

Bowie Independent School District

District Improvement Plan

2022-2023



169-901

Date of Board Approval: 10-17-2022

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: \$1,198,407,35 SCE FTEs: 15.5

Revised:

Key to Title I School-Wide Components

Code	Component
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

2022-2023 BISD District Improvement Team

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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:

- Physical and emotional **SAFETY** promotes student learning.
- Our legacy is a tradition of excellence built on **PERFORMANCE** by our students and staff.
- Student **ENGAGEMENT** is critical to our district's success.
- Student success is the **COLLABORATIVE** responsibility of our students, families, schools, and community.

BOWIE ISD

Mission

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

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 July each year to review the purpose and importance of conducting a Comprehensive Needs Assessment with the District Improvement Team. The District and Campus Improvement Plans are evaluated to determine if Performance Objectives have been met and 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, and program evaluations. Data is collected at multiple levels, including multi-year trend data. Surveys are conducted to gain information from a variety of sources, including parents, students, and staff. Data from various programs such as CTE, all Title program areas, Technology, Maintenance, Food Services, Transportation, Curriculum and Instruction, Student Achievement, 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 District Improvement Team Campus Needs Assessment procedures and staff development activities. 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 2022-2023 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 the new ESSA language. A review of strategies determined most strategies were effective in 2022-2023, as there were multiple areas of strength revealed in 2022-2023 district data, despite COVID. As a result, the DIT agreed to keep some 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 the ESSER Committee Meetings for 2022-2023.

NEEDS ASSESSMENT FINDINGS FOR 2022-2023

DEMOGRAPHICS

ATTENDANCE, TEACHER RECRUITMENT and RETENTION, PROGRAM NUMBERS, CTE

Strengths

- Mentor Teacher Stipends to support new, beginning teachers were good, but a revamp of mentor expectations was needed
- New Teachers attend First Year Teacher Academy at Region 9 and receive instructional coaching feedback
- COVID recovery/retention Stipends were 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
- Salary Schedule adjusted and raises awarded to ALL staff

- Extra Teachers were added during 21-22 school year
- An increase in the number of EB students from 20-21 - 3 who spoke no English
- Enrollment Increase of 21 students from 2019-2021
- Dropout rate went from .4% to .2% from 2019-2020
- Graduation rate 100%
- At-risk decreased 10% since 20-21

Areas for Improvement

- More defined mentor role and program
- Additional teachers to lower class sizes in K-3
- Find out why they are leaving so the district can get to the root of the issue and think of solutions.
- The teacher turnover rate is higher than the state average for the last two years
- CTE enrollment decreased

STUDENT LEARNING

STAAR/EOC/TELPAS/NWEA MAP

Strengths

- Reading is at region and state percentages
- Biology is above state and region in Approaches, Meets, and Masters
- 8th grade SS 12% above region and state and 10% above state at Masters level
- Longitudinal data - Reading scores are trending upward or maintaining at the Meets level
- 8% increase in Algebra 1 from 2021 to 2022 EOC and GT Masters went from 67% to 91%

Areas for Improvement

- Below region and state in the Meets category in math
- 3-8 grade math were 11-18% below the state in Meets and below in Approaches and dropped 10-25% overall from 2019-2022
- 7th grade dropped from 70% Approaches in 2019 to 45% in 2022
- 8th grade Science 19% below state on Meets
- Kindergarten reading on MAP decreased 25% from BOY to BOY at 61percentile and from 49% to 17% in math
- 3rd Grade Reading scores are trending down from 76% to 61% in Approaches
- No EB students scored advanced high in all 4 areas of listening/speaking/reading/writing across BISD

PROFESSIONAL DEVELOPMENT

Strengths

- Motivational speaker for district convocation - tell your story on social media
- Required campus trainings presented by:
 - District nurse-CDC Guidance and other required topics
 - Ascender attendance/grades
 - HR/payroll/Insurance
 - Special Education requirements, paperwork, child find and accommodations
 - 504/Dyslexia/EB
- PD district programs such as Google Classroom, ScreenCastify, Read Write, TEKS Resource System, DMAC, HRS, NearPod, NWEA Assessment, Frontline, Ring Central, Cambium etc. (Ed Camp)
- Classlink training to provide one login (single sign on) for all instructional resources
- EdCamp professional development to give teachers choice in their personal growth was implemented in the back-to-school PD days.
- All K-3 Elem teachers will participate in the state-required Reading Academy Training.
- Train Staff in all legislative training requirements
- Train Staff in Standard Response Protocol for school safety and Navigate Emergency Management System
- NWEA MAP and Nearpod training in a Train the Trainer format

Areas for Improvement

- Subject-specific training
- Training on district initiatives again because of teacher turn over (High Reliability Schools,
- New Teacher Training to cover previously trained instructional resources
- Create a district year-long professional development plan

