

El Paso Independent School District

Bowie High School

2023-2024 Goals/Performance Objectives/Strategies



Mission Statement

The mission of Bowie High School is to build opportunities and embrace our multicultural values through a collaborative, rigorous, personalized learning environment. Our shared leadership will encourage receptive dialogue to promote critical learning experiences.

Nuestro objetivo en Bowie High School es edificar oportunidades y contener nuestros valores multiculturales por medio de un entorno de aprendizaje colaborativo, aspero y adoptivo. Nuestro liderazgo colaborativo apoyara la comunicacion receptiva para promover experiencias criticas de aprendizaje.

Vision

As a community, we will facilitate authentic learning that is continuous, applicable, and diverse.

Como comunidad nosotros les facilitaremos un aprendizaje auténtico que sera continuo, util y diverso.

Value Statement

Provide an engaging, inspiring and safe learning environment with plenty of opportunities for "ALL" students to succeed.

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Goals





Goal 1: WHOLE CHILD DEVELOPMENT Bowie HS School foster learning environments for the whole child to thrive.

Performance Objective 1: By June 2024, Bowie HS will create a culture where each student is supported by caring adults as measured by an Employee, student, and parent culture climate survey.

Evaluation Data Sources: CK-12 Survey

Strategy 1 Details	Reviews			
Strategy 1: Regular parental contact/meetings concerning student attendance, grades and important event issues such as EOC tutorials, EOC Testing ,IGC requirements, etc. Strategy's Expected Result/Impact: Increased parental involvement Increased student scores Improved graduation rates Improved attendance rates Staff Responsible for Monitoring: Parent Liaison Counselors, Graduation Coach. Campus Administrators , Instructional Team & Teachers Title I: 2.4, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 2 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1 Funding Sources: Copies, snacks for meetings, supplies for parent engagement nights - 185 SCE (Campus) - \$3,000	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: BHS Administration, CTCs and Department Heads will monitor instructional initiatives and resources by evaluating testing data and attendance data to ensure fidelity. Strategy's Expected Result/Impact: Ensure that all instructional initiatives, programs and resources increase student outcomes. Staff Responsible for Monitoring: Campus Administration / Instructional Team / Department Heads / Teacher Leaders Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Student Achievement) 2, 4		Formative			Summative
		Oct	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Bowie High School Administration will host meetings to foster and support diverse student participation in the campus decision-making process with 4 representatives from each grade level to provide a voice and a forum for students to provide input and express concerns and solutions to improve the learning environment. Strategy's Expected Result/Impact: Increase and strengthen communication between students and campus administration. Staff Responsible for Monitoring: Campus Administration; SAM (Student Activities Manager) Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1 - L2 Academic Excellence (Student Achievement) 3 Funding Sources: Copies, incentives, snacks - 185 SCE (Campus) - \$1,000		Formative			Summative
		Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Campus security and Custodial Staff will ensure campus safety, maintenance and improvements as necessary. Overtime will be offered as needed to meet this strategy. Strategy's Expected Result/Impact: Safe Environment Staff Responsible for Monitoring: Campus Administration, Campus Security, Head Custodian, Custodial staff Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 3 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1 Funding Sources: - 199 General Fund	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Students will be made aware of bullying behavior, the consequences of bullying to both victim and aggressor, and have knowledge of David's Law through informative sessions. Strategy's Expected Result/Impact: Increase awareness and decrease occurrence of bullying. Staff Responsible for Monitoring: Counselors, PBIS Team (Positive Behavior and Intervention Support), PBIS Administrator Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Prioritized Needs: L1 Whole Child (Culture & Climate) 3	Formative			Summative
	Oct	Jan	Mar	June
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Performance Objective 1 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: Increase in participation rate of extracurriculars Root Cause: Socioeconomic limitations of time and money, lack of coaches/ advisors, and lack of extracurricular opportunities for GT/ Advanced students

L1 Whole Child (Culture & Climate)

Prioritized Need 2: Increase parent participation in school functions **Root Cause:** Socioeconomic limitations of time and money, lack of opportunities, disconnect of methods of communication

Prioritized Need 3: A safe, welcoming environment for all students **Root Cause:** Lack of identification of problem areas, insufficient planning to address those areas

L2 Academic Excellence (Student Achievement)

Prioritized Need 2: Increase STAAR (all subjects, especially ELA 1 & 2) **Root Cause:** Language acquisition rates, lack of whole campus focus on language acquisition.

Prioritized Need 3: Increase Graduation Rate **Root Cause:** Parent/ student understanding of importance of education, student transience, socioeconomic pressures to find employment

Prioritized Need 4: Special Education students performed on average 24% below all students on the 2023 STAAR EOC exams. **Root Cause:** Teachers are not adequately differentiating for Special Ed students in a variety of educational settings.

L3 Destination School (Perceptions, Facilities, Programs, Technology)





Prioritized Need 1: Our campus is not sufficiently welcoming to parents/ community partners **Root Cause:** Balancing safety with openness, needing to plan more community based activities

Goal 1: WHOLE CHILD DEVELOPMENT Bowie HS School foster learning environments for the whole child to thrive.

Performance Objective 2: By June 2024, Bowie HS will increase 9th-12th grade student participation in UIL, extra-curricular, co-curricular activities by 5%.

Evaluation Data Sources: Survey results

Strategy 1 Details	Reviews			
Strategy 1: Facilitate and support the addition of new extracurricular activities by educating staff on the process and requirements of new extracurriculars, advertising new extracurriculars, and educating advisors/ coaches on implementation and fundraising requirements. Strategy's Expected Result/Impact: Increase the number of available extracurricular activities and bolster existing ones. Staff Responsible for Monitoring: CIT (Campus Improvement Team) committee, Athletic Coordinator, UIL Coordinator, Campus Administration Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1 Funding Sources: Incentives/copies/informational materials/field trips/materials - 185 SCE (Campus) - \$2,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Identify students, not in extracurriculars, who would particularly benefit from such organizations and counsel and recruit them to an existing extracurricular activity. Strategy's Expected Result/Impact: Increase the participation rate of extracurriculars. Staff Responsible for Monitoring: CIT committee, Counselors, Advisors/Coaches, Campus Administration, Grad Coach Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1	Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: Bring in community business partners willing to hire students and work around school schedule to include extracurricular commitments. Strategy's Expected Result/Impact: Lessen socioeconomic barriers to extracurricular participation. Staff Responsible for Monitoring: Principal, CIT committee, Community Liaison Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability Prioritized Needs: L1 Whole Child (Culture & Climate) 1		Formative			Summative
		Oct	Jan	Mar	June
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Performance Objective 2 Prioritized Needs:





L1 Whole Child (Culture & Climate)	
Prioritized Need 1: Increase in participation rate of extracurriculars	Root Cause: Socioeconomic limitations of time and money, lack of coaches/ advisors, and lack of extracurricular opportunities for GT/ Advanced students

Goal 1: WHOLE CHILD DEVELOPMENT Bowie HS School foster learning environments for the whole child to thrive.

