

Bowie Junior High School



Campus Improvement Plan

2020-2021

169901-041

Date of Board Approval: 11-16-2020

Revised:

October 14, 2020

Key to Title I School-Wide Components

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

2020-2021

BJH Campus Improvement Team

Name	Position/Role
Adams, Ethan	Teacher
Cole, Rosie	Parent Representative
Cravens, Sara	Assistant Principal
Denson, Kasey	Business Representative
Fleming, Jeneanne	Principal
Fuqua, Mariah	Teacher
Hakanson, Darla	Counselor
Halfmann, Emma	Teacher
Sandoval, Monica	Teacher
Wesley, Rachel	Teacher
Whatley, Kathy	Para-professional
Wilson, Meagan	Teacher

BISD Board Goals

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

Core Beliefs

We believe:

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

BOWIE ISD

Mission

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

Vision

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

NondiscriminationNotice

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

Comprehensive Needs Assessment Process & Summary

CNA Process: Campus Improvement Teams are selected each year based on district policy and include teachers, administrators, parents, community, and business representatives. The Campus Improvement Team meets periodically throughout the year as needed. An Improvement Planning was held in September to review the purpose and importance of conducting a Comprehensive Needs Assessment with the Campus Improvement Team and special program representatives. The Campus Improvement Plan is 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 campus that includes the review of assessment data from a variety of sources such as PBMAS Reports, the TAPR Report, Accountability data, TPRI & TEMI data, surveys, and program evaluations. Data is collected at multiple levels, including multi-year data in some cases. Surveys are conducted to gain information from a variety of sources. Data from various program areas such as CTE, Title I, Technology, Professional Development, Student Assessment, and School Safety are included. After the data is reviewed and analyzed, the CIT sets priorities and makes recommendations for strategic initiatives to be implemented in the Campus Improvement Plan. The Campus Improvement Team meets 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. 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 2019-20 Campus Improvement Plan, Priority Needs were edited to reflect new CNA findings detailed below. The CIT also agreed to edit some of the Goals and Objectives to reflect the new priorities and CNA findings, as well as new ESSA language. A review of strategies determined most strategies were effective in 2019-20, as there were areas of growth revealed in 2019-20 district mock data. As a result, the CIT agreed to keep most strategies in the plan, eliminating only a few that would no longer be a district emphasis. The CIT also added new strategies to each goal to reflect new initiatives or action plans for 2020-2021.

BJH Summary of 2019-2020 CNA Data Analysis Findings:

Problem Statements:

1. Students in special populations are below state average in all tested areas.
2. Not enough students are reaching approaches, meets or master's level on district assessments for all students.
3. Improved communication with parents is needed.
4. The gap in STAAR writing scores needs to be addressed school wide.
5. Scheduling conflicts for students in need of intervention are common at the junior high level.
6. Mentor program for new teachers needs to be emphasized.

Demographics

Strengths:

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

Challenges:

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

Perceptions

Strengths:

- Majority of staff feel there is a supportive work environment and that their teams work well together.
- Staff feels comfortable teaching students with diverse backgrounds.
- Students feel prepared for state assessments.
- Students feel that they have an adult on campus to refer to for support or for answering questions.
- Parents feel that BJH has high classroom expectations for their children.
- Staff & students feel they are safe and secure.
- Parents feel comfortable at the school and have opportunities to volunteer at school.
- Students and parents feel that drills/safety and emergency plans are effective.

Challenges:

- A gap in communication with parents is reported.
- Students report bullying concerns on campus.
- Teachers would like more feedback about their teaching practices
- Consistent school discipline should be an emphasis.
- Students report that they would like to be provided more challenges in the classroom.

- Teachers would like an improvement in respect shown in student / teacher interaction.

Student Learning

Strengths: (all info is based on 2019 and 2020 mock data)

- Cohort 2026 showed improvement in approaches and masters in Reading. (masters +16%, approaches +2%, 7% increase in pass rate)
- Cohort 2024 showed gains in meets math scores (meets +16% and 11% increase in pass rate).
- Writing scores increased six percent at masters and 3% increase in pass rate.
- 6th grade math scores increased at meets and masters (meets +5%, masters +4%, and +4% overall pass rate)
- Social studies scores increased at approaches, meets, and masters. (meets +2%, masters +11%, and +26% overall pass rate).