INSTRUCTIONAL PROGRAMS/RESOURCES

Strengths

- Classlink training to provide one login (single sign on) for all instructional resources
- Google Classroom, Zoom, Read/Write, and Screencastify for capturing lessons and providing students the work
- Purchase More laptops/iPads & charging stations & chargers (ESSER funds and EMC Matching Grant)
- Wireless Promethean Boards purchased for all teachers
- NWEA MAP Assessment as our Universal Screener
- NearPod curriculum video library, virtual field trips, ESL and SEL resources purchased for teachers to utilize in classrooms.
- BISD expanded CTE pathways by adding an Automotive/Transportation program
- 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.
- Study Island grades 3-12 to help support learning gaps and used for accelerated instruction
- Mr. Chisholm got welding certified and can give the welding certification test for BHS students

Areas for Improvement

- Need for more rigorous Math resources for Tier 1 instruction
- Need for Health resources to address new Health TEKS
- K-2 Diagnostic online program to work on areas of need in reading and math and progress monitor
- Need for program to support Emergent Bilinguals in Listening/Speaking
- Need for systematic implantation of phonics program
- Number of students getting an industry-based certification and how to get ALA students CCMR credit
- Remodeling the Culinary Department

SCHOOL PROCESSES & PROGRAMS

ACADEMIC SPECIAL PROGRAMS - SPECIAL EDUCATION, RtI, 504, DYSLEXIA, EB, GT

Strengths

- BJH - 43% of Math RtI and 37% of Reading met growth
- BHS - 40% of SPED students were at MEETS on US History EOC and 82% at Approaches on Biology EOC

- BJH - 50% of 8th Grade RLA SPED students were at Approaches
- 100% of GT students passed their EOC, and 7 (58%) new students qualified
- BES tested 24 students, and 23 were identified as Dyslexic
- BIS in 4th grade 83% passed Reading and 5th grade 78% passed Reading

Areas for Improvement

- A higher percentage of students being identified for academic intervention in grades K-5
- 15% of students identified and SPED in BISD
- A low percentage of SPED students get to the Approaches and Meets level - Less than 19% to Meets as a district
- Scheduling of SPED and Rtl students is a challenge at all levels
- 4-5th grade students that are GT scored in the approaches level in math and science
- 0 out of 117 EB exited the program by scoring Advanced High in all four areas and passing Reading STAAR
- Pull-out intervention for EB students was not utilized in the 21-22 school year
- On the Kinder and 1st-grade Dyslexia Screener, 30-40% of students are being flagged

EXTRA CURRICULAR PROGRAMS- ATHLETICS, BAND, UIL, AG

Strengths

- 90 Girls in Junior High Athletics
- 141 students participated in JH UIL
- Continue subscribing to an online, web-based ticket system to prevent cash exchange and contact with individuals.
- Sweepstakes Winner in Band for 2nd year
- Students are being recognized and advancing to Regional and State levels
- The AG annual fish fry sold out in 1 ½ hours
- 22 students at BJH have high school credit in human services

Areas for Improvement

- Enrollment numbers are down from previous years in band
- Low number of UIL Academic participants at BHS - Only competed in 2 events
- Low number of students receiving instructional based certificates in AG/CTE

SUPPORT SERVICES

TECHNOLOGY, FOOD SERVICES, MAINTENANCE, CUSTODIAL, TRANSPORTATION

Strengths

- Upgraded the video surveillance at all campuses
- Added 406 ipads at the elementary

- Replaced 571 older laptops with new laptops
- Addition of 114 Promethean boards so every teacher has one in their classroom
- 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.
- New serving lines added at BJH and BIS
- 1 wrapped student activity bus was purchased
- Our fleet of vehicles are all less than 3 years old
- Increase in pay for hourly employees has helped with turnover
- New carpet cleaning machines and back pack sprayers were purchased

Areas for Improvement

- Need more training for student monitoring system
- Coaches getting their CDLs
- Turnover in transportation a concern
- Custodial needs more cordless vacuums

PERCEPTION

PARENT, STUDENT, AND STAFF- SURVEYS

Strengths

- 96% + of students state they know what to do in an emergency, and parents agree
- BIS 90% of parents feel they are adequately informed about their child's activities
- BIS 97% know expectations for behavior
- Parents like the automated communication
- BHS 96% of parents feel their children are safe at school

Areas for Improvement

- Only about 20% of parents completed the survey, and BHS students had less than 25% complete the survey.
- BES 15% of parents do not feel informed about what their child is learning
- BES only 40% feel the professional development is somewhat relative
- BIS staff do not feel leaders communicate important information and give feedback
- Across all schools, staff feel that students are somewhat respectful to their teachers
- BJH 15% of parents that completed the survey stated they do not feel welcomed
- BHS teachers are seeking more feedback from administrators and valuable professional development

SCHOOL SAFETY

- Purchase Keyless Badge Entry system for secure access to district facilities
- Navigate 360 visitor check-in system
- Upgraded security camera systems at BIS & BJH
- Use of Standard Response Protocol
- 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.
- Need for additional training on the Navigate 360 App, Standard Response Protocol, and the Lightspeed web content/activity monitoring program each year.
- Curriculum to address bullying, character, and health TEKS across all campuses.