Performance Objective 3: By June 2024, Bowie HS will build mindsets, healthy habits, and skills that strengthen students' social, emotional and academic competence by ensuring Principal and academic support team PBIS/SEL fidelity walkthrough data meets all established percentages for school-wide behavior expectations, classrooms procedures and instruction, and student and staff awareness in at least 70% of all classrooms.

Evaluation Data Sources: District Developed Tracking Rubric

Strategy 1 Details	Reviews			
Strategy 1: Creating a schedule/ quota of walkthroughs to gather data, with fidelity, throughout the school year. Strategy's Expected Result/Impact: Ensure data collection to determine if campus meets requirements. Staff Responsible for Monitoring: Principal, Campus Administration, CTCs (Campus Teaching Coaches) Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Train teachers and staff on rubric for walkthroughs, remind periodically throughout the year, and debrief post data collection. Strategy's Expected Result/Impact: Align the faculty and staff understanding and expectations with campus, district, and state expectations. Staff Responsible for Monitoring: Principal, Campus Administration, CTCs Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1	Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: Bowie HS will implement a coordinated health program which will use: * Student fitness assessment data * Student academic performance data * Student attendance rates * Percentage of students who are Economically Disadvantaged * Use and success of methods of physical activity * Other indicators TEC 11.253(d) Strategy's Expected Result/Impact: To improve the general health, academic performance, attendance amongst all student populations, including the economically disadvantaged. Staff Responsible for Monitoring: Campus Administration, Nurse, Athletic Coordinator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 3 Funding Sources: Incentives, materials - 185 SCE (Campus) - \$3,000		Formative			Summative
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Performance Objective 3 Prioritized Needs:

L1 Whole Child (Culture & Climate)	
Prioritized Need 3: A safe, welcoming environment for all students	Root Cause: Lack of identification of problem areas, insufficient planning to address those areas
L2 Academic Excellence (Curriculum, Instruction, Assessment)	
Prioritized Need 1: Effective first time teach	Root Cause: lack of collective vision and buy in towards campus/district/state initiatives

Goal 1: WHOLE CHILD DEVELOPMENT Bowie HS School foster learning environments for the whole child to thrive.

Performance Objective 4: By June 2024, Bowie HS will implement meaningful, engaging practices that develop students' ability to manage and own their behavior as measured by Reduction of all ISS, OSS, Disciplinary Removal for all student groups by reducing the overall number of disciplinary removals from 308 to 275.

Evaluation Data Sources: On Point Discipline Action Summary Report

Strategy 1 Details	Reviews			
Strategy 1: Implement Campus wide PBIS strategies and ensure Faculty, staff, and students understand PBIS purpose and strategies. Strategy's Expected Result/Impact: Ensure campus wide knowledge and understanding of the PBIS system. Staff Responsible for Monitoring: PBIS Team, PBIS Administrator Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 3 Funding Sources: materials, training, PD - 185 SCE (Campus) - \$2,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Create and implement incentives for student behavior based off student input. Strategy's Expected Result/Impact: Create student buy-in for positive behavior. Staff Responsible for Monitoring: Principal, Campus Administration, ILT (Instructional Leadership Team) Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 3 Funding Sources: Incentives - 185 SCE (Campus) - \$10,000	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Develop and support ISS and DAEP program to rehabilitate students from past transgressions. Strategy's Expected Result/Impact: Reduce recidivism in disciplinary action. Staff Responsible for Monitoring: Principal, Campus Administration Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 3 Funding Sources: school supplies, notebooks, copies - 211 ESEA Title I Part A (Campus) - \$2,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Bowie HS will implement a DAEP monitoring program which will review and address issues concerning: * Student groups served - monitoring over-representation * Attendance rates * Pre- and post- assessment results * Dropout rates * Graduation rates * Recidivism rates TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal) Strategy's Expected Result/Impact: Increase attendance, graduation rates, and academic results, and reduce recidivism and dropout rates Staff Responsible for Monitoring: Campus Administration, DAEP Administrator, DAEP Teachers, Graduation Coach, and Counselors Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Student Achievement) 2, 3 Funding Sources: - 185 SCE (Campus) - \$2,000	Formative			Summative
	Oct	Jan	Mar	June
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Performance Objective 4 Prioritized Needs:

L1 Whole Child (Culture & Climate)	
Prioritized Need 3: A safe, welcoming environment for all students	Root Cause: Lack of identification of problem areas, insufficient planning to address those areas
L2 Academic Excellence (Student Achievement)	
Prioritized Need 2: Increase STAAR (all subjects, especially ELA 1 & 2) Root Cause: Language acquisition rates, lack of whole campus focus on language acquisition.	
Prioritized Need 3: Increase Graduation Rate Root Cause: Parent/ student understanding of importance of education, student transience, socioeconomic pressures to find employment	

Goal 1: WHOLE CHILD DEVELOPMENT Bowie HS School foster learning environments for the whole child to thrive.

Performance Objective 5: By June 2024, Bowie HS will provide relevant and challenging coursework through multiple pathways as measured by an increase percent of students in grades 9-12 who earn college credit by completing an Advanced Placement (AP), On Ramps, or dual credit course from 37% to 45%

HB3 Goal

Evaluation Data Sources: TEAL TEA Data File (Accountability),
TAPR (final)
District Created Tableau dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide support to AP, DC, and OnRamps teachers by providing appropriate budgeting for instructional materials, supplemental materials, and tutoring for advanced classes. Strategy's Expected Result/Impact: Increase quality of instruction and quantity of successfully earned college credit. Staff Responsible for Monitoring: Principal, ILT Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 2 Funding Sources: - 211 ESEA Title I Part A (Campus) - \$20,000				

Strategy 2 Details	Reviews			
Strategy 2: Create and facilitate recruitment and placement pathways for advanced academics. Strategy's Expected Result/Impact: Identify, recruit, and place students in advanced classes. Staff Responsible for Monitoring: Advanced Academics AP, Counselors, Advanced academic teachers, ILT Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 2	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 5 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 2: Increase effectiveness and rate of advanced courses Root Cause: Attention primarily directed to low performing students.