Challenges:

- Increasing meets and mastering on state assessment scores for all sub populations.
- 60% of student population will score at meets level on all STARR tests according to state expectations.
- Bridge the gap between the state math and writing scores with the BJH math and writing scores.
- Address the drop in math and reading scores from 5th grade STAAR to 6th grade STAAR scores.

School Processes:

Strengths:

- High numbers of students are involved in extra-curricular activities.
- 1:1 technology and access to technology remain on campus.
- UIL Academic participation is still high and the students are successful at events (won the district meet).
- Students continue to receive high school credits at the junior high.
- Meet the Teacher Night, athletic events, and band and choir concerts have strong adult participation.
- PASS is successful and will continue to operate to meet the needs of BJH.
- Google is being used for staff collaboration including lesson plan collection, calendar communication, and staff input.
- MSTAR and Renaissance programs were used to monitor student growth.
- Data Driven instruction was implemented in Reading Writing, Math, and Science.
- Breakfast in the classroom has successfully continued.

Challenges:

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

2020-21 Identified Priorities

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

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

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

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

Strategies/Action Steps	SW Component	Person(s) Responsible	Timelines	Resources	Evaluation Formative/Summative
1.1 BJH will continue the teacher/student goal setting initiative to foster individual motivation and accountability to improve student learning. This will include a personal goal as well as a growth goal based on the previous year's STAAR Mock scores. (TIP)	2	All campus Staff	2020-21	Local	One time per year
1.1 BJH will monitor student learning by having core-content area teachers in grades 6-8 administer Curriculum Based Assessments once each six 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. (TIP)	2, 8	Teachers, Assistant Superintendent, Principals	Unit Assessments at least once each six weeks 2020-21 Benchmark-At least once	Local	DMAC reports, test grades Benchmarks
1.1 BJH will have additional software and materials such as Reading Renaissance, STAR Reading & Math, and other will be used to monitor student progress. Universal screeners or assessments from these programs will be administered as applicable in grades 6-8, three times per year to monitor student growth and make RTI decisions.	2, 8	Assistant Superintendent and Campus RTI Specialists	2020-21	Local & SCE	Program reports, Rtl documentation
1.1 Teachers will complete a data card for each student with information about their programs, sub pop information, and testing information. This will be put on data boards to track student progress and monitor student performance. It will also give a global view of the performance of the specific content area to make needed instructional changes. (TIP)	2,8	Teachers and Administration	2020-21	Local	Data Boards, Staff Surveys

1.1 BISD will support campuses by providing scheduled time for classroom teachers to participate in horizontal and vertical team planning to analyze student performance data and plan for aligned instruction to increase student achievement, specifically through PLC time. (TIP)	8	Campus Principals and Assistant Superintendent.	Horizontal Planning at least once per six weeks, vertical planning at least once per semester	local	District & Campus Calendars, PLC Meeting Documentation (sign in sheets, notes, etc.)
1.1 BJH teachers will use district approved curriculum and resources for daily instruction.	3	Teachers, Principals, Assist Superintendent	2020-21	Local	Scope & Sequence Charts, Lesson Plans, Walk-throughs
1.1 BJH campus administrators will serve as instructional leaders by participating in team planning meetings and conducting walk-throughs to verify students are receiving high-quality aligned instruction.	2, 3	Principals	2020-21	Local	Documentation of Meetings and Walk-throughs
1.1 Each BJH teacher will provide the campus principal with a scope and sequence document outlining TEKS taught each six weeks.	3	Teachers, Principals	End of each six weeks	Local	Scope and Sequence posted on classroom webpage, Principal checklist
1.1 BJH will maintain appropriate student teacher ratios and provide additional class-size reduction teachers where appropriate.	1	Principals, Superintendent	2020-21	Title II Part A	PEIMS Enrollment Reports, TAPR Report
1.1 BJH teachers will model and utilize highly effective teaching practices in daily instruction including The Fundamental 5 and Marzano's High Reliability Schools strategies. Teachers will be allowed to participate in Instructional Rounds to observe these best practices in action.	3, 4	Principals, Teachers, Assistant Superintendent	2020-21	Local	Lesson Plans, Walk-Throughs, ASOT Training
1.1 BJH will provide specific educational opportunities (field trips, organized community activities) targeted to advanced & gifted students which promote Mastery performance on the state assessment.	9	Teachers, Principals, Counselor, RTI Specialist, GT Coordinator	2020-21	Local	Campus Schedules, Mastery Performance Reports
1.1 BJH will utilize staff during academic enrichment classes to provide smaller group intervention to students. (TIP)	9, 10	Teachers, Principals, Counselor, RTI Specialist	2020-21	Local	Campus Schedules, Performance Reports

