

Grand Prairie Independent School District

Bowie Elementary

2016-2017 Campus Improvement Plan

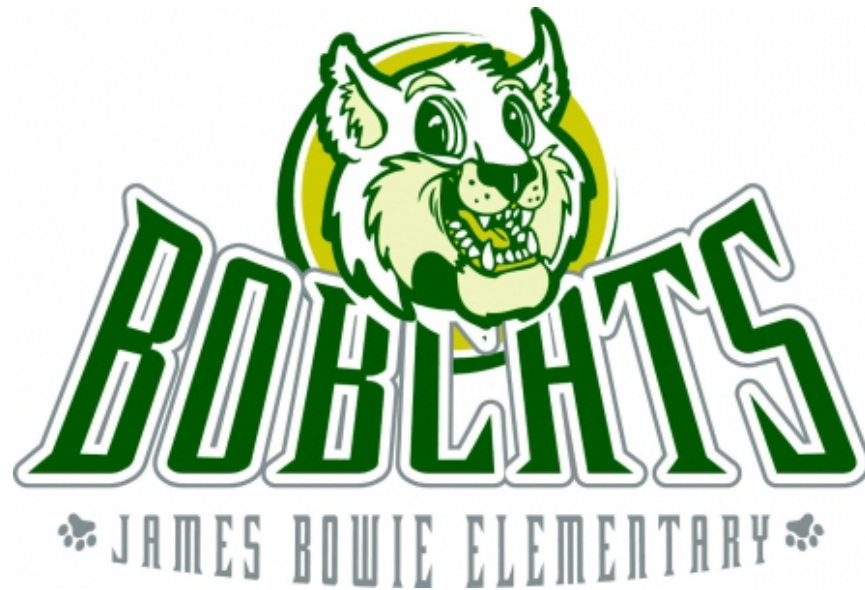


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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bowie is a PK-5th Grade Campus with a One-Way Dual Language Program at all grade levels and houses the district's K-5th CARE units. Ethnic distribution is 85.% Hispanic, 5.% African American, 8% White, .55% American Indian, .36% Asian and 1.07% reporting two or more races. Additional student demographic data shows 88.7% Economically Disadvantaged, 50.7% English Language Learners, 88.7% At-Risk and 17.5% Mobility.

Bowie is committed to supporting the district focus for improved coordination of programs and services for students at risk of dropping out of school. Bowie is a Title I School Wide Program campus and receives State Compensatory Education (SCE) funds.

With our school having a population of over 88% Economically disadvantaged and more than 50% ELL students, a majority of our students are at-risk.

This year all the collaborative planning, continued staff development, supplemental materials and additional learning opportunities our students were very successful as seen on STAAR results and tracking of reading levels. There is still room for improvement next year, especially in the area of Spanish reading and Spanish and English writing.

CIP Goal 4: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. [TEC §4.001(b)(3)] (T1, A SW #2, #6, #8, #9, #10) (GPISD 5 Plays: Relationship Capacity, Data Driven Management)

The CIP formative review process was done in conjunction with preliminary budget planning for the 2014-2015 school year. Improvements have been made in the correlation of all campus funds to the goals and objectives of the CIP, including documentation of purchase orders. Improvements are targeted to correlate and maximize special revenue funds to expected CIP goals. Improved processes and documentation for coordinating Title I federal funds and State Compensatory Education (SCE) funds are noted in the DIP formative review. Particularly Title I Schoolwide Program campuses will include improvements in this area of comprehensive planning. Improvements will include:

- Program planning and budgeting for services to at-risk students
- Documented connections of expenditures to planned services

Planning and Budgeting: Budgeting processes for Title I and SCE are similar and are being conducted in tandem. The budgeting process for 2016-2017 will include process documentation for description, structure and intent of fund utilization for both Title I and SCE funds.

Expenditures and Services: The 2011-2012 school year included an improvement strategy in the DIP requiring all purchase orders, regardless of funding, reference a particular strategy or strategies from the CIP. This requirement will be noted in revised documents and in the 2016-2017 DIP and CIP

Demographics Strengths

- Ethnic breakdowns are consistent with the previous year.
- At-risk numbers and categories are consistent.
- Bowie Elementary Met Standard in all categories.

Demographics Needs

Based on district data analysis and the state assessment, STAAR, these areas of need were identified and listed in priority order.

1. Collaborative content planning and expenditures are needed to address the needs of our at-risk, economically disadvantaged and ELL students.
2. Professional development opportunities that are geared toward literacy (Reading and Writing) instruction, math problem solving, and higher order/critical thinking skills.
3. Learning opportunities and supplemental instructional materials to address achievement data and individual student needs.

Student Achievement

Student Achievement Summary

CIP Goal 1: Students will demonstrate exemplary performance in comparison to national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. [TEC §4.001(b)(7)] (T1,A SW #1, #2, #8, #9, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model) (SIP Requirements: 1, 2, 4, 5, 6) (CNA Family/Community, Student Achievement and Demographics Sections)

Bowie met standard under the Texas Accountability System. Additionally, performance rates in system safeguards were 14 out of 18=78% and Participation Rates of 10 out of 10= 100%. In addition to receiving a rating of “Met Standard” for 2016, Bowie Elementary received one Distinctions. These Distinction was in Academic achievement in Science.

The additional tutoring in Math and Reading was successful. Over 40 students were tutored by a retired teacher on their lowest performing TEKS Student Expectation as shown through data and measured through 3, 6 and 9 Week Assessments. Reading levels were also tracked to monitor progress. For this next year we will continue our work in content area. Focusing on Reading, Writing and the content areas for our new 5th grade level. We will continue a Pre-K thru 2nd literacy focus using guided reading, Fast-forward and other literacy resources. As well as staff development and progress monitoring.

