

BOWIE

Campus Improvement Plan

2011-2012



“An Exemplary Team”

BOWIE EL

Mission

The Bowie staff works closely with parents to provide a safe, nurturing, and challenging school environment for all students. Multiple research based programs are in place to assure that no child is left behind. Using a relevant, aligned curriculum and up-to-date technology, we will continue to strive for educational excellence, and provide the foundation for students to be college and career ready.

Vision

A safe and secure environment along with high expectations for student behavior, will be the prerequisites to academic success.

- A high level of parent and community involvement.*
- All students receive a relevant and rigorous curriculum that is aligned with the state TEKS.*
- All students, regardless of social or economic background, will succeed.*

Nondiscrimination Notice

BOWIE EL 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.

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Goal 1. Maintain safe and secure learning environments for all students

Objective 1. Procedures will be in place to assure a safe and secure campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Sign-in and Sign-out procedures for visitors, parents, and volunteers. Include Rapture software to screen for registered sex offenders, and criminal background checks for school volunteers. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Attendance Clerk, Principal, Principal's Secretary	August 22, 2011 - May 25, 2012	(S)Appointed Staff	100% of visitors are screened prior to participating in campus activities.
2. Educate staff and students, and practice school-wide procedures for fire drills (monthly), code warnings, and bus safety. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Principal	Aug. 22, 2011 - May 25, 2012	(S)Appointed Staff	100% of staff and students participate in required drills

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Goal 1. Maintain safe and secure learning environments for all students

Objective 2. All students will participate in a character education program that includes bullying prevention.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement the Character Counts curriculum (Caring, Honesty, Trustworthiness, Citizenship, Responsibility, Respect, Fairness) in grades 1-5. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Campus Career Counselor, Campus Staff	August 22, 2011- May 25, 2012	(L)Local	100% of students in grades 1-5 will receive formal instruction in all tiers of the Character Counts curriculum
2. Educate students about the dangers of social networking, and proper uses. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Counselor(s), Teacher(s)	September 2011 - May 20-12	(L)Local	Zero incidents of misuse of social networking among students.

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Goal 1. Maintain safe and secure learning environments for all students

Objective 3. Maintain strategies for Energy Conservation and Recycling Management Plan

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Keep outside building doors closed as much as possible, and enforce the "lights out" rule. Lights must be turned off if a room is vacated for 10 minutes or more. (Target Group: All)	Campus Staff	August 1, 2011- June 15, 2012	(S)Appointed Staff	10% reduction in annual energy costs

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Goal 1. Maintain safe and secure learning environments for all students

Objective 4. Support Opportunities to support health and wellness for employees and students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A strong physical education program that involves daily rigorous physical activities, and participation in Marathon Kids, Jump Rope for Heart, and Fitness Gram to evaluate program. (Title I SW: 3) (Target Group: All) (NCLB: 3)	PE Teachers	August 22, 2011- May 25, 2012	(L)Local	100% of students participate in regular P.E. activities
2. All students have an opportunity to participate in the "Fresh Fruits and Vegetables" program that provides daily, healthy snacks for students. (Title I SW: 2) (Target Group: All) (NCLB: 4)	Cafeteria Staff	October, 2011 - May 25, 2012	(S)Grant - State	Summative - 100% of students participate daily
3. Staff members will participate in the annual health fair. (Title I SW: 3) (Target Group: All) (NCLB: 4)	Campus Staff	November	(L)Local	100% of staff will participate
4. Staff and students will participate in the National "Walk to School" day, and emphasis the benefits of walking on a regular basis. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Campus Committees, Climate Committee	October 5, 2011	(L)Local	At least 50% of staff and students will participate in the event.
5. Staff members will participate in the HCISD staff softball league. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Campus Committees	March 2012-April 2012	(L)Local	At least 15 staff members participate

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Goal 1. Maintain safe and secure learning environments for all students