Identified Priorities

from 2022-2023 CNA

Safety- BISD will provide education to staff, students, parents, and the community to address school safety, bullying, and discipline.

Teacher Retention- BISD will recruit and retain highly effective staff through positive culture, increased communication, professional development, mentor support, and competitive salaries. The administration will also provide PLC training to provide a safe and collaborative environment. In the event of a departure, BISD will analyze the reason through an exit survey.

Special Pops- BISD will seek to improve student performance in all groups with a particular emphasis on Special Education, Emergent Bilingual, Response to Intervention, and Dyslexia student groups by evaluating support, analyzing assessments, professional development, and resources.

Overall Student Learning- BISD will increase rigor in tier 1 instruction to the level of the TEKS so students will perform at the meets and masters level on STAAR and build parent capacity through communication and training for parents.

Math- BISD will implement curriculum resources, professional development, and vertical alignment (PLC) opportunities to ensure student success at each performance level.

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. 60% of students will perform at the Meets Grade Level by 2027.

Objective 2: Bowie ISD will continue to expand post-secondary education opportunities to provide students additional options for college, career and military 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 by monitoring performance on STAAR/EOC Interim, NWEA MAP, and unit assessments.	2	Director of Curriculum and Instruction, Campus Principals, Teachers	2022-2023	Local	Progress Monitoring after each unit assessment & STAAR assessment
1.1 To monitor student learning, core-content area teachers in grades K-12 will administer unit assessments, in addition to at least one interim/benchmark assessment prior to state assessment testing in the spring for grades 3-11. All assessment data will be entered into DMAC and analyzed to determine instructional needs. BISD will expand Data Driven Instruction Training specific to the development and analysis of high quality assessments and aligned lesson planning to grades K-2.	2, 6, 8, 9	Director of Curriculum and Instruction Teachers, Principals	2022-2023	Local	DMAC reports, test grades, Unit Assessments Interim Tests

1.1 Additional software and materials such as NWEA Map Growth and Fluency, Education Galaxy, Study Island, Moby Max, IXL, and NoRedInk to 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 Accelerated Instruction Plans. Additional resources will be purchased to support academic instruction, emergent bilinguals, and social-emotional learning, including NearPod and BrainPop.	2, 3, 8, 9	Director of Curriculum and Instruction Campus Rtl specialists	2022-2023	Local & SCE ESSER Funds	Program reports, Rtl documentation, Accelerated Instruction Plans
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. TIP	8	Campus Principals & Director of Curriculum and Instruction	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. Curriculum resources will be shared with parents and posted on the district website.	3	Teachers, Campus Principals, Director of Curriculum and Instruction	2022-2023	Local	Scope & Sequence Website Links, 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 and are executing the district initiatives. In addition, campus and district administrators will attend Marzano's High-Reliability Schools training at Region 9 and Effective Schools Framework support to align practices in these areas and to provide a focused, systemic approach to campus and instructional leadership. Campus Leaders will build their own capacity by focusing on Lever 1 and Lever 5 of the Effective Schools Framework.	2, 3, 4	Campus Principals Director of Curriculum and Instruction Superintendent	2022-2023	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 weekly lesson plans that include the BISD Model of Instruction of Fundamental 5 with embedded New Art and Science of Teaching Strategies.	3	Teachers, principal	2022-2023	Local	Weekly Lesson Plans
1.1 Bowie ISD will maintain appropriate student teacher ratios and provide additional class-size reduction teachers where appropriate. For the 2022-2023 a teacher was added for each grade in 1st, 2nd, 3rd to reduce class-size and maximize instructional opportunities.	1	Principals, Superintendent	2022-2023	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, and Marzano's Academic Vocabulary, and Marzano's NASOT strategies. Teachers will participate in Instructional Rounds to observe these best practices in action at least 1 time per semester.	3, 4	Principals, Teachers, Director of Curriculum and Instruction	2022-2023	Local	Lesson Plans, Walk-Throughs, Instructional Round Reflections
1.1 BISD will provide specific educational opportunities targeted to advanced & gifted students which promote Masters Grade Level performance on the state assessment.	9	Teachers, Principals	2022-2023	Local	Campus Schedules, Meets/Masters Performance Reports
1.1 BISD will add a district level instructional coach to help struggling teachers with support and feedback to increase teacher success and student performance.	5, 9	Superintendent, Director of Curriculum and Instruction	2022-2023	Local	Payroll records, District. Evaluation Reports, Student Performance, Teacher Evaluations
1.2 To further promote CCMR readiness, BISD will provide opportunities for all 8th graders to take the PSAT 8/9 test with a target for students	9	District Testing Coordinator	2022-2023	Local	Test Score Reports/Data Reports

on Track based on NWEA MAP, all students interested in taking dual credit classes to take the TSIA2 test, all Sophomores to take the ASVAB, all Juniors to take the PSAT/NMSQT Test, and all Juniors/Seniors to take the SAT & ACT tests at least once.		& CCMR Coordinator			Participation records.
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1.2 BISD will continue to seek additional opportunities to serve advanced & 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 that promote higher-level thinking and problem-solving.	9, 10	Principals, Counselors, Director of Curriculum and Instruction GT Coordinators/ Teachers	2022-2023	Local	Campus Schedules, Course Catalog, Region 9 Participation records, PEIMS reports
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 & industry-based certification and to form business & industry internship opportunities. The TCLAS (PTECH) Grant will be utilized to fund an automotive transportation certification track. The TCLAS Grant will also be utilized to start a TAFE & FCCLA program for students to promote those career tracks.	9, 10	CCMR Coordinator, Principals Director of Curriculum and Instruction Assistant Superintendent	2022-2023	CTE/C arl Perkin s Grant/ TCLAS (PTEC H) Grant	Course Catalog, PEIMS Participation Reports, Program Evaluations Reports

