

# Bowie Independent School District



## Bowie Intermediate School 2020-2021

### Improvement Plan

169-901-042

Date of Board Approval: Nov 2020

Revised: 9.21.20

## Key to Title I School-Wide Components

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

**2020-2021**

# BIS Campus Improvement Team

<b>Name</b>	<b>Position</b>
Konen, Nicholas	Counselor
Treadwell, Suzie	Community Member
Fowler, Stella	5th Grade Teacher
Cantrell, Ashley	Parent
Hancock, Karen	5th Grade Teacher
Enlow, Addie	Computer/Art Teacher
Patterson, Meagan	4th Grade Teacher
Mazac, Michelle	4th Grade Teacher
Lee Ann Farris	Principal
Shaw, Brent	Business Representative
Adams, Lee	Parent
Deweber, Leigh	Parent
Roth, Kelly	Rti/Support Staff

# **BISD Board Goals**

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

## **Core Beliefs**

We believe:

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

# BOWIE ISD

## **Mission**

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

## **Vision**

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

### Nondiscrimination Notice

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

# **Comprehensive Needs Assessment Process & Summary**

**CNA Process:** The District and Campus Improvement Teams are selected each year based on district policy and include teachers, administrators, parents, community, and business representatives. The District & Campus Improvement Teams meet periodically throughout the year as needed. An Improvement Planning Retreat is held in August each year to review the purpose and importance of conducting a Comprehensive Needs Assessment with the District & Campus Improvement Teams and special program representatives. The District and Campus Improvement Plans are evaluated to determine if Performance Objectives have been met and to determine if designated Strategies have been completed effectively. A Comprehensive Needs Assessment is conducted for the district and each campus 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, Response to Intervention, Technology, Professional Development, Student Assessment, and School Safety are included. After the data is reviewed and analyzed, the DIT & CITs set priorities and make recommendations for strategic initiatives to be implemented in the District and Campus Improvement Plans. 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:**

**Please see CNA Statement below...**

## **BISD CNA Statement as a result of the 2019-2020 COVID shutdown and Asynchronous Learning Plans for 2020-2021:**

Due to the COVID shutdown and the State exemptions from testing in the Spring-Summer of 2020, we were not able to focus our CNA on the typical data and program evaluations we normally do. As well, we were not able to meet in person this summer for our Campus and District Planning Retreats.

However, we were able to meet as an administrative team, and with our campus and district improvement teams, via Zoom meetings and in some small group meetings to discuss our needs for this year, certainly as they related to COVID and all of the related issues. As we determined Bowie ISD would offer in-person and remote asynchronous learning for this school year, we began to talk through what we would need to facilitate this type of learning, and to ensure teaching and learning would continue, regardless of another potential shut-down. We also discussed the need to address student learning gaps as a result of the March-July school closure. Our discussions led us to the following needs which have all been addressed and included in our 2020-2021 District and Campus Improvement Plans. In addition, we will continue to focus on the previous year's identified priorities, as we were not able to complete activities for 2019-2020.

## **IDENTIFIED NEEDS FOR 2020-2021**

### **TEACHER RECRUITMENT/RETENTION**

- More time on Wednesday early release for teacher PLC/PD time to review student BOY data and to plan instruction/intervention to support learning gaps
- School Calendar adjusted to add flex days to make up for potential lost instructional days due to potential closure
- Mentor Teacher Stipends to support new, beginning teachers
- Stipends for a campus tech support to help with remote instruction issues
- Employee Full-time District Tech Coordinator
- Contracted with retired PEIMS Director for additional new PEIMS director support
- Contracted with retired GT Coordinator for additional GT testing support to complete 2019-2020 GT evaluations
- Salary Schedule adjusted and raises awarded to ALL staff due to extra work and stress as a result of COVID
- Virtual Co-Teacher added at Elem. To help support teachers and younger students/families with remote instruction
- Behavior Teacher added at Elem.
- Dual Credit Facilitator named for HS since college kids remain on campus this year
- Contracted with R9 for Dist. Librarian services, as our librarian retired

### **PROFESSIONAL DEVELOPMENT**

- Melanie Mayer for district convocation and remote instruction strategies/support
- Round Robins & required campus trainings extended with an hour for each to address new COVID related issues presented by:
  - District nurse
  - attendance/grades
  - HR/payroll COVID leave
  - SPED Contingency Plans & Compensatory Services
  - AESOP & Ring Central Training
- Google Classroom training w R9 for our remote instruction platform
- ScreenCastify Training to support remote instruction
- Read Write Training to support student accommodation needs
- TEKS Resource System Gap Analysis Training
- All K-3 Elem teachers will participate in the state required Reading Academy Training