Objective 5. Implement safety program initiatives

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement an after school program (A.C.E.) in grades kinder-5th, from 3:00 p.m. to 5:30 p.m. to provide a safe and academically enriching environment for students. (Title I SW: 2) (Target Group: All) (NCLB: 4)	ACE site Coordinators, Teacher for After School Programs	Sept. 6, 2011- May 18, 2012	(F)Grant - Federal	At least 235 students will participate on a regular basis.
2. Continue Safety Patrol Program (4th and 5th grade students) before and after school, to promote safety in the hallways and on campus grounds. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Campus Committees	Sept. 6, 2011 - May 25, 2012	(S)Appointed Staff	zero incidents of accidents or injuries before or after school.
3. Establish and maintain an crisis intervention team that will be trained in CPI to intervene and de-escalate severe student misbehavior (Title I SW: 9) (Target Group: SPED) (NCLB: 4)	Intervention Specialists	Aug. 22, 2011- May 25, 2012	(L)Local	Summative - Zero incidents of student restraint

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Goal 2. Embrace and support meaningful involvement of parents and the entire community in the education of our students.

Objective 1. Involve parents and community members as instructional support for student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Promote Reading instruction and parent/community involvement through the H.O.S.T.S. program (Title I SW: 6,10) (Title I TA: 1,3,4,7,8) (Target Group: AtRisk)	Instructional Staff	Sept. 6, 2011 - May 18, 2012	(F)Title I	90% of students involved in the H.O.S.T.S. instructional program are reading at or above grade level as determined by TPRI, SAT-10, and STAAR
2. Highly effective site-based decision making team that includes teachers, parents, and community members. (Title I SW: 6) (Title I TA: 7) (Target Group: All) (NCLB: 1)	Campus Committees, Campus Homeless Liaison, Parent Volunteers	Sept. 2011 - May 2012	(L)Local	At least 8 site-based meetings held annually to address academic need of students and school.
3. Implement twice weekly parent center (Tuesdays and Thursdays) where parents are invited to meet and work on school and classroom projects. (Title I SW: 6) (Title I TA: 7) (Target Group: All) (NCLB: 1)	Parent Liason	Sept. 6, 2011 - May 18, 2012	(L)Local	At least 30 parents participate in parent center during the school year.

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Goal 2. Embrace and support meaningful involvement of parents and the entire community in the education of our students.

Objective 2. Provide academic Information to parents on the progress of their children

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct parent-teacher conferences at least once a year for each student. Additional conferences will be held with parents of students in danger of failing. (Title I SW: 6) (Title I TA: 7) (Target Group: All) (NCLB: 1)	Teacher(s)	August 22, 2011-- May 25, 2012	(S)Appointed Staff	Parent-teacher conferences held for 100% of students
2. Communicate with and inform parents of policies regarding student attendance, punctuality, achievement, discipline, and Student-Parent-Teacher Compact of Responsibilities. (Title I SW: 6) (Target Group: All) (NCLB: 1)	Instructional Staff	Aug. 22, 2011 - May 25, 2012	(L)Local	Summative - 100% of parents attend parent-teacher conferences during the school year
3. Promote an active PTA organization with at least four meetings per year, including an annual open house, to promote parent participation (Title I SW: 6) (Title I TA: 7) (Target Group: All) (NCLB: 1)	PTA	Sept. 2011 - May 2012	(S)Appointed Staff	At least 80% of parents attend at least one PTA meeting during the school year.

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Goal 3. Employ highly effective teachers, principals, and staff that are committed to achieving the mission of HCISD.