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 TSIA2 exam.	10	Counselors Superintendent CCMR Coordinator	2022-2023	Local & TCLAS Tx College Bridge Grant	Meeting Documentation
1.2 Promote the Red River Promise program to all high school students to encourage college opportunities and financial aid assistance for students in Montague County with participating 2 and 4 year colleges. Also, have multiple FASFA nights at the high school to assist in filling out this information and meeting this senior requirement.	10	Counselors, CCMR Coordinator	2022-2023	Local	Documentation of communication and sign in sheets
1.2 CTE advisory council will meet 2 times per year to encourage community and business partnership for internships and expertise of our CTE classes. The CTE advisory board will also coordinate with Nocona ISD to develop joint CTE strategies as required by the Carl Perkins Grant.	10	CCMR Coordinator Assistant Superintendent	2022-2023	CTE/ Carl Perkin s Grant	Meeting Documentation, Program Effectiveness Reports
1.2 The CTE Advisory Board will meet to increase our work-based learning opportunities that provide students with in-depth interaction with industry professionals and, if appropriate, academic credit.	2, 10	Assistant Superintendent, Principals, CCMR Coordinator	2022-2023	Local, Perkins	Attendance Sheet, Meetings, Partnerships
1.2 Encourage BISD employees to teach dual credit courses that are accredited through NCTC on the BHS campus.	9, 10	Counselors, CCMR Coordinator, Director of Curriculum and Instruction	2022-2023	Local	Course Schedule
1.2 Bowie High School will sponsor and support 3 college visits for seniors.	1, 10	Principal, Counselors, CCMR coordinator	2022-2023	Local	Lesson Plans, Events calendars

Goal 2: BISD will seek to close the achievement gap between all students and demographic sub-populations, including at-risk and economically disadvantaged to meet grade-level percentages as proposed in Accountability Domain 3 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 and increase to Meets grade-level by 5% by the end of year data.					
Objective 4: BISD will increase the <i>Meets & Masters Grade Level</i> performance of all students to 60%.					
Strategies/Action Steps	SW Component	Person(s) Responsible	Timelines	Resources	Evaluation Formative/Summative
2.1 BISD will participate in a Special Education program self-assessment to determine improvement goals and professional development which might be needed. Ongoing training and support will also be coordinated with Region 9 and the Montague County Coop to successfully implement 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, Director of Curriculum and Instruction, SPED Co-op	2022-2023	Local & Title	Training documentation, Teacher Surveys
2.1 Instructional staff will receive training to better understand the needs of students with disabilities, special education services, laws, child find, and accommodations.	4, 9	Principals, Director of Curriculum and Instruction, SPED Co-op	2022-2023	Local & Title	Training documentation, Teacher Surveys
2.1 All teachers will receive training on writing PLAAFP statements. Special education teachers will receive additional training on PLAAFPS, IEP's, and Goal setting from the Montague County Co-op and Region 9.	4	SPED Co-op, Region 9	2022-2023	Local	Training documentation

<p>2.2 The district’s MTSS process will be defined and shared on each campus. Proper documentation of targeted areas of instruction, progress monitoring, and meetings will be documented in DMAC. MTSS meetings will occur 5 times per year with a review of the targeted intervention for effectiveness and student success and goal attainment. MTSS teachers for reading and math will be provided at each campus using Title 1 funds. TIP</p>	<p>3, 8</p>	<p>Director of Curriculum and Instruction, MTSS Specialists</p>	<p>2022-2023 every 9 weeks</p>	<p>Local, Title 1</p>	<p>Written MTSS Campus & District Plans, DMAC documentation</p>
<p>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.</p>	<p>4, 9</p>	<p>Counselors, PEIMS Coordinators, Director of Curriculum and Instruction.</p>	<p>2022-2023</p>	<p>Local</p>	<p>Training documentation</p>
<p>2.2 BISD will ensure at-risk students have the opportunity to participate in compensatory education programs targeted to their specific needs, year-round tutorials, AEP, Credit Recovery, MTSS, the Alternative Learning Center, and software intervention/credit recovery programs such as Study Island & Edgenuity. TIP</p>	<p>9,10</p>	<p>Counselors, Teachers, Director of Curriculum and Instruction</p>	<p>2022-2023</p>	<p>SCE Funds Grant funds</p>	<p>Program participation and performance reports, student schedules,</p>
<p>2.2 BISD will provide accelerated instruction during the school year and in 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. TIP</p>	<p>3, 9</p>	<p>Teachers, Principals, Director of Curriculum and Instruction</p>	<p>2022-2023</p>	<p>Local, SCE Funds, ESSER I & II funds</p>	<p>Accelerated Learning Plan documentation and MTSS documentation in DMAC</p>
<p>2.3 All campuses will make use of available technology systems such as DMAC, Ascender, & Frontline eSPED to identify and track special student populations & perform record-keeping tasks required for 504, MTSS, SPED, & EB/LPAC. TIP</p>	<p>9, 10</p>	<p>Campus Principals, MTSS Specialists, SPED</p>	<p>2022-2023</p>	<p>Local</p>	<p>Program Reports</p>