## **INSTRUCTIONAL PROGRAM/SUPPLIES**

- Purchase more textbooks for students who choose paper support where we only have class sets
- Purchase Class-Link to provide one login for all web-based instructional resources
- ScreenCastify to record lessons
- Install Adobe Pro on all teacher and admin computers for PDF editing
- Google Classroom will be our online learning platform
- Zoom training for live meetings and instructional support
- Purchase More laptops (Rural Low Income Grant, Instructional Continuity Grant, IMA) & charging stations & chargers
- Purchase Charging stations for iPads
- 43 Document Cameras to live-stream or record teacher instruction for remote learners
- Purchase 50 WiFi Devices Operation Connectivity Grant to support remote learners without internet
- Wireless Promethean Boards purchased for CTE classes
- Calculators & Chargers purchased for JH/HS instruction & STAAR testing

## **HEALTH & WELLNESS**

- Purchase & Install more Water Bottle Refill Stations
- Purchase More cleaning/sanitizing supplies (Clorox spray, germ ex & hand sanitizer stations, masks, gloves, spray bottles)
- Employee Additional Full-time nurse for the junior high campus

## **ATHLETIC & UIL**

- Subscribe to an online, web-based ticket system to prevent cash exchange and contact with individuals

## **Technology**

- 3 year tech plan will be developed
- New device inventory process will be implemented



## 2020-2021 Identified Priorities

- Writing
- Transition between grade 3 and 4 and the dip in scores in grade 4.
- Special Populations (SPED, EL, ECD, White)
- Communication
- Discipline
- Technology
- School Safety

**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:** BIS student performance on the state assessment will increase to meet 90% at Approaches, 60% at Meets and 30% at Masters on the 2019 STAAR as suggested by the state.

**Objective 2:** BIS teachers will increase writing STAAR scores 20% on the 2020 STAAR test.

Strategies/Action Steps	SW Component	Person(s) Responsible	Timelines	Resources	Evaluation Formative/Summative
1.1 BIS will conduct the teacher/student goal setting sessions to foster individual motivation and accountability to improve student learning. They will have a personal level goal based on previous year scores and mock testing that will show growth. (TIP)	2	Campus Principals, Teachers, Curriculum Dir	2020-2021	Local	Progress Monitoring after each CBA & 2020 STAAR improvement
1.1 To monitor student learning, core-content area teachers will 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 through the DDI process.	2, 8	Teachers, Curriculum Director, Principals	CBAs-At least once each six weeks  Benchmark-At least once second semester	Local	DMAC reports, test grades
1.1 Teachers will complete a data card for each student with information about their special programs, sub pop information, and CBA and mock testing information. This will be put on data boards to track student progress and monitor students that are going backwards in performance. It will also give a global view of the performance of the grade-level to make needed instructional changes. (TIP)	2,8	Campus Principal, Teachers	2020-2021	Local	DMAC reports, Data Boards, percentage increase in the STAAR levels
1.1 Additional software and materials such as Reading Renaissance, Study Island, Read Naturally, iStation, Reflex Math and other assessment materials such as DRA, STAR Reading, and STAR Math, ISIP will be used to monitor student progress. Universal screeners or assessments from these programs will be administered as applicable in grades K-8, three times per year, to monitor student growth, to make Rtl decisions, & to inform Acc. Inst. Plans.	2, 8	Curriculum Director and Campus Rtl specialists	2020-2021	Local & SCE	Program reports, Rtl documentation, Accelerated Instruction Plans

1.1 To increase the number of students performing at the meets level on STAAR in our sub-pops we will increase EL strategies from Shelter in Place Training and include vocabulary in our lesson plans that will be addressed in the units being taught. (TIP)	2, 9,4	Campus Principal, Teachers	2020-2021	Local	Lesson Plans
1.1 To increase student academic vocabulary teachers will have vocabulary word walls in every classroom and students will be expected to use vocabulary in their responses.	2, 9, 4	Campus Principal, Teachers	2020-2021	Local	Wor
1.1 To increase our Masters and Meets levels students who do not receive special services or Rtl services will be enriched during the Academic Enrichment time in the schedule. Students will be strategically grouped and do things like Project Based Learning, STEM Activities, and book studies.	2, 8	Campus Principal, Teachers	2020-2021	Local	Accelerated Instruction plans, Rtl schedule and list of students, program reports

