Provide targeted professional development for technology integration according to identified needs.   | 4     | Instructional Technology   | 2021-2022   | Local                          | Agendas and sign in sheets.  |

**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)