Goal 2: ACADEMIC EXCELLENCE Bowie HS empowers all learners to excel in current and future pursuits.





Performance Objective 1: By June 2024, Bowie HS will develop and implement a guaranteed and viable student-centered District curriculum as measured by Principal and academic support team curriculum fidelity walkthrough data meeting all established percentages for rigor, instructional model, and scope and sequence for reading language arts, math, science, and social studies instruction in at least 70% of all classrooms.

Evaluation Data Sources: Walk through data and Team Lesson Plans

Strategy 1 Details	Reviews			
Strategy 1: Creating a schedule/ quota of walkthroughs to gather data, with fidelity, throughout the school year. Strategy's Expected Result/Impact: Ensure data collection to determine if campus meets requirements. Staff Responsible for Monitoring: Principal, Campus Administration, CTCs Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Train teachers and staff on rubric for walkthroughs, remind periodically throughout the year, and debrief post data collection. To occur during PLC with modeling provided by administration. Strategy's Expected Result/Impact: Align the faculty and staff understanding and expectations with campus, district, and state expectations. Staff Responsible for Monitoring: Principal, Campus Administration, CTCs, Dept. Chairs Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Increase exposure Language Acquisition strategies such as SIOP and Seidlitz in PLCs and through professional development. Continue with ELLEVATION, Language Acquisition PD and ELPS training Strategy's Expected Result/Impact: Teachers will implement language acquisition strategies with consistency through the school year for all contents. 50% will share examples of student work Staff Responsible for Monitoring: Campus Administration, ILT, Dept. Chairs Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 Funding Sources: Substitutes, PD registration, materials - 211 ESEA Title I Part A (Campus) - \$20,000		Formative			Summative
		Oct	Jan	Mar	June
Strategy 4 Details		Reviews			
Strategy 4: All lesson planning will reflect TEKS RS, CTE curriculum , District curriculum, Language Acquisition strategies and student-centered activities. Strategy's Expected Result/Impact: 100% of teachers will implement the developed lessons Classes will reflect framed lessons to include exit tickets. Staff Responsible for Monitoring: Campus Administration, ILT, Dept. Chairs, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1		Formative			Summative
		Oct	Jan	Mar	June

Strategy 5 Details		Reviews			
Strategy 5: Teachers will structure their daily instruction with the use of the Lesson Planning Framework, displaying Content and Language Objectives / Agenda and Essential Questions. Strategy's Expected Result/Impact: Improved TELPAS and STAAR scores Staff Responsible for Monitoring: Campus Administration, ILT, Teachers, Dept. Chairs Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1		Formative			Summative
		Oct	Jan	Mar	June
Strategy 6 Details		Reviews			
Strategy 6: On-going professional development will be designed to improve effective Tier One Instruction. Strategy's Expected Result/Impact: Fewer students will need Tier 2 and 3 supports Fewer students in Edgenuity and as STAAR re-testers Staff Responsible for Monitoring: Campus Administration, ILT Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 Funding Sources: Professional development - 211 ESEA Title I Part A (Campus) - \$2,000		Formative			Summative
		Oct	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Teachers will receive on-going training on Effective First Teach using a district-approved planning template and the Lesson Alignment and Formative Assessment (LAFA) Framework for classroom implementation across all disciplines. Strategy's Expected Result/Impact: Domain 1: Student Achievement (STAAR scores), CCMR, and Graduation rate. Staff Responsible for Monitoring: Campus Administration, ILT, Teachers, Dept. Chairs, Response to Intervention Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 Funding Sources: substitutes, materials - 211 ESEA Title I Part A (Campus) - \$4,500	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Instructional Learning Walks will promote and support effective Tier One Instruction through collaborative PLC conversations and needed supports. Strategy's Expected Result/Impact: Continuous and reflective feedback will increase Tier 1 instruction and improve STAAR scores Staff Responsible for Monitoring: Campus Administration, ILT, Dept. Chairs, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 Funding Sources: materials, Professional development - 185 SCE (Campus) - \$2,000	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: Effective first time teach Root Cause: lack of collective vision and buy in towards campus/district/state initiatives

Goal 2: ACADEMIC EXCELLENCE Bowie HS empowers all learners to excel in current and future pursuits.





Performance Objective 2: By June 2024, Bowie HS will Increase student achievement outcomes as measured by an increase in Domain 1 Student Achievement STAAR results from 18% to 28% for all students.