Objective 1. Provide staff development that is aligned to district goals and addresses critical campus needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide extensive training of the student expectations for the STAAR tests, including Phases I, II, & III of the district training, in addition to on-going embedded staff development at weekly grade level meetings and planning sessions. (Title I SW: 4,5) (Title I TA: 2,5,6) (Target Group: All) (NCLB: 1)	Content Area Specialist(s), Instructional Facilitators, Teacher(s), Team Leaders	Aug. 12, 2011 - May 25, 2012	(L)Local	100% of professional staff will participate in training.
2. Staff will receive training in the development and implementation of research based, Tier II intervention strategies. (Title I SW: 4,5) (Title I TA: 2,3,5,6) (Target Group: AtRisk) (NCLB: 1)	Assistant Principal(s), Instructional Facilitators, Principal	August 15, 2010	(L)Local	100% of staff will participate in training.
3. Staff members will be given opportunities to attend workshops, specific to their content area, to improve instructional practices. (Title I SW: 4,5) (Title I TA: 3,5,6) (Target Group: All) (NCLB: 1)	Campus Staff, Director of Staff Development	August 12, 2011 - May 25, 2012	(L)Local	100% of staff members attend at least one workshop, specific to their content area.

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Goal 3. Employ highly effective teachers, principals, and staff that are committed to achieving the mission of HCISD.

Objective 2. Maintain highly effective Professional Learning Communities within and among all grade levels that focus on student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Professional staff members will participate in both horizontal and vertical Professional Learning Communities. (Title I SW: 4) (Title I TA: 2) (Target Group: All) (NCLB: 3)	Instructional Facilitators, Instructional Staff	Aug. 12, 2011 - May 25, 2012	(L)Local	100% of professional staff will participate in PLC's weakley.
2. Additional planning time will be provided, on a weekly basis, for grade level team planning. (Title I SW: 4) (Title I TA: 2) (Target Group: All) (NCLB: 3)	Instructional Facilitators, Instructional Staff	Aug. 12, 2011 - May 25, 2012	(S)Appointed Staff	100% of classroom teachers will participate on a weekly basis.

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Goal 3. Employ highly effective teachers, principals, and staff that are committed to achieving the mission of HCISD.

Objective 3. Stay abreast of current technology trends that effect student learning

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Professional staff will learn and implement newly acquired instructional and resource technology including StemScope, EduSmart, Tango, INOVA, and DMAC. (Title I SW: 4) (Title I TA: 1,3) (Target Group: All) (NCLB: 3)	Campus Technologist, Instructional Facilitators, Teacher(s), Webmaster	Aug. 12, 2011 - May 25, 2012	(L)Local	100% of professional staff will utilize appropriate technology.

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Goal 4. Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

Objective 1. Demonstrate academic success on all measurable outcomes

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Classroom teachers will plan for, and formally assess students on a monthly basis using district curriculum assessments and C-Scope unit assessments. (Title I SW: 1,8) (Title I TA: 2) (Target Group: All) (NCLB: 1)	Instructional Facilitators, Instructional Staff	Aug. 22, 2011 - May 25, 2012	(L)Local	90% of students in grades 3-5 will pass all required STAAR assessments. At least 30% of students in grades 3-5 will achieve Commended Performance in each subject tested.
2. Utilize DMAC and INOVA software programs to assess mastery of STAAR objectives and to track students who are at-risk. (Title I SW: 1,8) (Title I TA: 1) (Target Group: All) (NCLB: 1)	Instructional Staff	Aug. 22, 2011 - May 25, 2012	(L)Local	90% of students in grades 3-5 will pass all required STAAR assessments. At least 30% of students in grades 3-5 will achieve Commended Performance in each subject tested.
3. Assess kinder-2nd grade students on TPRI reading test at the beginning, middle, and end of year to assess progress on reading readiness. (Target Group: All) (NCLB: 1)	Teacher(s)	September 2011 - May 2012	(S)Local Funds	Summative - 90% of students tested will show results of reading at or above grade level expectancy.