1.1 BIS will support teachers 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 in a PLC. (Every Wednesday)	8	Campus Principals & Curriculum Director	Horizontal Planning at least once per six weeks, Vertical planning at least once per semester	Local	District & Campus Calendars, Meeting Documentation (sign in sheets, notes, etc.)
1.1 Teachers will use the district approved curriculum and resources for daily instruction.	3	Teachers, Campus Principals, Curriculum Director	2020-2021	Local	Scope & Sequence Charts, Lesson Plans, Walk-throughs
1.1 Campus administrators will serve as instructional leaders by participating in team planning meetings, and conducting walk-throughs to verify students are receiving high-quality aligned instruction. . In addition, Campus Leadership Teams and District Administrators will attend Marzano's HRS training at Region 9 to align practices in these areas & to provide a focused, systemic approach to campus & instructional leadership.	2, 3	Campus Principals, Curriculum Director, Superintendent	2020-2021	Local	Documentation of Meetings and Walk-throughs. M Training certificates. HRS Implementation Documentation.

1.1 BIS will maintain appropriate student teacher ratios and provide additional class-size reduction teachers where appropriate.	1	Principals, Superintendent	2020-2021	Title II Part A	PEIMS Enrollment Reports, TAPR Report
1.1 Teachers will model and utilize highly effective teaching practices in daily instruction including Kagan Cooperative Learning, Marzano's Academic Vocabulary and The Fundamental 5. Teachers will participate in instructional rounds. Teachers will also promote college and career awareness/readiness with all students.	3, 4	Principals, Teachers, Curriculum Director	2020-2021	Local	Lesson Plans, Walk-Throughs
1.1 BIS will provide specific educational opportunities targeted to advanced & gifted students which promote Level III performance on the state assessment.	9	Teachers, Principals	2020-2021	Local	Campus Schedules, Level III Performance Reports
1.2 BIS will collect a minimum of 3 writing samples and grade with student friendly rubric to maintain a writing portfolio to see student growth in writing. (TIP)		Campus Principal, Teachers	2020-2021	Local	Portfolios, Student work samples, student performance on rubrics
1.2 Teachers in grade 4 and 5 will attend the Writing Academy training for composition and editing and revising prior to implementing this brain-based curriculum. (TIP)		Campus Principal, Teachers	2020-2021	Local	Training documentation, Student samples, Teacher lesson plans, observations
1.2 Teachers will implement The Fundamental 5 and introduce critical writing into their classroom routine and use sentence stems for speaking and writing.	10	Principals, Superintendent, Curriculum Director, ASOT members	2020-2021	Local	Training documentation, Student samples, Teacher lesson plans, observations

<b>Goal 2: BIS 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)</b>					
<b>Objective 1:</b> BIS will ensure special education students receive high quality instruction in their least restrictive environment to close the achievement gap by 5% as reflected on 2021 end of year data.					
<b>Objective 2:</b> BIS will provide intervention support for 4 <sup>th</sup> -5 <sup>th</sup> grade students identified as at-risk, economically disadvantaged, or ESL to close the achievement gap by 5% as reflected on 2021 end of year data.					
<b>Objective 3:</b> BIS will be in compliance with all special program requirements such as LEP, GT, SPED, Dyslexia, Rtl and 504.					
Strategies/Action Steps	SW Component	Person(s) Responsible	Timelines	Resources	Evaluation Formative/Summative
2.1 Instructional staff will receive ongoing training and support for successful implementation of Inclusion and Co-teaching practices.	2, 4	Principals, Curric. Dir., SPED Co-op	2020-2021	Local & Title	Training documentation, Teacher Surveys
2.1 Instructional staff will receive training to better understand the needs of students with disabilities and the accommodations that would benefit individual students.	4	Principals, Curric. Dir., SPED Co-op	2020-2021	Local & Title	Training documentation, Teacher Surveys
2.1 BIS will provide specific educational opportunities targeted to advanced & gifted students which promote Level III performance on the state assessment.	9	Teachers, Principals	2020-2021	Local	Campus Schedules, Level III Performance Reports
2.1 New and returning teachers will receive training on writing PLAAF statements.	4	SPED Co-op	2020-2021	Local	Training documentation
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 TxEIS. At-risk criteria are attached to this document as a separate record.	4, 9	Counselors, PEIMS Coordinators, Curric. Dir.	2020-2021	Local	Training documentation
2.2 BIS will ensure at-risk students have the opportunity to participate in compensatory education programs targeted to their specific needs including AVID, year-round tutorials, AEP, Credit Recovery, Rtl, the Alternative Learning Center, summer school, and software intervention programs such as Edgenuity. (TIP)	9, 10	Counselors, Teachers, Curric. Dir.	2020-2021	SCE Funds	Program participation and performance Reports, student schedules
2.2 BIS will provide accelerated instruction and summer school for those students who don't meet minimum standards on the state assessment in SSI grades and subjects	9	Teachers, Principals, Curric. Dir.	2020-2021	SCE Funds	SSI Documentation and Accelerated Instruction Plans.