Evaluation Data Sources: Tableau, Eduphoria, TAPR

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement tutoring plan with differentiated instructional resources for students taking EOC exams tailored to student need, with periodic checks on effectiveness of tutoring. Includes extended day/week tutoring for re-testers. Strategy's Expected Result/Impact: Increase effectiveness of targeted STAAR tutoring. Staff Responsible for Monitoring: CTCs, Dept. Chairs, Teachers, Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Prioritized Needs: L2 Academic Excellence (Student Achievement) 2 Funding Sources: Instructional materials, tutoring pay for teachers, part time tutors, online instructional/learning tools/programs - 211 ESEA Title I Part A (Campus) - \$25,000	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Increase exposure Language Acquisition strategies such as SIOP and Seidlitz in PLCs and through professional development. Continue with ELLEVATION, Language Acquisition PD and ELPS training. Strategy's Expected Result/Impact: Teachers will implement language acquisition strategies with consistency through the school year for all contents. 50% will share examples student work samples Staff Responsible for Monitoring: Campus Administration, ILT, Dept. Chairs, Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Student Achievement) 1 Funding Sources: presenters, PD, materials - 211 ESEA Title I Part A (Campus) - \$10,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: On-going professional development will be designed to improve effective Tier One Instruction. Strategy's Expected Result/Impact: Fewer students will need Tier 2 and 3 supports Fewer students in Edgenuity and as STAAR re-testers Staff Responsible for Monitoring: Campus Administration, ILT Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: Continue Accountability update to all teachers through PLCs and district and campus designated professional development days. Strategy's Expected Result/Impact: 100% of teachers are knowledgeable of how the campus will be monitored and held accountable for approaches, meets, masters Staff Responsible for Monitoring: Campus Administration, ILT, Dept. Chair Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1		Formative			Summative
		Oct	Jan	Mar	June
Strategy 5 Details		Reviews			
Strategy 5: Teachers will effectively use differentiation strategies and supplies aligned to Ellevation and ELPS implementation to increase EB student success on the first teach. Strategy's Expected Result/Impact: Improve passing rate on TELPAS and EOC scores Staff Responsible for Monitoring: Campus Administration, LEP Coordinator, Instructional Leadership Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 1 Funding Sources: Books, dictionaries, reading supplies, online technology resources (programs) - 211 ESEA Title I Part A (Campus)		Formative			Summative
		Oct	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: 9 week lesson plans include common formative assessments in order to drive instructional collaboration and RTI planning. Strategy's Expected Result/Impact: 70% of teachers will be able to utilize common assessment data to provide RTI. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Team, Department Chairs, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: PLCs follow the PLC cycle to include the sharing of artifacts and debriefing learning walks. Strategy's Expected Result/Impact: 80% of teachers are participating in the PLC cycle by sharing artifacts of student work and analyzing data. Staff Responsible for Monitoring: Principal, Assistant Principals, CTCs, Department Chairs, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 2 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: Effective first time teach Root Cause: lack of collective vision and buy in towards campus/district/state initiatives
L2 Academic Excellence (Student Achievement)
Prioritized Need 1: Increased Language acquisition Root Cause: Lack of collective buy in to pursue goal, limited opportunities to practice English
Prioritized Need 2: Increase STAAR (all subjects, especially ELA 1 & 2) Root Cause: Language acquisition rates, lack of whole campus focus on language acquisition.

L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
Prioritized Need 1: PLC structures are not sufficiently supporting the RTI process by continuously building individual and content inter dependency. Root Cause: RTI plans are not appropriately addressing student needs due to the implementation of an effective RTI campus plan .





Goal 2: ACADEMIC EXCELLENCE Bowie HS empowers all learners to excel in current and future pursuits.

Performance Objective 3: By June 2024, Bowie HS will increase overall 4-year graduation rate from 74.3% to 77% as well as SPED student group increasing from 90 %to 92% and Emer.. Bil.. student group increasing from 72.1 to 75%.

Evaluation Data Sources: TAPR

Strategy 1 Details		Reviews			
Strategy 1: Recruit community leaders to mentor and counsel at-risk students on the connection between HS graduation and future careers. Strategy's Expected Result/Impact: Reduce the drop-out rate of at-risk students. Staff Responsible for Monitoring: Principal, Community Liaison, ALPHA Title I: 2.4, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability Prioritized Needs: L2 Academic Excellence (Student Achievement) 3		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: BHS Instructional Team will coordinate with District Facilitators and outside sources (i.e. ESC 19 LAFA) to support all campus departments in the systematic implementation of the PLC and Response to Intervention Process. Strategy's Expected Result/Impact: Lessons will be aligned to state standards in order to improve Tier 1 instruction. 75% of students will master on the first teach Staff Responsible for Monitoring: Campus Administration, ILT, Department Chairs Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1		Formative			Summative
		Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: INTERVENTION TIME/TUTORING: Establish an effective school-day, extended school-day, extended school week and intersession intervention program that support and meet the needs of struggling learners, at-risk, SPED and ELL students in all core content areas. Students will also be provided with incentives to encourage participation of these interventions. These interventions may include Edgenuity, Delta Math, Khan Academy, STAAR Aligned workbooks, texts, online resources, dictionaries speakers/presenters etc. Teachers will be working on differentiated curriculum Resources Needed: Tutors Students' Snacks Classroom Supplies Strategy's Expected Result/Impact: Improve Domain 1 scores / Increase graduation rate Staff Responsible for Monitoring: Campus Administration, ILT, Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Student Achievement) 2, 3 Funding Sources: Tutors, materials, supplies, etc - 211 ESEA Title I Part A (Campus) - \$20,000, Tutoring Snacks - 211 ESEA Title I Part A (Campus) - \$5,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Improve the collaboration between counselors, graduation coach, Alpha, and the parents of at risk students for the purpose of supporting and improving student learning and their development and health by providing physical and emotional support and supplies. Strategy's Expected Result/Impact: Improved attendance and academic success Improved graduation rate Staff Responsible for Monitoring: Campus Administration, Counselors, Graduation Coach, Alpha Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Student Achievement) 3	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Implementation of student and campus goal setting/planning for graduation discussions per semester. Strategy's Expected Result/Impact: Graduation Rates will increase to 90%. Staff Responsible for Monitoring: Counselors, Teachers, Graduation Coach, Campus Administration, ILT Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Student Achievement) 3	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 3 Prioritized Needs:





L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: Effective first time teach Root Cause: lack of collective vision and buy in towards campus/district/state initiatives
L2 Academic Excellence (Student Achievement)
Prioritized Need 2: Increase STAAR (all subjects, especially ELA 1 & 2) Root Cause: Language acquisition rates, lack of whole campus focus on language acquisition. Prioritized Need 3: Increase Graduation Rate Root Cause: Parent/ student understanding of importance of education, student transience, socioeconomic pressures to find employment

Goal 2: ACADEMIC EXCELLENCE Bowie HS empowers all learners to excel in current and future pursuits.

Performance Objective 4: By June 2024, Bowie HS will increase the number of students who earn at least one College, Career and Readiness (CCR) Focus measure from 67% to 75% with all student groups meeting board approved metrics [HB3]

HB3 Goal
Evaluation Data Sources: TAPR, OnPoint Early Indicator, Tableau

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: Create and facilitate recruitment and placement pathways for advanced academics. To include formalized process to place and remove students.</p> <p>Strategy's Expected Result/Impact: Identify, recruit, and place students in advanced classes.</p> <p>Staff Responsible for Monitoring: Advanced Academics AP, Counselors, Advanced academic teachers.</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 2 - L2 Academic Excellence (Student Achievement) 5</p>				

Strategy 2 Details		Reviews			
Strategy 2: Implement tutoring program targeted for the TSI and TSIA2 exam. To include appropriate resources for implementation. Strategy's Expected Result/Impact: Increase the number of students who successfully complete the TSI and TSIA2 exam Staff Responsible for Monitoring: Counselors, College Readiness Coordinator, Teachers Title I: 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Prioritized Needs: L2 Academic Excellence (Student Achievement) 5		Formative			Summative
		Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 4 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 2: Increase effectiveness and rate of advanced courses Root Cause: Attention primarily directed to low performing students.
L2 Academic Excellence (Student Achievement)
Prioritized Need 5: Overall access to post-secondary opportunities measured by TSI and TSIA2.0 College Readiness Benchmarks indicate that less than 5% of students can continue on to Dual Credit courses and non-remedial post-secondary success. Root Cause: First teach is not sufficiently rigorous to ensure high academic achievement at all levels for all students. Teachers have not been adequately exposed or prepared to

Goal 2: ACADEMIC EXCELLENCE Bowie HS empowers all learners to excel in current and future pursuits.