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Goal 4. Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

Objective 2. Provide and support a guaranteed and viable curriculum with high quality instruction for all students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers in grades K-5 will implement C-Scope time lines for implementing the TEKS/STAAR student expectations in the areas of Math, Science, and Social Studies. (Title I SW: 1) (Title I TA: 1) (Target Group: All) (NCLB: 1)	Instructional Facilitators, Instructional Staff	Aug. 12, 2011 - May 25, 2012	(L)Local	100% of teachers will implement C-Scope time line and objectives.
2. Enrich and reinforce core curriculum (Language Arts, Math, Social Studies, and Science)in P.E., Music, and Library classes. (Title I SW: 10) (Title I TA: 4) (Target Group: All) (NCLB: 1)	Instructional Staff, Librarian, PE Teachers	Aug. 22, 2011 - May 25, 2012	(L)Local	90% of students in grades 3-5 will pass all required STAAR assessments. At least 30% of students in grades 3-5 will achieve Commended Performance in each subject tested.
3. Facilitate instructional technology by assuring that all classrooms are equipped with standard of 3 desk top computers, printer, multimedia projector, document camera, wireless access, and laptop for teacher use. (Title I SW: 1) (Title I TA: 4) (Target Group: All) (NCLB: 1)	Campus Technologist, Principal	Aug. 22, 2011 - May 25, 2012	(L)Local	100% of classrooms equipped with standard technology equipment
4. Implement the Accelerated Reader program in grade 1-5. Include classroom and school-wide incentives. Identify reading levels through regular STAR assessments. (Title I SW: 1) (Title I TA: 1) (Target Group: All) (NCLB: 1)	Campus Committees, Teacher(s)	Aug. 22, 2011 - May 25, 2012	(L)Local	90% of students in grades 3-5 will pass all required STAAR assessments. At least 30% of students in grades 3-5 will achieve Commended Performance in each subject tested.
5. Implement the "Right Start" program into the pre-kindergarten curriculum, including on-going teacher training and support. (Title I SW: 7) (Title I TA: 4,8) (Target Group: LEP) (NCLB: 2)	Instructional Staff	Aug. 22, 2011 - May 25, 2012		100% or pre-kinder students will participate in program.

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Goal 4. Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

Objective 3. Provide high quality systems of support

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Coordinate with Head Start program to extend the instructional day for pre-kinder students, and assist with preschool transition into kindergarten. (Title I SW: 7) (Title I TA: 8) (Target Group: AtRisk) (NCLB: 1,2)	Community Agencies, Principal	Aug. 22, 2011 - May 25, 2012	(F)Title I	50% of pre-kinder students participate in the Head Start program during the school year.
2. Coordinate with the after school program (A.C.E.) to provide enrichment activities in the areas of Reading, Math, and Science. (Title I SW: 10) (Title I TA: 8) (Target Group: All) (NCLB: 1)	Coordinator for After School Programs, Principal	Sept. 6, 2011 - May 18, 2012	(S)ACE	At least 235 students will participate in the after school A.C.E. program and curriculum enrichment.
3. Continue to implement Special Education inclusion support, Resource and self-contained services, in the least restrictive environment, as per I.E.P. goals, for students with disabilities. (Title I TA: 4,8) (Target Group: SPED) (NCLB: 1)	Principal, Teachers, Special Ed	Aug. 22, 2011 - May 25, 2012	(F)IDEA Special Education	90% passing rate of Special Education students taking STAAR, STAAR-Modifies, STAAR-Accommodated, and STAAR-ALT
4. Students identified as English Language Learners will be served in the Bilingual program at each grade level, as appropriate. (Title I TA: 4) (Target Group: LEP) (NCLB: 2)	Instructional Staff	Aug. 22, 2011 - May 25, 2012	(F)Title III Bilingual / ESL	90% of students in grades 3-5 will pass all required STAAR assessments. At least 30% of students in grades 3-5 will achieve Commended Performance in each subject tested.
5. Identify students in need of intervention, in a timely manner, through the R.T.I. process involving the four tier model of intervention. (Title I SW: 9) (Title I TA: 1) (Target Group: AtRisk) (NCLB: 1)	Instructional Staff	Aug. 22, 2011 - May 25, 2012	(L)Local	90% of students in grades 3-5 will pass all required STAAR assessments. At least 30% of students in grades 3-5 will achieve Commended Performance in each subject tested.