and other grades/subjects as determined by need and based on district policy. (TIP)					
2.2 All campuses will make use of available technology systems such as DMAC, TxEIS, & eSPED to identify and track special student populations & perform record-keeping tasks required for 504, Rtl, LEP and SPED.	9, 10	Campus Principals, Rtl Specialists, SPED	2020-2021	Local	Program Reports
2.2 Each campus will have a person or persons designated as Rtl, 504, LEP, & SPED, leads who will be trained & responsible for entering student documentation into those electronic programs.	4, 10	Campus Principals, Rtl Specialists	2020-2021	Local & Title	Staff Duty Reports
2.3 A Gifted & Talented (G/T) Pull out Program will be provided to qualified students according to BIS board policy as written in compliance with the Texas State Plan for the Education of Gifted/Talented Students	10	Principals, Curric. Dir, Superintendent	2020-2021	Local	Campus Course Schedules
2.3 Dyslexia program will be provided to those students who qualify. Students will be served through the Section 504 or SPED program and may also qualify for accommodations under that program in addition to dyslexia services. (TIP)	9, 10	Principals, Dyslexia Teachers, Curric. Dir.	2020-2021	Local	Campus Course Schedules, Meeting Documentation
2.3 BIS teachers will be provided professional development opportunities in best practice instructional strategies to the needs of each special populations through Sheltered Instruction training, ASOT training, TEKS Resource System Gap Analysis Tool and Read/Write training. (TIP)	3,4,9	Principals, Curric. Dir,	2020-2021	Local	Certificate of attendance, strategies in lesson plans

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

**Objective 1:** 100% of BIS 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:** BIS will employ practices designed to recruit and retain highly effective staff.

Strategies/Action Steps	SW Component	Person(s) Responsible	Timelines	Resources	Evaluation Formative/Summative
3.1 Instructional staff will receive yearly training on updates to the state assessment and accountability system, including changes to allowable accommodations.	4	Curriculum Director	2020-2021	Local	Prof. Development Documentation
3.1 Instructional staff will attend prof. dev. opportunities specific to their grade, subject, and BIS adopted curriculums as well as for other resources utilized for instruction.	4	Curriculum Director, Principals, ESC 9 specialists	2020-2021	Local & Title 1	Prof. Development documentation
3.1 Instructional staff will receive Rtl, 504, & Dyslexia training yearly.	4, 10	Curriculum Director, ESC 9 Specialists, Coordinators on Campus	2020-2021	Local & Title 1	Prof. Development Documentation
3.1 All BIS Teachers will be encouraged to complete 30 hours of GT Foundation Training (maintaining a 6 hour update yearly), their ESL certification, &/or SIOP Training as appropriate for their teaching assignment. (TIP)	4, 10	Campus Principals	Yearly until endorsements or certifications are achieved.	Title 1 & Local, BIS 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 & ASOT strategies, DDI, HRS, and Fundamental 5. (TIP)	4	Curriculum Director, ESC 9 Specialists	Within the first year of employment.	Local & Title 1	Prof. Development Documentation & Training Certificates
3.1 Instructional staff will receive training & updates in the use of BIS electronic resources including TxEIS, DMAC, TEKS Resource System, and Google Suite.	4	Curriculum Director, ESC 9 Specialists	2020-2021	Local & Title 1	Prof. Development Documentation & Training Certificates
3.1 All staff will have the opportunity to suggest areas of need in technology and participate in a minimum of 4 Tech Tip Trainings throughout the school year.		Campus Principal, counselor, teachers, Inst. Tech. Coordinator	2020-2021	Local	Training Documentation