1.1 All core classes will produce writing samples based on the Fundamental 5 concepts or research based RLA strategies.	9, 10	Teachers, Principals	2020-21	Local	Lesson Plans
1.2 BJH will continue to offer CTE courses and endorsement strands to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career offering. BIM has been moved to a 7 th grade elective to allow CTE students to take more classes while in junior high.	9, 10	CTE Coordinator, CTE Teacher, Principal, Assist Superintendent	2020-21	CTE	Course Catalog, PEIMS Participation Reports, Program Evaluations Reports
1.2 BJH will continue the implementation of the AVID Program for the 2020-21 school year. We will have a class of 6 th graders as well as a class of 7 th graders on the BJH campus.	9, 10	Principal and Assist. Superintendent	2020-21	Local	AVID Training Documentation & Campus Visits
1.2 BJH 8 th grade students will attend NCTC Career Day.	9, 10	Principals, Counselor	2020-21	Local	Campus Calendar
1.2 BJH will provide all 8 th grade students with an opportunity to take the PSAT.	9, 10	Principals, Counselor	2020-21	Local	Campus Calendar, Sign Up Sheets

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

Objective 1: BISD will ensure special education students receive high quality instruction in their least restrictive environment to close the achievement gap by 5% as reflected on 2020 end of year data.

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

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

Strategies/Action Steps	SW Component	Person(s) Responsible	Timelines	Resources	Evaluation Formative/Summative
2.1 BJH instructional staff will receive ongoing training and support for successful implementation of Inclusion practices.	2, 4	Principals, Assist. Superintendent, SPED Co-Op	2020-21	Local & Title	Training documentation, Teacher Surveys
2.1 BJH instructional staff will receive training to better understand the needs of students with disabilities.	4	Principals, Assistant Superintendent, SPED Co-op	2020-21	Local & Title	Training documentation, Teacher Surveys
2.1 Additional students will be targeted through our Academic Enrichment classes. RLA teachers will also support academic gaps through their double blocked classes. (TIP)	9,10	Rtl coordinator, counselor, Principal	2020-21	Local & Title	Campus Schedules, Student & Teacher Surveys

2.1 BJH teachers will receive training on writing PLAAF statements.	4	SPED Co-op, SPED Coordinator	2020-21	Local	Training documentation
2.2 BJH instructional staff will receive training in at-risk criteria and student needs. State & Local at-risk criteria records will be maintained by the RTI coordinator. New students labeled at risk will be reported to the PEIMS clerk to be added in TxEIS. At-risk criteria are attached to this document as a separate	4, 9	Counselors, PEIMS Coord., Assistant Superintendent, Principal	2020-21	Local	Training documentation
2.2 BJH will ensure at-risk students have the opportunity to participate in compensatory education programs targeted to their specific needs, including AVID, tutorials, RTI, summer school, and software intervention programs such as Edgenuity. (TIP)	9, 10	Counselor, Teachers, Assistant Superintendent	2020-21	SCE Funds	Program participation and performance Reports, student schedules
2.2 Specific STARR tutorials will be conducted to prepare students for upcoming tests. (TIP)	3,9	Teachers, Principal	2020-21	Local	Student participation, DMAC Reports
2.2 BJH will provide accelerated instruction, summer school, academic enrichment classes, and intervention for those students who do not meet minimum standards on the state assessment in SSI grades and subjects and in other grades or subjects as determined by need and based on district policy. (TIP)	9	Teachers, Principals, Assistant Superintendent, Counselor	2020-21	SCE Funds	SSI Documentation, schedules, Lists and Accelerated Instruction Plans.
2.2 BJH will make use of available technology systems such as DMAC, TxEIS, & eSPED to identify and track special student populations & perform record-keeping tasks required for 504, RTI, and SPED.	9, 10	Principals, RTI Specialists, Teachers	2020-21	Local	Program Reports
2.2 BJH will have a person or persons designated as RTI, 504, & SPED leads who will be trained & responsible for entering student documentation into those electronic programs.	4, 10	Principals, Rtl Specialists, 504 Coordinator, Teachers	2020-21	Local & Title	Staff Duty Reports
2.2 BJH will continue to have regular grade level meetings to discuss at-risk special population student groups.	1, 2	Principals, Teachers, RTI specialist	2020-21	Local	Sign In Sheets, PLC Meeting Agendas