Performance Objective 5: By June 2024, Bowie HS will ensure all students graduate prepared for college as measured by increase of the percent of 9th-12th grade students completing TSIA2. (Last year-, 12th grade-67 students completion; 11th grade -16 students completion; 10th grade - 11 students completion; 9th grade- 3 students completion to at least 80% of all students.)

HB3 Goal
Evaluation Data Sources: TSIA

Strategy 1 Details	Reviews			
Strategy 1: Formation of TSI focused advisory classes to increase student preparedness. To include providing appropriate resources. Strategy's Expected Result/Impact: Increased participation and success on TSI and TSIA2 Staff Responsible for Monitoring: College Readiness Coordinator, Counselors, Teachers, Advanced Academics AP Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Student Achievement) 5	Formative			Summative
	Oct	Jan	Mar	June
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Performance Objective 5 Prioritized Needs:

L2 Academic Excellence (Student Achievement)
Prioritized Need 5: Overall access to post-secondary opportunities measured by TSI and TSIA2.0 College Readiness Benchmarks indicate that less than 5% of students can continue on to Dual Credit courses and non-remedial post-secondary success. Root Cause: First teach is not sufficiently rigorous to ensure high academic achievement at all levels for all students. Teachers have not been adequately exposed or prepared to

Goal 2: ACADEMIC EXCELLENCE Bowie HS empowers all learners to excel in current and future pursuits.

Performance Objective 6: By June 2024, Bowie HS will ensure all students graduate prepared for college as measured by increase students average SAT score from 841 to 871.

HB3 Goal

Evaluation Data Sources: SAT

Strategy 1 Details		Reviews			
Strategy 1: Design and implement specialized SAT prep lessons during the fall and spring semesters for the purpose of preparing the students to take the SAT exam. Strategy's Expected Result/Impact: Increase overall SAT scores, to include the scores of special populations. Staff Responsible for Monitoring: College Readiness Coordinator, ILT, Go Center Faculty, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Student Achievement) 5		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: College Readiness Coordinator and ILT will advertise and promote the benefits of high SAT scores in order to increase awareness amongst the student body of these benefits. Strategy's Expected Result/Impact: Increase student awareness of the benefits of the SAT leading towards higher		Formative			Summative
		Oct	Jan	Mar	June

participation and scores.

Staff Responsible for Monitoring: SAM, College Readiness Coordinator, Go Center Faculty

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Prioritized Needs: L2 Academic Excellence (Student Achievement) 5 - L5 Equity by Design (Demographics) 1



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 6 Prioritized Needs:

L2 Academic Excellence (Student Achievement)

Prioritized Need 5: Overall access to post-secondary opportunities measured by TSI and TSIA2.0 College Readiness Benchmarks indicate that less than 5% of students can continue on to Dual Credit courses and non-remedial post-secondary success. **Root Cause:** First teach is not sufficiently rigorous to ensure high academic achievement at all levels for all students. Teachers have not been adequately exposed or prepared to

L5 Equity by Design (Demographics)

Prioritized Need 1: Large gaps between special populations of students i.e. EBs, SPED **Root Cause:** lack of full campus adoption of emphasis on support strategies to close that gap.

Goal 2: ACADEMIC EXCELLENCE Bowie HS empowers all learners to excel in current and future pursuits.

Performance Objective 7: By June 2024, Bowie HS will ensure all students graduate prepared for college and/or career as measured by an increase in the number of students that meet criteria for CCMR Outcome Bonus by 5% or greater of students in each category [from 20 students (Econ Dis), 2 students (Non-Econ Dis), 1(SPED) to 21 students (Econ Dis) , 3(Non-Econ Dis), 2 SPED [HB3]

HB3 Goal
Evaluation Data Sources: CCMR outcome Bonus

Strategy 1 Details		Reviews			
Strategy 1: Monday CCMR days allocated during advisory. With plan for implementation and appropriate resources. Strategy's Expected Result/Impact: Increased student awareness of expectations. Increased rates of completion for college readiness i.e. FAFSA, Scholarships, etc Staff Responsible for Monitoring: Plan: College Readiness Coordinator, Advanced Academics AP, CTCs Implement: Dept. Chairs, Teachers Title I: 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture Prioritized Needs: L2 Academic Excellence (Student Achievement) 3		Formative			Summative
		Oct	Jan	Mar	June
		<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>			

Performance Objective 7 Prioritized Needs:

L2 Academic Excellence (Student Achievement)	
Prioritized Need 3: Increase Graduation Rate	Root Cause: Parent/ student understanding of importance of education, student transience, socioeconomic pressures to find employment

Goal 2: ACADEMIC EXCELLENCE Bowie HS empowers all learners to excel in current and future pursuits.





Performance Objective 8: By June 2024, Bowie HS will ensure all students graduate prepared for college and/or career as measured by an increase percent of students in grades 9-12 who earn post-secondary credentials beyond high school diploma by completing a Level 1 certificate by 10% or industry certification in an aligned program of study.