2.3 Each campus will have a person or persons designated as MTSS, 504, & SPED, & EB/LPAC leads who will be trained & responsible for entering student documentation into DMAC or Frontline, training staff on student needs, and upkeep accurate records for PEIMS in Ascender.	4, 10	Campus Principals, MTSS Specialists	2022-2023	Local & Title	PEIMS Reports, DMAC, Frontline
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, Director of Curriculum and Instruction, Superintendent	2022-2023	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 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).	10	Enrollment secretaries, PEIMS clerks, Migrant/Title III coordinator	2022-2023	Title III	Enrollment surveys and paperwork.
2.3 Dyslexia program will be provided to those students who qualify. Students will be identified & served through Special Education 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.	9, 10	Principals, Dyslexia Teachers, Director of Curriculum and Instruction	2022-2023	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 including Talk, Read,	4	Principals, Lead Teachers, Reg. 9, Director of	2022-2023	Local and special	Sign in Sheets, Training Certificates, PD calendar

Talk, Write for EB students, differentiation, NASOT strategies, and inclusion practices. The use of sentence stems and academic vocabulary will occur in all classrooms to help build background knowledge. TIP		Curriculum and Instruction.		program funds	
2.3 A Emergent Bilingual pull-out intervention program will be available to EB students and they will use a new online program called Summit K12. Summit K12 will focus on listening and speaking practice to increase TELPAS scores. TIP	9, 10	EB Pull-out LPAC Campus Coordinator, Director of Curriculum and Instruction	2022-2023	Local	TELPAS Results
2.4 BISD 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 through the DDI process and use of lesson alignment to the rigor of the TEK using Lead4Ward Field Guides, TEKS Resource System, and txcte.org resources. A focus on varied stimuli will be used to expose students to a variety of ways that TEKS can be presented. TIP	4	Director of Curriculum and Instruction, District Instructional Coach, Principals, Lead Teachers, Reg. 9 Specialists	2022-2023	Local	Sign in Sheets, PD calendar, Assessment results., Lesson Plans
2.4. Teachers will utilize the Data Driven Instruction steps through backward design to create unit assessments, lesson plan, analyze the data, provide reteach opportunities, and to collaborate during PLC's with colleagues and administration.	8,9	Director of Curriculum and Instruction, Principals, Teachers	2022-2023	Local	Unit data, PLC Agendas, Lesson Plans
2.4 To meet HB 3 requirements school board goals will be presented 3 times per year using universal screener, interim, STAAR and CCMR data to evaluate the data and close the gap and to look at sub pop progress towards district goals over 5 years. TIP	1, 3, 8, 9	Director of Curriculum and Instruction, Principals	2022-2023	Local	Data presentations, DMAC data

Goal 3: BISD will recruit and retain highly effective staff while providing ongoing 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 that 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	Director of Curriculum and Instruction, District Testing Coordinator	2022-2023	Local	Prof. Development Documentation
3.1 Instructional staff will attend professional development opportunities specific to their grade, subject, and BISD adopted resources. BISD will provide resources necessary for teachers to attend high-quality professional development related to district priorities.	4	Director of Curriculum and Instruction, Principals, ESC 9 specialists	2022-2023	Local & Title 1	Prof. Development documentation
3.1 All K-3 teachers will attend Reading Academy Training to support early literacy instruction.	4	Director of Curriculum and Instruction, BES and BIS Principals	2022-2023	Local	Prof. Development documentation and Reading Academy Certificates
3.1 All staff will receive MTSS, 504, EB and Dyslexia training yearly.	4, 10	Director of Curriculum and Instruction, Campus Specialists/Coordinators	2022-2023	Local & Title 1	Prof. Development Documentation
3.1 All staff will receive professional development in Emotional Poverty. This ½ day training will be provided by Aha Press	4, 9	Director of Curriculum and	2022-2023	Local ESSER	Prof. Development Documentation