2.3 BJH will provide a Dyslexia program to those students who qualify. Students will be served through the appropriate program and may also qualify for accommodations under that program in addition to dyslexia services.	9, 10	Principals, Dyslexia Teacher, Counselor, Assistant Superintendent	2020-21	Local	Campus Course Schedules, Meeting Documentation
2.3 BJH will be trained in SIOP strategies which target EL learners. (TIP)	4	Assistant Superintendent, Principals	2020-21	Local	Sign in Sheets, Lesson plans
2.3 To increase the number of students performing at the meets level on STAAR in our sub-pops we will increase EL strategies from SIOP training and include vocabulary in our lesson plans that will be addressed in the units being taught. (TIP)	2,9,4	Principals, Teachers	2020-21	Local	Sign in Sheets, Lesson Plans
2.3 BJH will have an ESL Specialist to provide intervention for language acquisition and reading comprehension for ELL students.	1, 2,9	Principals, ESL Specialist, Counselor	2020-21	Local	Student Course Schedules, Campus Schedule

Goal 3: BISD will recruit and retain highly effective staff while providing on-going and relevant professional development which translates into student engagement.					
Objective 1: 100% of Bowie ISD instructional staff will attend targeted, research-based professional development to implement strategies which enhance student engagement and learning and are related to CNA priority findings.					
Objective 2: BISD will employ practices designed to recruit and retain high-quality and highly-qualified staff.					
Strategies/Action Steps	SW Component	Person(s) Responsible	Timelines	Resources	Evaluation Formative/Summative
3.1 BJH instructional staff will receive yearly training on updates to the state assessment and accountability system, including changes to allowable accommodations.	4	Assistant Superintendent, District Testing Coordinator	2020-21	Local	Prof. Development Documentation
3.1 BJH instructional staff will attend prof. dev. opportunities specific to their grade, subject, and BISD adopted curriculums as well as for other resources utilized for instruction. (TIP)	4	Assistant Superintendent, Principals, ESC 9 specialists	2020-21	Local & Title 1	Prof. Development documentation

3.1 Staff members will be provided planning time, specifically during PLC's, to target specific learning gaps for students. This will be accomplished through the use of DDI information, DMAC reports, as well as data boards. (TIP)	8,9	Teachers, PLC Facilitators, Principals	2020-21	Local	PLC Agendas, Data Boards
3.1 BJH instructional staff will receive ESL, RTI, 504, SPED & Dyslexia training yearly.	4, 10	Assistant Superintendent, ESC 9 Specialists, Campus Coordinators	2020-21	Local & Title 1	Prof. Development Documentation
3.1 All BJH teachers will be encouraged to complete 30 hours of GT Foundation Training (maintaining a 6 hour update yearly).	4, 10	Campus Principals	Annually	Title 1 & Local	Training & Certification Certificates
3.1 All BJH teachers will be encouraged to complete their ESL certification as this process will help address the growing ELL population on campus. (TIP)	4,10	Principals	Ongoing	Local & Title I, BISD will reimburse teachers for the cost of the ESL certification test.	Training & ESL Certifications
3.1 New BJH instructional staff will receive training in district initiatives including Fundamental 5 & Marzano's High Reliability Schools. (TIP)	4	Assistant Superintendent, ESC 9 Specialists	Within the first year of employment.	Local & Title 1	Prof. Development Documentation & Training Certificates
3.1 BJH instructional staff will receive training & updates in the use of BISD electronic resources including TxEIS, DMAC, TEKS Resource System.	4	Assistant Superintendent, ESC 9 Specialists, Principals	2020-21	Local & Title 1	Prof. Development Documentation & Training Certificates
3.1 BJH instructional staff will receive professional development specific to technology integration and the use of laptops, google platforms, etc. for teaching and learning.	2, 4	Inst. Tech. Coordinator	2020-21	Local	Training Documentation