BOWIE EL

Goal 4. Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

Objective 3. Provide high quality systems of support

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Provide additional instructional time, including after school tutorials and summer school, for students failing or in danger of failing core subject areas. (Title I SW: 3) (Title I TA: 1) (Target Group: AtRisk) (NCLB: 1)	Instructional Staff	October 2011 - June 2012	(F)Title I	90% of students in grades 3-5 will pass all required STAAR assessments. At least 30% of students in grades 3-5 will achieve Commended Performance in each subject tested.
7. Students identified as having Reading difficulties will be served in one or more Reading intervention programs including My Reading Coach, HOSTS, or Small group instruction. (Title I SW: 3) (Title I TA: 1,3,4) (Target Group: AtRisk) (NCLB: 1)	Instructional Staff	Aug. 22, 2011 - May 25, 2012	(F)Title I, (L)Local	90% of students in grades 3-5 will pass all required STAAR assessments. At least 30% of students in grades 3-5 will achieve Commended Performance in each subject tested.
8. Provide identified Migrant students with counseling services, and needed school supplies. (Title I SW: 9) (Title I TA: 8) (Target Group: Migrant) (NCLB: 1)	Migrant Counselors	Aug. 22, 2011 - May 25, 2012	(F)Title 1 C - Migrant	90% of students in grades 3-5 will pass all required STAAR assessments. At least 30% of students in grades 3-5 will achieve Commended Performance in each subject tested.
9. Provide rigorous instruction to identified students in a Gifted and Talented program for 5 hours weekly. (Title I TA: 4) (Target Group: GT) (NCLB: 1)	Teacher - GT / AP	Aug. 22, 2011 - May 25, 2012	(S)Appointed Staff	At least 30% of students in grades 3-5 will achieve Commended Performance in each subject tested.

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Goal 5. Inspire students to pursue their passion into post-secondary education.

Objective 1. Establish a culture in which students develop a vision of their post-secondary future

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Staff and students will be encouraged to wear a college T-shirt on the first Thursday of each month (Title I SW: 1) (Target Group: All) (NCLB: 5)	Campus Staff	Sept.1, 2011 - May 3, 2012	(L)Local	Summative - 100% of staff participation
2. Organize a "College Day" including various recruiters from state colleges and universities. Invite 5th grades from feeder pattern to participate. (Title I SW: 1) (Target Group: All) (NCLB: 5)	Assistant Principal(s)	May 2012	(L)Local	Participation of all 5th grades from each feeder pattern school

BOWIE EL Site Base

Name	Position
Coronado, Lydia	Kinder Teacher
Corpus, Julie	5th Grade Teacher
Corpus, Julie	D.E.I.C. Member
Elizando, Alfredo	Parent
Escobar, Elizabeth	Parent
Galindo, Christina	4th Grade Teacher
Hinojosa, Bertha	1st Grade Teacher
Meyers, Claudia	3rd Grade Teacher
Muniz, Joseph	Community Representative
Osborn, Molly	Community Representative
Rosales, Diana	District-Level Nonteaching Professional
Salazar, Angelina	2nd Grade Teacher
Salinas, Susan	Principal
Sanchez, John	Business Representative
Sanchez, Loretta	Campus Based Nonteaching Professional
Steffen, Kate	Special Programs Teacher



Comprehensive Needs Assessment

Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below.

- | | | |
|--------------|-------|-------|
| ● E-School | ● | |
| _____ | _____ | _____ |
| ● AEIS | ● | |
| _____ | _____ | _____ |
| ● DMAC | ● | |
| _____ | _____ | _____ |
| ● PIEMS data | ● | |
| _____ | _____ | _____ |
| ● | ● | |
| _____ | _____ | _____ |

See page 7 of the guide for probing questions related to Demographics.



Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below.