3.1 Instructional staff will receive professional development specific to technology integration and the use of laptops, document cameras, Read Write program, Screencastify, TEKS Resource System Gap Analysis Tool & Google Classroom, etc. for teaching and learning.	2, 4	Inst. Tech. Coordinator	2020-2021	Local	Training Documentation
3.1 All BIS teachers and staff will receive child abuse reporting, FERPA, Parental Involvement, and other required Title 1 trainings yearly.	10	Campus Principals	Yearly in August prior to the first day of school.	Local	Training Documentation
3.2 All paraprofessionals hired by BIS will be Highly Qualified when hired or will complete online professional training through Region 4 or in person at Region 9 before the first day of work.	3	Campus Principals	2020-2021	Local & Title	TOPS Training, HQ Documentation
3.2 High quality applicants will be encouraged to apply for positions with BIS 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	2020-2021	Title 1 and Local	BIS Salary Schedules
3.2 New teachers (first year or new to the district) will be provided with mentor teacher.	5	Campus Principals	2020-2021	Local	Mentor/Mentee Surveys
3.2 Teachers new to the profession will attend Region 9's New Teacher Academy to learn tip, curriculum, and address new teacher concerns and be assigned a mentor on campus.	4,5	Campus Principal	2020-2021	Local	Training Certificates
3.2 BIS 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, Curriculum Director	2020-2021	Title 1, Local	Schedules, Lesson Plans and Attendance Rosters



**Goal 4: BIS 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:** BIS will maintain a 96% attendance rate.

Strategies/Action Steps	SW Component	Person(s) Responsible	Timelines	Resources	Evaluation Formative/Summative
4.1 All BIS employees will adhere to a growth mindset with emphasis on self-reflection on their instructional practices.	2, 6	Campus Principals	2020-2021	Local	TTESS Documentation
4.1 BIS will seek to recognize students and staff for their accomplishments throughout the year with awards assemblies, caught being good coins, and positive office referrals. Students will be awarded for both academics and character.	1,2,6	Campus Principal, All staff	2020-2021	Local	Awards Assemblies and documentation of data in the presentation
4.1 BIS 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. BIS will promote the BISD acronym to increase unity and purpose.	2, 5, 6	ALL BIS	2020-2021	Local	End of Year Surveys
4.1 BIS will involve community members in a student mentoring programs such as the "Watch Dog" program and reading mentor program as it permits.	6	Campus Principals, Counselors	2020-2021	Local	End of Year Surveys, Sign-in Rosters
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	2020-2021	Local	Surveys, Meeting Documentation
4.1 Parent Conferences will be offered at the end of the first six weeks to discuss student progress and to complete Title I Home-School Compacts.	6, 9	Teachers, Campus Principals	Yearly at the end of the 1st 6 weeks	Title 1 & Local	Home-School Compacts
4.1 Campus Principals will meet with the parent/guardian of any student that withdraws to Home School or is not enrolling in another public or private school in order to prevent dropout. Withdrawal to Homeschool Documentation must be signed by the parent/guardian at the time of withdrawal.	1, 10	Campus Principals	2020-2021	Local	Student withdrawal forms, PEIMS documentation

4.2 Each campus will conduct one after-school function per semester as permitted. BIS will support the campus functions by providing advertisements and translators if needed.	6	Campus Principals, Teachers	2020-2021	Local	Sign in Sheets
4.2 Each campus will have at least one parent night in the fall and one transition activity in the spring for students who will be entering the campus for the first time in the fall of the next school year. BIS will provide support or advertising materials to parents regarding transition activities at each campus as needed.	7	Campus Principals, Counselors	2020-2021	Local	Advertisements and Participation Rosters
4.3 BIS will develop attendance strategies to ensure a 97% or higher attendance rate such as "Ready to Learn" and class with the highest attendance each six weeks will get rewarded.	1, 2	Campus Teams	2020-2021	Local	Documentation of Strategies Implemented