3.1 All BJH 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
3.1 BJH will provide 1 st Year Teacher Academy professional development to first year teachers to retain high quality teachers in the profession. (TIP)	3, 4	Assistant Superintendent, Principals, Region 9 Specialists	2020-21	Local	Professional Development Records
3.2 All new BJH teachers employed by Bowie ISD will be highly qualified or fulfill the DOI requirements for their teaching assignment before employment.	3	Campus Principals	2020-21	Local	Teacher Certification Records, HQ Documentation
3.2 All paraprofessionals hired by BJH will be highly qualified when hired or will complete online professional training through Region 4 or in person at Region 9 in a timely manner.	3	Campus Principals	2020-21	Local & Title	TOPS Training, HQ Documentation
3.2 High quality applicants will be encouraged to apply for positions with BISD due to a competitive salary schedule and benefits package. Salaries for teachers and paraprofessionals will be supported by Title I funds according to guidelines for Title I.	5	Superintendent, Chief Financial Officer	2020-21	Title 1 and Local	BISD Salary Schedules
3.2 New BJH teachers (first year or new to the district) will be provided a mentor teachers. Mentors to first year teachers will receive a stipend.	5	Campus Principals	2020-21	Local	Mentor Surveys
3.2 BISD will supplement salaries for identified teachers and paraprofessionals who provide extended-day math, reading, and science support and to provide for small group and computer assisted instruction as part of a school-wide program.	5, 9	Superintendent, Chief Financial Officer, Assistant Superintendent, Campus Principal	2020-21	Title 1, Local	Schedules and Attendance Rosters

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

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

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

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

Strategies/Action Steps	SW Component	Person(s) Responsible	Timelines	Resources	Evaluation Formative/Summative
4.1 All BJH employees will adhere to a growth mindset with an emphasis on self-reflection on instructional practices. (TIP)	2, 6	Campus Principals	2020-21	Local	T-TESS Evaluations
4.1 BJH will increase social media presence in a variety of formats.	1, 6	Campus Principals	2020-21	Local	End of Year Surveys
4.1 BJH will seek to recognize students and staff for their accomplishments throughout the year in the form of Student, Rabbit, and Teacher of the month. Students will be awarded for academics, attendance, and character. One such program is through our Character Rox program designed to recognize good behavior/character. This will be tracked through the PBIS Rewards Program.	1,2,6	Principals, Teachers	2020-21	Local	Surveys
4.1 BJH will continue to expand the "Team Bowie" moto and seek additional opportunities to engage the community, businesses, parents, faculty, and staff in all efforts to promote unity, pride, & student success. BJH will also promote the "AIM" statement and the BISD acronym to increase unity and purpose.	2, 5, 6	ALL BISD	2020-21	Local	End of Year Surveys
4.1 Parent surveys will be utilized to determine additional needs and avenues for parent involvement, to coordinate existing organizations such as PASS, and to recruit additional parents to serve on committees.	1, 6, 10	Campus Principals, Superintendent	2020-21	Local	Surveys, Meeting Documentation
4.1 Students will be encouraged to participate in "Food with Fleming" to discuss issues that they deem relevant to their educational process.	1,2,9	Principal	2020-21	Local	Student Surveys, Student Participation
4.1 Parent Conferences will be offered continually to discuss student progress.	6, 9	Teachers, Campus Principals	2020-21	Title 1 & Local	Classroom teachers, Adminsitration