HB3 Goal

Evaluation Data Sources: TAPR

IBC data

Level I data

Strategy 1 Details		Reviews			
Strategy 1: Expanding offerings in CTE, AP, DC, and OnRamps to give students increased opportunity to pursue post secondary credit. Strategy's Expected Result/Impact: Increased participation in advanced and CTE courses. Increased number of students receiving college credit. Staff Responsible for Monitoring: Advanced Academics AP, Counselors, CTE Title I: 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L1 Whole Child (Culture & Climate) 1 - L2 Academic Excellence (Student Achievement) 5		Formative			Summative
		Oct	Jan	Mar	June
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 8 Prioritized Needs:





L1 Whole Child (Culture & Climate)
Prioritized Need 1: Increase in participation rate of extracurriculars Root Cause: Socioeconomic limitations of time and money, lack of coaches/ advisors, and lack of extracurricular opportunities for GT/ Advanced students
L2 Academic Excellence (Student Achievement)
Prioritized Need 5: Overall access to post-secondary opportunities measured by TSI and TSIA2.0 College Readiness Benchmarks indicate that less than 5% of students can continue on to Dual Credit courses and non-remedial post-secondary success. Root Cause: First teach is not sufficiently rigorous to ensure high academic achievement at all levels for all students. Teachers have not been adequately exposed or prepared to

Goal 3: DESTINATION CAMPUS Bowie HS solidifies its position as El Paso's destination campus.

Performance Objective 1: By June 2024, Bowie HS will stabilize enrollment by increasing the number of new students enrolling or transferring back to EPISD by .05% from 985 to 1083. (49 students)

Evaluation Data Sources: On Point (Fall PEIMS snapshot) and Tableau

Strategy 1 Details		Reviews			
Strategy 1: Attendance committee will focus on ensuring proper processes to include: attendance patterns, Standard Operating Procedure for Bowie HS, creating positive reinforcement for good attendance through Attendance Matters Club. Strategy's Expected Result/Impact: Increased student attendance for at-risk students. Staff Responsible for Monitoring: Campus Administration, ILT, Teachers, ALPHA team, and Attendance Clerks Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 4		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Continued implementation of Positive Behavior Interventions and Support, Social Emotional Learning and advisory to create a positive and safe campus environment. Strategy's Expected Result/Impact: Improved Campus environment resulting in greater student success and increased attendance and a decrease in student discipline referrals. Staff Responsible for Monitoring: Campus Administration PBIS Committee Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 3		Formative			Summative
		Oct	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Grade level meetings will occur at least once a semester to ensure communication of expectations, regulations and processes are acknowledged and understood by students. Strategy's Expected Result/Impact: Increase campus attendance Staff Responsible for Monitoring: Campus Administration, Student Activities Manager, PBIS Team Counselors Title I: 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1, 3		Formative			Summative
		Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 1 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: Increase in participation rate of extracurriculars Root Cause: Socioeconomic limitations of time and money, lack of coaches/ advisors, and lack of extracurricular opportunities for GT/ Advanced students Prioritized Need 3: A safe, welcoming environment for all students Root Cause: Lack of identification of problem areas, insufficient planning to address those areas Prioritized Need 4: 2022-2023 attendance rate averaged 81% Root Cause: There needs to be more explicit campus expectations of attendance procedures and maximization of campus personnel to strengthen and address attendance issues.





Goal 3: DESTINATION CAMPUS Bowie HS solidifies its position as El Paso's destination campus.

Performance Objective 2: By June 2024, Bowie HS will attract and retain top talent by implementing an employee recruiting and retention plan designed to increase filled positions on first day of school from 94% to 96%.

Evaluation Data Sources: # Vacancies data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers, Administrators, Counselors, Instructional Leaders, LPAC Coordinator and staff will remain informed regarding the latest developments in classroom instruction and educational theory in all core areas as well as professional responsibilities through participation in on-going staff development institutes and workshops, virtual training, in/out of town conferences and software /site licenses.</p> <p>Strategy's Expected Result/Impact: Though on-going professional development Teachers, Administrators, Counselors, LPAC Coordinator will be better able to assist students to increase their academic performance and attendance ultimately leading to graduation.</p> <p>Staff Responsible for Monitoring: Campus Teaching Coaches Campus SPED Coach LPAC Coordinator Campus Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 3 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: P-Tech faculty and staff will consult monthly with Educate Texas in-person and virtually to support the program. Strategy's Expected Result/Impact: Improved academic success, passing rates, graduation rates, build P-Tech program and Associate's Degree complete. Staff Responsible for Monitoring: P-Tech Lead Teacher and administrator. Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Bowie High School will host monthly faculty/staff meetings and additional meetings as needed to provide updates on campus initiatives and to receive feedback. Bowie will recognize and celebrate faculty, staff and community members. Strategy's Expected Result/Impact: Increase and strengthen communication between the faculty and staff. Staff Responsible for Monitoring: Campus Administration, Student Activities Manager, Parent Engagement Liaison Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 3	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Bowie High School will host monthly wellness events for campus faculty and staff, such as yoga, Zumba , and/or hikes. Strategy's Expected Result/Impact: Improve campus culture, employee attendance and retention Staff Responsible for Monitoring: Campus Administration; Student Activities Manager; Wellness Sponsor TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Prioritized Needs: L1 Whole Child (Culture & Climate) 3 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Prioritized Needs:





L1 Whole Child (Culture & Climate)
Prioritized Need 3: A safe, welcoming environment for all students Root Cause: Lack of identification of problem areas, insufficient planning to address those areas
L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: Effective first time teach Root Cause: lack of collective vision and buy in towards campus/district/state initiatives
Prioritized Need 2: Increase effectiveness and rate of advanced courses Root Cause: Attention primarily directed to low performing students.
Prioritized Need 3: Lack of standardization of processes and measures of student growth are resulting in ineffective RTI. Root Cause: There is a lack of diagnostic tools and processes to target instruction. In addition, there is a gap in the application of data to effectively design Tier 1 and 2 instruction
L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
Prioritized Need 1: PLC structures are not sufficiently supporting the RTI process by continuously building individual and content inter dependency. Root Cause: RTI plans are not appropriately addressing student needs due to the implementation of an effective RTI campus plan .
L3 Destination School (Perceptions, Facilities, Programs, Technology)
Prioritized Need 1: Our campus is not sufficiently welcoming to parents/ community partners Root Cause: Balancing safety with openness, needing to plan more community based activities

Goal 3: DESTINATION CAMPUS Bowie HS solidifies its position as El Paso's destination campus.

Performance Objective 3: By June 2024, Bowie HS will expand the integration of 21st century learning and innovation skills by developing and implementing an instructional technology campus support plan.