and the Emotional Poverty book by Ruby Payne will be given to all teachers and paras in the district. This training will address methods for increasing staff awareness of trauma-informed care and practices to help students succeed in school.		Instruction, Administrators			
3.1 All BISD Teachers will be encouraged to complete 30 hours of GT Foundation Training (maintaining a 6-hour update yearly) and their obtain their ESL certification.	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
3.1 New Instructional staff will receive training in district initiatives including, Marzano's Academic Vocabulary & NASOT strategies, Fundamental 5, DDI, TEKS Resource System and High Reliability Schools during New Teacher Professional Development.	4	Director of Curriculum and Instruction Administrator, ESC 9 Specialists	Within the first year of employment.	Local & Title 1	Prof. Development Documentation & Training Certificates
3.1 The staff responsible for implementing the new Health TEKS using the ESTEEM resource, including the teacher, counselor, nurse, and SRO, will attend training prior to implementing on the campus.	4, 10	Director of Curriculum and Instruction Instructors of ESTEEM	2022-2023	Local	Prof. Development Documentation & Training Certificates
3.1 Bowie ISD EdCamp will provide professional development on district initiatives, updates to TEKS and STAAR test types, instructional resources, technology, instructional strategies, programs, social and emotional needs of students, and subject specific training.	1, 3, 4, 5	Director of Curriculum and Instruction	2022-2023	Local	Prof. Development Documentation & Training Certificates

<p>3.1 Administrators will send teachers that have not attended the New Art and Science of Teaching training to either the fall or spring cohort.</p>	<p>3, 4,</p>	<p>Director of Curriculum and Instruction, Administrators</p>	<p>2022-2023</p>	<p>Local</p>	<p>Prof. Development Documentation & Training Certificates</p>
<p>3.1 All Math teachers in grades K-5 will attend Eureka Math training, and grades 6-12 will attend Carnegie Math. Region 9 will provide support and training throughout the school year as BISD implements this new math resource that is recommended by TEA.</p>	<p>1, 3, 4, 5</p>	<p>Director of Curriculum and Instruction, Administrators, Region 9 Specialist, Instructional Coach</p>	<p>2022-2023</p>	<p>Local</p>	<p>Prof. Development Documentation & Training Certificates</p>

3.1 Instructional staff will receive training & updates in the use of BISD electronic resources including ASCENDER, DMAC, TEKS Resource System, Google, and online instructional resources.	4	Director of Curriculum and Instruction ESC 9 Specialists	2022-2023	Local & Title 1	Prof. Development Documentation & Training Certificates
3.1 Administrators will be provided support and feedback on systemic practices using the Effective Schools Framework with a focus on Lever 1 and Lever 5. TIP	1, 2, 3, 8	Administrators, ESC 9 Specialist	2022-2023	Local	Prof. Development Documentation, Walkthroughs, TTESS, STAAR/EOC/ TELPAS
3.1 Instructional staff will receive professional development specific to technology integration and the use of iPads, laptops, & student screen monitoring, Promethean Boards, ect. for teaching and learning.	2, 4	Instructional Technology Specialist	2022-2023	Local	Training Documentation
3.1 All BISD teachers and staff will receive child abuse reporting, FERPA, Parental Involvement, and other required Title 1 training 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 attend TOPS training at Region 9 when available during their employed school year.	3	Campus Principals	2022-2023	Local & Title	TOPS Training, Highly Qualified 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	2022-2023	Title 1 and Local	BISD Salary Schedules

<p>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. The revised mentor program provides a stipend to each of the mentors who provide one of the following support categories; physical, institutional, instructional, and emotional. New teachers will attend First Year Teacher Academy at R9 and receive instructional coaching support from Region 9 and the district instructional coach.</p>	5	Campus Principals	2022-2023	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/ss accelerated instruction/tutoring for small group of students to meet HB 4545 requirements or prepare for STAAR/EOC.	5, 9	Superintendent, Chief Financial Officer, Director of Curriculum and Instruction	2022-2023	Title 1, Local, ESSER	Schedules, Lesson Plans and Attendance Rosters
3.2 Professional Learning Community meetings will help to promote collaboration and support teachers in planning and analyzing data.	5, 3, 8, 9	Director of Curriculum and Instruction, Administrators	2022-2023	Local	PLC Agenda and Minutes
3.2 An instructional coach will also provide immediate support to struggling teachers and instructional technology support.	1, 2, 3, 10	Superintendent, Assistant Superintendent, Director of Curriculum and Instruction	2022-2023	Local	Documentation of services provided to teachers

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	2022-2023	Local	T-TESS Evaluations
4.1 BISD will continue to expand the "Bowie Built" branding and seek additional opportunities to engage the community, businesses, parents, faculty, and staff in all efforts to promote unity, pride, & student success. The district will purchase an activity bus with the school logo on it, upgrade the district's educational and athletic facilities, and strategically align all district initiatives and goals to reflect school spirit and pride.	2, 5, 6	ALL BISD	2022-2023	Local	End of Year Surveys
4.1 BISD will involve community members in a student mentoring programs such as the "Watch Dog" program and Reading Mentor program in K-5.	6	Campus Principals, Counselors	2022-2023	Local	End of Year Surveys, Sign-in Rosters
4.1 The BISD App will be promoted to students and parents. The website will checked for compliance of required postings and usability.	1	Technology coordinators, Director of Curriculum and Instruction. Superintendent	2022-2023	Local	BISD website, surveys
4.1 BISD will seek additional ways to recognize students and staff for their accomplishments throughout the year and shared with parents and students. One way will be a district digital newsletter, campus digital newsletter, social media, and awards ceremonies.	5, 6	Superintendent, Principals, Director of Curriculum and Instruction.	2022-2023	Local	Sign in sheets and usge numbers