4.1 BJH 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	2020-21	Local	Student withdraw forms, PEIMS documentation
4.1 BJH counselors and school nurses will ensure the needs of pregnant and homeless students are met through the coordination of services provided by outside agencies.	9, 10	Counselors, Nurses	2020-21	Local	Counselor Documentation
4.2 BJH will conduct one after-school function per semester. BSD will support the campus functions by providing advertisement and translators if needed.	6	Campus Principals, Teachers	2020-21	Local	Sign in Sheets
4.2 BJH will have at least one parent night in the fall and one transition activity in the spring for students who will be entering the campus for the first time in the fall of the next school year. BJH will provide support or materials to parents regarding transition activities at each campus as needed.	7	Campus Principals, Counselors	2020-21	Local	Advertisements and Participation Rosters
4.2 BJH will provide various opportunities for students to partner with the community in activities and clubs (ex. Leo Club, STUCO and NJHS.) This could be limited due to covid.	6, 10	Principals, Teachers, Community Members	2020-21	Local	Campus Calendar
4.2 BJH will support the implementation and usage of the BSD app while still utilizing the current means of staff to student/parent communication such as Facebook and Remind. Blackboard will also be utilized as a form of communication.	1, 6	Principals, Teachers	2020-21	Local	Surveys
4.3 BJH will develop attendance strategies to ensure a 95% or higher attendance rate. This will be done through reward and recognition.	1, 2	Principal, Teachers, PEIMS clerk	2020-21	Local	Documentation of Strategies Implemented, Saturday School

4.3 BJH administrators will hold meetings and call parents of students with excessive absences throughout the school year.	6, 9	Campus Principals	2020-21	Local	Meeting Minutes and Documentation
4.3 BJH attendance administrators will provide opportunities for students with excessive absences to rectify the situation in an effort to adhere to attendance regulations.	2, 9	Campus Principals	2020-21	Local	Attendance Sheets
4.3 BJH will monitor students at risk for dropping out and provide necessary intervention.	1, 9	Campus Principals, Counselors, Teachers	2020-21	Local	PEIMS Drop-out data

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

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

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

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

Strategies/Action Steps	SW Component	Person(s) Responsible	Timelines	Resources	Evaluation Formative/Summative
5.1 BJH will provide resources for staff on the prevention of bullying and school violence, discipline management, and including materials for the education of students on suicide awareness and prevention, violence prevention and intervention, conflict resolution, sexual harassment and dating violence.	4, 9, 10	Counselors, Principals, Assistant Superintendent	2020-21	Local	Professional Development records, materials and resources for teachers
5.1 BJH will continue to provide activities during Red Ribbon Week to educate students on the dangers of drugs and alcohol.	9, 10	Counselor, Principals	2020-21	Local	Campus Schedule
5.1 Student surveys 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 BJH will seek to utilize community members to educate all students on the dangers of drugs and alcohol.	4, 9, 10	Counselors, School Resource Officers	2020-21	Local	Program records