Evaluation Data Sources: Technology Campus Support Plan Success Criteria

Strategy 1 Details	Reviews			
Strategy 1: To leverage technology and promote blended learning environments, teachers and students will receive technology equipment, supplies, and professional development such as Apple Certification courses, Interactive Digital Displays training, and Web 2.0 Educational Software such as Nearpod and Edpuzzle. The librarian will receive professional development on Makerspace. Strategy's Expected Result/Impact: Increased classroom performance and Language Acquisition. Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Teaching Coaches, Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 1, 3	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: To leverage technology and promote blended learning environments teachers/students will receive technology equipment and professional development. Strategy's Expected Result/Impact: To build teacher and student capacity as well as linguistic development. Staff Responsible for Monitoring: Principal / Assistant Principals / Campus teaching Coach Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 1	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: UPDATING IN THE CLASSROOM and main / new offices: Updating technology equipment in all core content classrooms and labs to enhance student learning Purchase licenses for students, awards, field trips, and snacks. P-Tech will purchase recruitment items and incentives for students. Supplies will be provided to custodial and nursing staff in order to maintain necessary levels of hygiene and safety. Strategy's Expected Result/Impact: Data of Student Performance in the classroom Safe Learning Environment Staff Responsible for Monitoring: Campus Administration Nurse Head Custodian P-Tech Lead Teacher Title I: 2.4, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Prioritized Needs: L1 Whole Child (Culture & Climate) 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: Increase in participation rate of extracurriculars Root Cause: Socioeconomic limitations of time and money, lack of coaches/ advisors, and lack of extracurricular opportunities for GT/ Advanced students
L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: Effective first time teach Root Cause: lack of collective vision and buy in towards campus/district/state initiatives
L2 Academic Excellence (Student Achievement)
Prioritized Need 1: Increased Language acquisition Root Cause: Lack of collective buy in to pursue goal, limited opportunities to practice English Prioritized Need 3: Increase Graduation Rate Root Cause: Parent/ student understanding of importance of education, student transience, socioeconomic pressures to find employment





Goal 4: CULTURE OF ACCOUNTABILITY Bowie HS cultivates a culture of transparency, care, and service.

Performance Objective 1: By June 2024, Bowie HS will foster a welcoming and safe environment where all students feel supported resulting in an increase student attendance rate from 81% to 85%.

Evaluation Data Sources: Attendance Rate (ADA) data

Strategy 1 Details		Reviews			
Strategy 1: Attendance committee will focus on ensuring proper processes to include: attendance patterns, Standard Operating Procedure for Bowie HS, creating positive reinforcement for good attendance through Attendance Matters Club. Strategy's Expected Result/Impact: Increased student attendance for at-risk students. Staff Responsible for Monitoring: Campus Administration , ILT, Teachers, ALPHA team, and Attendance Clerks Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Prioritized Needs: L1 Whole Child (Culture & Climate) 4 - L4 Culture of Accountability (Parent & Community Engagement) 1		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Continued implementation of Positive Behavior Interventions and Support, Social Emotional Learning and advisory to create a positive and safe campus environment. Strategy's Expected Result/Impact: Improved Campus environment resulting in greater student success and increased attendance and a decrease in student discipline referrals. Staff Responsible for Monitoring: PBIS Administrator PBIS Committee Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Prioritized Needs: L1 Whole Child (Culture & Climate) 3 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 3		Formative			Summative
		Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Grade level meetings will occur at least once a semester to ensure communication of expectations, regulations and processes are acknowledged and understood by students. Strategy's Expected Result/Impact: Increase campus attendance Staff Responsible for Monitoring: Campus Administration, Student Activities Manager, PBIS Team Counselors Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1, 3 - L2 Academic Excellence (Student Achievement) 3	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Bowie P-Tech and the BHS community at large, will address student's academic and emotional support , to include goal setting , graduation plans and celebrations of student achievement, in conjunction with the counseling center, BHS advisory classes and other groups. Strategy's Expected Result/Impact: Improve Domain 1 and Domain 3 (Graduation rate). Staff Responsible for Monitoring: Teachers, Counselors, Graduation Coach, Alpha, P-Tech Lead Teacher, P-Tech Administrator Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L1 Whole Child (Culture & Climate) 3 - L2 Academic Excellence (Student Achievement) 3	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: PBIS team will reinforce positive behavior, interventions and support for teachers and students. Strategy's Expected Result/Impact: Improved school culture and reduce student discipline. Staff Responsible for Monitoring: Campus Administration PBIS team Teachers Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 3 - L2 Academic Excellence (Student Achievement) 3	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Prioritized Needs:





L1 Whole Child (Culture & Climate)
Prioritized Need 1: Increase in participation rate of extracurriculars Root Cause: Socioeconomic limitations of time and money, lack of coaches/ advisors, and lack of extracurricular opportunities for GT/ Advanced students Prioritized Need 3: A safe, welcoming environment for all students Root Cause: Lack of identification of problem areas, insufficient planning to address those areas Prioritized Need 4: 2022-2023 attendance rate averaged 81% Root Cause: There needs to be more explicit campus expectations of attendance procedures and maximization of campus personnel to strengthen and address attendance issues.
L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 3: Lack of standardization of processes and measures of student growth are resulting in ineffective RTI. Root Cause: There is a lack of diagnostic tools and processes to target instruction. In addition, there is a gap in the application of data to effectively design Tier 1 and 2 instruction
L2 Academic Excellence (Student Achievement)
Prioritized Need 3: Increase Graduation Rate Root Cause: Parent/ student understanding of importance of education, student transience, socioeconomic pressures to find employment
L4 Culture of Accountability (Parent & Community Engagement)
Prioritized Need 1: Students identified with chronic attendance issues are lacking the resources and family supports to prioritize daily attendance. Root Cause: There is a lack of campus follow-up procedures upon student registration and transfer process that ensures student current contacts.

Goal 4: CULTURE OF ACCOUNTABILITY Bowie HS cultivates a culture of transparency, care, and service.

Performance Objective 2: By June 2024, Bowie HS will foster a welcoming and safe environment where all families and communities feel supported as well as increase the level of accountability by ensuring at least 2 community events are offered monthly.