- TAKS data ● _____
- SAT (Stanford) ● _____
- TPRI ● _____
- _____ ● _____
- _____ ● _____

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- TAKS Scores R 91%, M 95%, Writing 100%, Sci 91%
- TAKS passing rate for sub-populations are at or above 90%, passing in Math, reading, and Science
- Passing rate for TAKS-M- R 100%, M 100%
- Commended TAKS Rate 43% M, 61% R, 50% W, 53% S
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Needs

- Increase STAAR passing rate in Science and Reading to 95%
- Improve TAKS-M passing rate in Science
- Increase commended performance rates by 10% in each subject area
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Summary of Needs

- Increase the STAAR passing rates in Reading and Science to 95%
- Increase the STAAR Commended Performance Rates by 10% in each tested area.
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Comprehensive Needs Assessment

School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources:

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.
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Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below.

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> ● Bowie Comprehensive Needs Assessment survey | ● | |
| <ul style="list-style-type: none"> ● Collaborative Team discussions | ● | |
| <ul style="list-style-type: none"> ● PDAS | ● | |
| <ul style="list-style-type: none"> ● Parental Involvement | ● | |
| <ul style="list-style-type: none"> ● | ● | |

See page 9 of the guide for probing questions related to School Culture and Climate.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- 90% of Professional staff is stable
- 100% of staff members are on campus committees
- 98% of teachers communicate effectively with parents
- 100% of teachers have been rated Exceeds Expectations or Proficient on
- Provide a Safe and Secure school environment
- 100% of staff members follow the Harry Wong Classroom Management Plan
- 100% of students and teachers attend Wednesday Assemblies
- Provide support for staff when attending Professional development trainings
- 96% of staff surveyed good or excellent school climate
- 100% of staff surveyed Special Education students are receiving appropriate

Needs

- To encourage PK parents the importance of punctuality
- To continue the beautification on campus
- Increase classroom walkthroughs
- Increase to 100% of effective communication with parents/guardians
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Summary of Needs

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- Increase classroom walkthroughs to 1 time per week
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- Increase to 100%, effective communication with parents and teachers
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Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources:

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below.

● PDAS	●	
_____		_____
● SBEC	●	
_____		_____
● AEIS	●	
_____		_____
●	●	
_____		_____
●	●	
_____		_____

See page 10 of the guide for probing questions related to Staff Qualifications, Recruitment and Retention.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- 100% of Teachers and Paraprofessional are highly certified

- 90% of staff are stable in the School

- Students performance are commended markings on the TAKS assessment: 61% M, 43% R, 50% W,

- Low student to teacher ratio. 16.5 students per teacher

- Teachers and staff members attend professional workshops appropriate to

- Administration is in contact with Human Resources to recruit highly qualified

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Needs

- Increase commended markings on TAKS by 10% in each subject area

- Professional staff seek out and attend appropriate staff development outside of

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- Staff development needed to address STAAR test

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Summary of Needs

- Staff development to address the student expectations for the STAAR test.

- Embedded staff development to address individual staff needs.

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Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources:

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below.

- | | |
|---|--|
| <ul style="list-style-type: none"> ● Scope and Sequence <hr/> ● Year at a Glance (YAG), Blue Prints <hr/> ● Collaborative Horizontal & Vertical team alignment process <hr/> ● Common assessments <hr/> | <ul style="list-style-type: none"> ● District Curriculum Assessments <hr/> ● Cscope curriculum <hr/> ● 5E Model of Instruction <hr/> ● Class, school & special program schedules <hr/> |
|---|--|

See page 11 of the guide for probing questions related to Curriculum, Instruction and Assessment.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- We provide a district wide scope & sequence to all grade levels in all core subjects
- We use common assessments & district benchmarks to target instructional needs
- We are consistent in following class, school and special program schedules
- We differentiate instruction by targeting specific needs
- We meet by grade level weekly to collaborate with colleagues and set instructional goals
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Needs

- We need to improve the alignment of our scope and sequence with the district schedule
- We need to create and put our vertical team meetings into practice
- We need to consistently apply the 5E Model of Instruction
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Summary of Needs

- Bowie will improve alignment of scope and sequence with HCISD. The vertical teams have been created. Now the vertical teams need to prepare, meet, review information
- There is a need to implementing a consistent basis of the 5E Model of instruction(Engage, Explore, Elaborate, Explain, and Evaluate) on the campus
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Comprehensive Needs Assessment

Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services
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Data Sources Reviewed

The family is changing, not disappearing. We have to broaden our understanding of it, look for the new metaphors. - Mary Catherine Bateson

List the actual data sources reviewed below.