5.2 Student input groups will be formed to meet with campus administration to provide student input on matters that are relevant to our student body.	1,9,10	Campus Administration	2020-21	Local	Student Survey results
5.2 BJH students will participate in Character Education Lessons provided by the counselor and teachers. These will include topics such as anti-bullying and citizenship.	9,10	Counselor	2020-21	Local	Counselor Presentations
5.2 BJH administration, teachers, and staff will support consistent discipline, establish high behavior expectations for all students, and facilitate a positive, safe school environment.	1, 2, 9	Principals, teachers, counselors	2020-21	Local	Discipline records, Character Rox Program Information
5.2 Input will be used from the staff discipline committee to provide a consistent approach to student discipline at BJH.	1,2,9	Administration, teachers	2020-21	Local	Staff, Student, Parent Surveys
5.3 District EOP will be maintained and updated as needed. Teachers will participate in trainings & drills. Safety audit, fire marshal, and health inspections conducted as required by law. Provide MSDS training for teachers as required by law.	2, 10	Superintendent, Maintenance Dir.	2020-21	Local	State Inspection Certificates, Emergency Operations Plan, Discipline Records, Board Reports
5.3 The Bowie ISD and its Board of Trustees has adopted a policy regarding bullying. Refer to Board Policies FFI (Legal) and FFI (Local). The District prohibits bullying or retaliation against anyone involved in the complaint process. To obtain assistance and intervention, any student who believes that he or she has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee. Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal orally or in writing. Refer to the above listed board policies for more information.	9, 10	Superintendent, Campus Principals	2020-21	Local	Professional Development records, Training Resources
5.3 All BJH employees will report suspected child abuse and neglect and sexual abuse as required by Texas law to Child Protective Services. All new educators will be provided training in sexual abuse awareness and prevention as required by law.	4, 9, 10	Campus Principals, Counselors	2020-21	Local	Training Documentation
5.3 BISD contracts with the Bowie Police Dept. to provide two full-time School Resource Officers to enhance safety and security at all campuses.	9, 10	Superintendent	2020-21	Local	Contract, Safety reports

5.3 BJH will support the Guardian Plan as adopted by the School Board.	9,10	Superintendent	2020-21	Local	School Board Minutes
5.3 Stop the Bleed Kits will be made available in priority areas around the BJH campus.	9,10	Superintendent	2020-21	Local	Kits present in school

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

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

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

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

Strategies/Action Steps	SW Component	Person(s) Responsible	Timelines	Resources	Evaluation Formative/Summative
6.1 BJH will continue to expand opportunities for teachers to integrate technology with instruction through the use of student showcases (websites, parent nights, STEM, etc.) and develop campus specific goals and strategies.	1	Instructional Technology Coordinator, Assistant Superintendent, Principal	2020-21	Local	Professional Development Plans, sign in sheets
6.1 BJH will increase the use of social media as a form of technology to improve communication.	2	Principal, Principal designees	2020-21	Local	End of year surveys
6.1 BJH will provide assistance to teachers in need of classroom management strategies and expectations in the use of technology in the classroom.	4	Instructional Technology Coordinator, Assistant	2020-21	Local	Teacher Surveys, Program Evaluations
6.1 BJH will continue the 1:1 initiative at the secondary level for teacher and student instructional use at all grade levels.	2	Technology Director, Principals	2020-21	Local	Technology Report and Program Evaluation
6.1 BJH instructional staff will be trained in using electronic programs such as TxEIS, DMAC, to support data analysis and the innovative use of technology for instruction & learning.	4	Instructional Technology Coordinator,	2020-21	Local	Professional Development Records

6.2 BJH will provide support materials/training to parents regarding the use of electronic programs such as TxEIS for student registration, the BISD Parent Portal for communicating student attendance and grades, as well as the use of blackboard as an additional means of communication.	6	TxEIS Coordinator, PEIMS, Principal	1st six weeks	Local	Website Resources, Communication records
6.2 BJH will support the implementation and usage of the BISD app while still utilizing the current means of staff to student/parent communication such as Facebook and Remind.	1, 6	Principals, Teachers	2020-21	Local	Surveys
6.3 BJH infrastructure for wifi connectivity will be maintained for the efficient & effective use of technology by all BJH employees.	2, 10	Technology Director	2020-21	Local	Surveys and Technology Report
6.3 Opportunities will be provided to teachers to increase the use of google for communication and classroom assignments.	4	Principal	2020-21	Local	Teacher Participation
6.3 BJH computer operating systems will be upgraded to Office 10 which is necessary to implement the Office 365 initiative. Google systems will also be implemented and supported.	2, 10	Technology Director, Principal	2020-21	Local	Technology Report

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

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

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
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. was not advanced from one grade level to the next for one or more school years; (NOTE: prekindergarten or kindergarten students who did not advance to the next grade level only as the result of the request of the student's parents are excluded from this identification; effective school year 2009-2010.)
4. 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;
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 a student of limited English proficiency, as defined by Section 29.052;
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; 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 and, regardless of the student's age, each student who participates in an adult education program provided under a high school diploma and industry certification charter school program under Section 29.259.