Evaluation Data Sources: Community Events Documentation

Strategy 1 Details	Reviews			
Strategy 1: Bowie will offer in-person and virtual workshops and services such as GED Classes, Tax prep, and ESOL Classes. Incentives will be provided for attendees. Strategy's Expected Result/Impact: Increased parental involvement Staff Responsible for Monitoring: Campus Administration; Parent Engagement Liaison Title I: 4.1, 4.2 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Prioritized Needs: L1 Whole Child (Culture & Climate) 2 - L4 Culture of Accountability (Parent & Community Engagement) 2	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 2: Increase parent participation in school functions Root Cause: Socioeconomic limitations of time and money, lack of opportunities, disconnect of methods of communication
L4 Culture of Accountability (Parent & Community Engagement)
Prioritized Need 2: We have limited parental involvement on campus. Root Cause: We do not have a full time Parent Engagement Liaison who communicates and supports campus instructional needs.

Goal 4: CULTURE OF ACCOUNTABILITY Bowie HS cultivates a culture of transparency, care, and service.

Performance Objective 3: By June 2024, Bowie HS will implement a two-way communication plan designed to increase the number and quality of opportunities to engage, inform, train, and gather input from family and community stakeholders as measured on Thought Exchange (3 times per year with 40% response rate) and Let's Talk Platform (customer satisfaction rating of at least 9 and response rate of 3 days).

Evaluation Data Sources: Thought Exchange and Let's Talk

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: The campus library and Makerspace will be updated to provide an inviting, active, and collaborative learning space with reading materials/ematerials, daily newspaper books, magazines, and technology for students, faculty, staff, and community members. Materials, supplies, and technology resources will be available for student, faculty, staff and community member use and checkout.</p> <p>Strategy's Expected Result/Impact: Improve student reading levels Students Grades Improvement on Students Performance shown in data for Local, District and State Assessment</p> <p>Staff Responsible for Monitoring: Librarian, Business Agent, Campus Administration</p> <p>Title I: 2.6, 4.1, 4.2 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Prioritized Needs: L1 Whole Child (Culture & Climate) 2, 3 - L4 Culture of Accountability (Parent & Community Engagement) 2</p>				

Strategy 2 Details		Reviews			
Strategy 2: Bowie High School will host a series of parent-community meetings each semester to ensure that stakeholders are informed of campus initiatives, and to provide an update of the state of the campus as well as a forum to receive feedback. Examples include- Coffee with the Principal, Program meetings, etc. Strategy's Expected Result/Impact: Increase and strengthen communication between the campus, parents and the community which will transform into increased parental participation in school activities. Staff Responsible for Monitoring: Campus Administration, Parent Engagement Liaison, CTCs, LEP Coordinator; Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Prioritized Needs: L1 Whole Child (Culture & Climate) 2, 3 - L4 Culture of Accountability (Parent & Community Engagement) 2		Formative			Summative
		Oct	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Bowie High School will host a variety of parent, in-person or virtual workshops and campus events geared towards parental and community involvement such as guest speakers and computer classes. Translators will be available for non-English speakers. Snacks, material incentives and supplies will be provided. Strategy's Expected Result/Impact: Increase and strengthen communication and relationship between the campus, parents and the community which will transform into increased parental participation in school activities and student success. Staff Responsible for Monitoring: Campus Administration, Parent Engagement Liaison, ILT, Counselors, Graduation Coach Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 2, 3 - L4 Culture of Accountability (Parent & Community Engagement) 2		Formative			Summative
		Oct	Jan	Mar	June
<div> <div>0%</div> <div>No Progress</div> </div> <div> <div>100%</div> <div>Accomplished</div> </div> <div> <div>→</div> <div>Continue/Modify</div> </div> <div> <div>✗</div> <div>Discontinue</div> </div>					

Performance Objective 3 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 2: Increase parent participation in school functions Root Cause: Socioeconomic limitations of time and money, lack of opportunities, disconnect of methods of communication
Prioritized Need 3: A safe, welcoming environment for all students Root Cause: Lack of identification of problem areas, insufficient planning to address those areas
L4 Culture of Accountability (Parent & Community Engagement)
Prioritized Need 2: We have limited parental involvement on campus. Root Cause: We do not have a full time Parent Engagement Liaison who communicates and supports campus instructional needs.

Goal 5: EQUITY BY DESIGN Bowie HS champions a targeted approach to universal access and system equity.

Performance Objective 1: By June 2024, Bowie HS will foster equitable access to opportunities and eliminating barriers as measured by an increase in enrollment of underrepresented (i.e., special education and emergent bilingual) high school student groups in advanced academic courses (AP, On Ramps, and Dual Credit), including emergent bilingual (37% to 45%) and SPED (11% to 15%)

Evaluation Data Sources: Frontline Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Materials, supplies, innovative equipment such as supplemental technology accessories will be provided to enhance learning through innovation and differentiation. Purchase AP, GT, CTE, ESOL and Dual Credit resources/e-resources and testing materials. Strategy's Expected Result/Impact: Students success Improve College, Career and Military readiness Promote Project / Problem / Work Based learning Staff Responsible for Monitoring: Teachers Campus Administration, ILT Dept. Heads Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 2				
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>				





Performance Objective 1 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 2: Increase effectiveness and rate of advanced courses Root Cause: Attention primarily directed to low performing students.

Goal 5: EQUITY BY DESIGN Bowie HS champions a targeted approach to universal access and system equity.

Performance Objective 2: By June 2024, Bowie HS will foster equitable access to opportunities and eliminating barriers as measured by a reduction in the percentage of long-term Emergent Bilinguals Achieving Beg/Int on TELPAS Composite from 62% to 45% as well as reduce the number of Emergent Bilingual achieving beginning on TELPAS reading from 11% to 7%.

Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Identify students requiring accelerated instruction using Tableau, Cambium and BOY assessments and provide extended day/week interventions. Strategy's Expected Result/Impact: Students requiring remediation will be identified and assign appropriate interventions. Staff Responsible for Monitoring: Campus Administration, CTCs, Counselors Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 3 - L2 Academic Excellence (Student Achievement) 2 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 3: Lack of standardization of processes and measures of student growth are resulting in ineffective RTI. Root Cause: There is a lack of diagnostic tools and processes to target instruction. In addition, there is a gap in the application of data to effectively design Tier 1 and 2 instruction
L2 Academic Excellence (Student Achievement)
Prioritized Need 2: Increase STAAR (all subjects, especially ELA 1 & 2) Root Cause: Language acquisition rates, lack of whole campus focus on language acquisition.
L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
Prioritized Need 1: PLC structures are not sufficiently supporting the RTI process by continuously building individual and content inter dependency. Root Cause: RTI plans are not appropriately addressing student needs due to the implementation of an effective RTI campus plan .