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	2022-2023	Local	Surveys, Meeting Documentation
4.1 Parent/Teacher Conferences will be offered at the end of the first nine weeks to discuss student progress, universal screener data, and in grades K-5 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, Conference Agendas
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 to prevent dropout identification. Withdrawal to Homeschool Documentation must be signed by the parent/guardian at the time of withdrawal.	1, 10	Campus Principals	2022-2023	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, that food services codes the students for free and reduced lunches and that the students have their hygiene supplies and school supplies met.	9, 10	Counselors, Nurses	2022-2023	Local	Counselor Documentation
4.2 Each campus will conduct one parent-engagement function per semester. BISD will support the campus functions by providing advertisement and translators if needed.	6	Campus Principals, Teachers	2022-2023	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	2022-2023	Local	Advertisements and Participation Rosters

4.2 Each campus will conduct a “curriculum night” during the first nine 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.	6	Campus Principals, Counselors Teachers	2022-2023	Local	Advertisements, Agendas, participation rosters
4.2 Each campus will also have an informative STAAR/EOC/TELPAS informative meeting. The meeting will educate parents on the requirements, level of questioning, and raise awareness of the importance for accountability.	6	Campus Principals, Teachers	2022-2023	Local	Sign in Sheets
4.3 Each campus will develop attendance strategies to ensure a 95% or higher attendance rate.	1, 2	Campus Teams	2022-2023	Local, ESSER III	Documentation of Strategies Implemented
4.3 Each secondary campus will monitor students at risk for dropping out and provide necessary intervention, and options for credit completion.	1, 9	Campus Principals, Counselors, Teachers	2022-2023	Local	PEIMS Drop-out data and attendance
4.3 For students that become pregnant in the secondary campus, BISD will provide Compensatory Educational Homebound Instruction (CEHI) services for 6 weeks postpartum (up to 10 weeks with physician's note) or prenatal CEHI with a physician's note (must state specific medical need). The comp ed allotment for PRS funding would be used for the CEHI services that BISD provides for the student that is pregnant. CEHI would be provided to increase attendance and reduce dropout rates at the high school.	9, 10	Campus Principals, Counselors,	2022-2023	Local	PEIMS Drop-out data and student attendance records

Goal 5: Bowie ISD will model a safe and supportive environment that is positively conducive to student success.					
Objective 1: Provide comprehensive, model programs that encourage students to develop strength of character to become responsible citizens of our community and the awareness of the dangers of drug and alcohol use, violence prevention, and mental health.					
Objective 2: BISD will ensure that 100% of campuses have effective emergency response procedures in place to ensure the safety of students and staff and district safety committees to review the progress and needs of the district.					
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 See Something/Say Something -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.	4, 9, 10	Counselors, Principals, Asst. Principals, Counselors, Director of Curriculum and Instruction.	2022-2023	Local	Professional Development records, materials and resources for teachers, See Something/Say Something Documentation in Blackboard, Ascender Discipline Reports

5.1 All BISD schools will participate in Start with Hello Week activities to promote inclusiveness and Red Ribbon week to raise awareness of dangers of drug and alcohol and encourage bully free schools.	9, 10	Campus Principals, Counselors	2022-2023	Local	Lessons and campus documentation
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
5.1 Administration, teachers, and staff will support consistent discipline, establish high behavior expectations for all students, and facilitate a positive, safe school environment.	1, 2, 9	Principals, teachers, counselors	2022-2023	Local	Discipline records
5.1 Character development programs will be established at all four campuses using the TEA suggested character words.	2	Campus Principals, Counselors	2022-2023	Local	Program records
5.1 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.	4, 9, 10	Campus Principals, Counselors	2022-2023	Local	Professional Development records, Training Resources
5.1 BISD students in grades 6-12 will utilize the ESTEEM resource that cover the Health TEKS and address topics such as; goal setting, positive and negative media influences, puberty and human development, STD's, Abstinence, Character, legal consequences of cyberbullying, sexting human trafficking, dangers of drug, alcohol and tobacco use, peer pressure and refusal skills, bullying, depression, suicide,	2, 3, 4	Director of Curriculum and Instruction, Campus Principals, Campus ESTEEM instructors	2022-2023	Local	Lesson Plans