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> ● PIEMS Data | ● | |
| <ul style="list-style-type: none"> ● Parental Involvement Center | ● | |
| <ul style="list-style-type: none"> ● Local Business Collaboration | ● | |
| <ul style="list-style-type: none"> ● Parents conferences with teachers at end of 1st quarter | ● | |
| <ul style="list-style-type: none"> ● Staff needs assessment survey | ● | |

See page 12 of the guide for probing questions related to Family and Community Involvement.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Campus parent center is open for parents to attend as volunteers
- Open House is held in Sept. for parents to attend
- Parents are encouraged to attend the parental involvement workshons
- Community participation with the HOSTS mentor program
- 4 to 8 local businesses participate in our ACE after school program
- 75% of our students are stable in the community
- _____
- _____
- _____
- _____

Needs

- Daily communication with parents _____
- Additional parent and family events _____
- Greater parent participation in educational activities
- Increase the number of local businesses to participate through the after school
- _____
- _____
- _____
- _____

Summary of Needs

- Frequent and regular communication with parents. _____
- Additional parent involvement activities where parents and children can participate in family activities
- _____
- _____
- _____
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Comprehensive Needs Assessment

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map & Physical Environment
- Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below.

- General staff needs assessment survey ● _____
- Professional Learning Communities ● _____
- Formal and Informal communication ● _____
- Special Programs and scheduling ● _____
- _____ ● _____

See page 13 of the guide for probing questions related to School Context and Organization.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Active PLC's at each grade level

- Vertical teaming

- Regular grade level meetings

- Regular faculty meetings

- Active parent center

- Multiple support services

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Needs

- More frequent vertical team meetings

- Increased planning time for teachers

- Greater parent involvement

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Summary of Needs

- Increased planning time for grade level teams

- Additional activities for parent and family involvement.

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Comprehensive Needs Assessment

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources:

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders
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Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Superintendent

List the actual data sources reviewed below.

- | | |
|-------------------------------------|---------|
| ● Technology inventory | ● _____ |
| ● _____ | ● _____ |
| ● DMAC reports | ● _____ |
| ● _____ | ● _____ |
| ● INOVA reports | ● _____ |
| ● _____ | ● _____ |
| ● Compass/Odyssey reports | ● _____ |
| ● _____ | ● _____ |
| ● Accelerated Reader / STAR reports | ● _____ |
| ● _____ | ● _____ |

See page x of the guide for probing questions related to Demographics.

Demographics

Students at Bowie Elementary will show improvement on the attendance rate from
Additional intervention for students in Special Education need to be implemented in
Need 3

School Culture and Climate

Increase classroom walkthroughs to 1 time per week

Increase to 100%, effective communication with parents and teachers

TRUE

Curriculum, Instruction and Assessment

Bowie will improve alignment of scope and sequence with HCISD. The vertical team
There is a need to implementing a consistent basis of the 5E Model of instruction(E

School Context & Organization

Increased planning time for grade level teams

Additional activities for parent and family involvement.



Student Achievement

PK-5th. Increase the STAAR passing rates in Reading and Science to 95%
the subject area. Increase the STAAR Commended Performance Rates by 10% in each te

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Teacher Quality

Staff development to address the student expectations for the STAAR t
Embedded staff development to address individual staff needs.

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Family & Community Involvement

ns have been cr Frequent and regular communication with parents.
Engage, Explore Additional parent involvement activities where parents and children can

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Technology

On-going training to properly use existing software programs to their fu
Research software programs available to assist with reading / literacy c

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