<b>Goal 5: Bowie ISD will model a safe and drug free environment that is positively conducive to student success.</b>					
<b>Objective 1:</b> Provide a comprehensive program to increase student awareness of the dangers and effects of drug and alcohol use and violence prevention.					
<b>Objective 2:</b> Provide model programs that encourage students to develop strength of character and become responsible citizens of our community.					
<b>Objective 3:</b> BIS will ensure that 100% of campuses have effective emergency response procedures in place to ensure the safety of students and staff.					
Strategies/Action Steps	SW Component	Person(s) Responsible	Timelines	Resources	Evaluation Formative/Summative
5.1 Provide 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, Curric. Dir.	2020-2021	Local	Professional Development records, materials and resources for teachers
5.1 Student survey regarding bullying, school violence, and drug/alcohol awareness will be administered to determine program needs and impact.	4, 9, 10	Campus Principals	Yearly in the spring	Local	Student Survey results
5.2 Continue the character development program at all to encourage positive behavior, self-awareness, and self-regulation.	2	Campus Principals, Counselors	2020-2021	Local	Program records
5.2 BIS will seek to utilize community members to educate all students on the dangers of drugs and alcohol such as Red Ribbon Week – "Be Drug and Bully Free." Also, the SRO will use videos for students to view during in morning meetings that will address school concerns.	4, 9, 10	Counselors	2020-2021	Local	Program records

5.2 Administration, teachers, and staff will support consistent discipline, establish high behavior expectations for all students, and facilitate a positive, safe school environment through PBIS strategies, morning meetings, Start with Hello Week, caught being good coins, and related ideas throughout the year.	1, 2, 9	Principals, teachers, counselors	2020-2021	Local	Discipline records
5.3 District Emergency Operations Plan maintained and updated as needed. Staff will participate in routine training and 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.	2020-2021	Local	State Inspection Certificates, Emergency Operations Plan
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	2020-2021	Local	Discipline Records, Board Reports
5.3 All BIS 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	2020-2021	Local	Professional Development records, Training Resources
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	2020-2021	Local	Contract, Safety reports
5.3 BIS will support the Guardian Plan as adopted by the School Board.	9,10	Superintendent, Principal	2020-2021	Local	School Board Minutes
5.3 Stop the Bleed Kit will be placed on the BIS campus in high priority area.	9,10	Superintendent, Principal	2020-2021	Local	Kits on campus

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

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

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

**Objective3:** BIS will maintain the technology infrastructure to ensure connectivity.

Strategies/Action Steps	SW Component	Person(s) Responsible	Timelines	Resources	Evaluation Formative/Summative
6.1 Expand opportunities for teachers to integrate technology with instruction through the use of student showcases (websites, parent nights, etc.) and develop campus specific goals and strategies.	1	Instructional Technology Coordinator, Curriculum Director, Principal	2020-2021	Local	Professional Development Plans, sign in sheets
6.1 Provide targeted professional development to improve technology integration in the classroom. All staff will have the opportunity to suggest areas of need in technology and participate in a minimum of 6 Tech Tuesdays throughout the school year.	4	Instructional Technology Coordinator, Curriculum Director, Principal, Teachers	2020-2021	Local	Teacher Surveys, Program Evaluations
6.1 Teachers will have class sets of laptops to create a 1-to-1 learning experience for students. Teachers will use digital programs, Google Classroom and digital lessons to increase student knowledge on TEKS using a digital platform.	4	Instructional Technology Coordinator, Curriculum Director, Principal, Teachers	2020-2021	Local	Lesson Plans, Destiny log of computers per classroom
6.1 Instructional staff will be trained in using electronic programs such as TxEIS, DMAC, and Google Suite programs to support data analysis and the innovative use of technology for instruction & learning. All staff will attend Google Classroom/Screenecastify training in person and also complete Google Classroom Canvas class with Region 9.	4	Instructional Technology Coordinator, Region 9 Specialist, Principal	2020-2021	Local	Professional Development Records
6.2 Provide support materials/training to parents regarding the use of electronic programs such as TxEIS for student registration	6	TxEIS Coordinator	1st six weeks	Local	Website Resources, Communication records

and the BIS Parent Portal and BISD app for communicating student attendance and grades.					
6.2 The campus will have a positive presence on social media and the school website to increase communication. There will be weekly updates, posts on Facebook to "Tell Our Story."	2,6	Campus Principal	2020-2021	Local	Website and Facebook statistics
6.2 Increase parent communication through a monthly newsletter that is posted on social media, pushed to app notifications, and sent via email with Blackboard-Parentlink. Also, text messages will be sent for reminders of important information as this was the preferred mode based on parent surveys.	1,2,6	Campus Principal	2020-2021	Local	Blackboard documentation and statistics, survey
6.3 Infrastructure for wifi connectivity will be maintained for the efficient & effective use of technology by all BIS employees.	2, 10	Technology Director	2020-2021	Local	Surveys and 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.