self-harm, communication skills, problem solving, relationships, and self-discipline.					
5.1 BISD students in K-5 will utilize the Quaver resource to cover the health TEKS and address topics such as; healthy bodies, safe and unsafe touch, saying no, personal safety, abuse and neglect, personal boundaries, puberty, relationships, personal safety, human trafficking, dangers of guns and other weapons, and reproduction for the grade appropriate TEK.	2, 3, 4	Director of Curriculum and Instruction, Campus Principals, Campus Quaver instructors (PE/Health)	2022-2023	Local	Lesson Plans
5.2 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 Emergency Management Suite App, so all staff have ready access to the EOP on their phones, and account for all staff and students in the event of an emergency. All BISD staff and substitutes will also be trained Standard Response Protocol for steps and common vocabulary in emergencies. BISD will implement TASB recommendations from the facilities study to determine additional supplies and facility needs which might enhance school safety, security, and a successful learning environment. The Navigate 360 visitor check in system, security cameras, and a keyless entry system will be purchased & installed for all district buildings to monitor who is on each campus. The fire marshal, and health inspections will be conducted as required by law. Provide MSDS training for teachers as required by law.	2, 10	Superintendent, Maintenance Dir.	2022-2023	Local	State Inspection Certificates, Emergency Operations Plan, TASB & Paratus Group reports

<p>5.2 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, BISD app, and on QR codes throughout all BISD campuses. 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.</p>	<p>9, 10</p>	<p>Superintendent, Principals & APs, Counselors</p>	<p>2022-2023</p>	<p>Local</p>	<p>Discipline Records, Board Reports</p>
<p>5.2 BISD contracts with the Bowie Police Dept. to provide four full-time School Resource Officers to enhance safety and security at all campuses, as well as ensure a timelier response to potential threats or emergencies. BISD & 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 & alcohol abuse, vaping, cyber security, etc. With the addition of 2 additional SRO's this school year, there will be 1 SRO on each campus daily.</p>	<p>9,10</p>	<p>Superintendent</p>	<p>2022-2023</p>	<p>Local & Title IV</p>	<p>Contract, Safety reports, social media posts, training agendas</p>

5.2 BISD will partner with The Paratus Group to provide a community training program that educates parents and students for the situations and environments of the real world. The Paratus Group specializes in elementary and high school programs to teach kids the positive impact of learning situational awareness, empathy skills, and their 10 personal critical skills that could help them save a life and become more aware.	7, 10	Superintendent	2022-2023	Local	Sign in sheets, agenda
5.2 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.	9,10	Superintendent	2022-2023	Local	School Board Meeting Minutes, records of trainings, etc.
5.2 All BISD staff will participate in "STOP THE BLEED" training provided by Bowie Fire Department and Stop the Bleed Kits will be purchased for each campus.	9,10	Superintendent Principals	2022-2023	Local	Agenda and Sign in Sheets, Kits present in Schools.
5.2 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, Student Support Services Director, District Nurse, maintenance director	2022-2023	Local,	Materials orders, Grant Compliance Reports
5.2 BISD will also address school safety by sending all Safe and Supportive Team members on each campus to the Behavioral Threat Assessment Training through Region 9 or Texas School Safety Center.	4, 10	Campus Principals, SSSP members	2022-2023	Local	Sign in Sheets

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

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

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

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

Objective 4: 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 teacher, student, and parent education of available technologies.	1	Instructional Technology Coordinator, Curriculum Director, Principal,	2022-2023	Local, ESSER II & PTO funds,	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 full- stipends to teachers who serve as on-site campus tech support.	4	Instructional Technology Coordinator, Curriculum Director, Principall	2022-2023	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/process will be implemented, as well as a “clean out” project to get rid of old/unusable equipment.	2	Technology Director, Principals	2022-2023	Local & Grant funds	Technology Report and Program Evaluation
6.1 Instructional staff will be trained in using electronic programs such as ASCENDER, DMAC, Google, Nearpod, Cambium, Screencastify, Read/Write, and all curriculum resources to support data analysis and the innovative use of technology for instruction & learning	4	Instructional Technology Coordinator, PEIMS Coordinator, Campus BLTs	2022-2023	Local	Professional Development Records
6.2 Provide support materials/training to parents regarding the use of	6	PEIMS Coordinator	1st 9 weeks	Local	Website Resources, Communication records, Curriculum Night Sign In

electronic programs such as ASCENDER, BISD App, Google Classroom, and TEKS Resource System.					
6.2 Electronic program will be utilized for student registration and the BISD Parent Portal for communicating student attendance and grades.	6	Instructional Technology Specialist, Campus Principals	2022-2023	Local	Website Resources, Communication records, Curriculum Night Sign In
6.2 BISD will continue the online ticket purchase system to prevent the need for money exchange and ease for our staff working the gate.	6	Athletic Department	2022-2023	Local	Sign Up Genius, District Website
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	2022-2023	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 for students and staff. Devices purchased include Dell Laptops, iPads, & Promethean Interactive Boards to enhance classroom instruction & learning, as well as accessibility for all.	2	Superintendent, Assistant Superintendent, Technology Director,	2022-2023	Local, ESSER, EMC Grants	Purchasing records, technology plan, technology program evaluation
6.4 Provide targeted professional development for technology integration according to identified needs through targeted campus PD and EdCamp.	4	Instructional Technology	2022-2023	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:

1. 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;
2. 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;
3. 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;
4. 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)
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is an emergent bilingual student, as defined by Section 29.052; (currently identified)
11. 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.
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments (current year only); or
13. 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.
14. 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
15. 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)