Writing is an area we still need to improve on. As a campus we will continue the Empowering Writers curriculum PK-5. This will require additional staff development, resources, planning time, and monitoring. In addition, we will design a campus based plan to ensure the writing process elements are addressed in every grade level.

Improving the rigor in all content areas will continue to be our focus as we are striving to earn distinctions in all areas.

Though we surpassed the Index 1, 2, 3, and 4 Target Score, an area that we will continue to develop and enhance in index 2. As a campus we need to continue to show growth. Our selective goal is to surpass all four indices.

Student Achievement Strengths

Based on STAAR data analysis the following student achievement strengths were identified:

In 2016 Bowie Met Standard in all four indices:

- Bowie Elementary exceeded the State Index 1 target score by 8 points. Index 1 performance was 68.
- Bowie Elementary exceeded the State

Index 2 target score by 5 points. Index 2 performance was 37.

- Bowie Elementary exceeded the State Index 3 target score by 10 points. Index 3 performance was 38
- Bowie Elementary exceeded the State Index 4 target score by 17 points. Index 4 performance was 29.
- Distinctions in academic achievement in science.
- After school Tutoring is offered two days per week.
- Students have access to small group instruction by classroom teachers, paraprofessional and certified retired teachers.

Student Achievement Needs

Needs are listed in priority order:

1. Expanded/Additional tutoring to address Accelerated Instruction in the classroom 1st-5th.
2. Continue with the vertically aligned K-5 Writing Plan for the campus. Writing was a low performing area.
3. Continue with a vertically aligned K-5 Reading Plan for the campus.
4. Continue with guided math plan for the campus.

School Culture and Climate

School Culture and Climate Summary

The Campus Improvement Committee (CIC) includes parents and community members as well as campus teachers and administrators as prescribed by the Texas Education Agency (TEA) and GPISD Board Policy. The CIC operates throughout the year in an advisory capacity in addition to the work they do during the Comprehensive Needs Assessment (CNA) process. This ongoing work includes discussion of culture and climate issues from expectations and values to a safe and disciplined environment for teaching and learning.

The counseling program at Bowie will provide continuous support of campus efforts to end bullying and provide an environment conducive to teaching and learning. Capturing Kid's Hearts is a supplemental program for classroom behavior/relational capacity. Positive Behavior Intervention and Supports (PBIS) implemented at Bowie is a supplemental approach that emphasizes the creation and durable implementation of practices and procedures embedded within continuous school improvement efforts. Rachels Challenge is utilized to bring awareness to bullying prevention.

Students are encouraged to attend school every day through the campus implementation of Every Child, Every Seat, as well as campus initiatives that are dictated in our "Campus attendance plan".

College and Career emphasis is seen throughout the school in addition to our special awareness week, special guest speakers, special events, and the implementation of the technology program "Career Cruising."

Based on the analyzed data we implemented a positive behavior reward system "Bowie Bucks."

A great environment was experienced on the campus per feedback from students, staff and parents. Anti-bullying efforts were effective as seen by the low number of incidents and interventions that took place. These efforts, along with Rachel's Challenge, Capturing Kids' Hearts and Bowie BEAT (campus PBIS initiative) proved to be beneficial and will continue next year. These involved teacher training, student expectations and campus monitoring.

This year's college and career emphasis was evident in our focus week, guidance lessons, and a few special event days. For next year this is an area that we need to expand.

DIP Goal 7: GPISD will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees. [TEC §4.001(b)(8)] [TEC §11.252 (3)(B)(E) and 11.253 (8)] [HB 1041 (reducing sexual abuse of children)] [TEC §11.253 Coordinated health services] (GPISD 5 Plays: Relationship Capacity, Engaged Instruction via the 5E Model, Intentional Leadership) (SIP Requirements: 2, 6) (CNA Staff and Demographics Sections)

Current campus efforts are in compliance with GPISD guidelines. Data analysis is slated to include review of safe school's data. This analysis will also review efforts to better coordinate special funding to maximize instruction and services to at-risk students.

School Culture and Climate Strengths

- Implementation of Rachel's Challenge and Capturing Kids Hearts
- CIC participation in campus climate and culture development and maintenance
- Parent Surveys
- Implementation of the Bowie B.E.A.T
- Implementation of the use of Bowie Bucks
- College and Career Emphasis

School Culture and Climate Needs

Needs are listed in priority:

1. Monitor attendance, discipline records and student participation in supplemental programs to document culture and climate improvements.
2. Continue efforts at building Bowie into a positive, warm, welcoming environment for students through anti-bullying efforts, supporting Counselor Anti bullying program. Continue Capturing Kid's Hearts initiative, continue the Bowie BEAT school wide efforts and increase our College and Career emphasis.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

CIP Goal 5: Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. [TEC §4.001(b)(6)(9)] (T1,A SW #3, #4, #5) (GPISD 6 Plays: Intentional Leadership, Data Driven Management, Engaged Instruction via the 5E Model)

Review of current training records show positive attendance and feedback from Bowie teachers. Professional development and training sessions have been expanded to include necessary preparation for Bowie.

Our campus training plan included:

- Curriculum/Instruction/Assessment Alignment
- Academic Vocabulary
- Rigor
- Writing Curriculum
- Critical Questioning
- Math Instructional Practices and Technology
- Product and objectives
- guided reading

We will continue to implement and provide feedback of these during the next school year. In addition, we will cover the ones we didn't get to, which include:

- Professional Learning Communities
- Differentiated Instruction
- Writing Instruction
- Reading Instructional Practices
- ELL Strategies
- RTI and Parent Involvement

Eduphoria managed this year's tracking of district training, and we will continue its usage next year. In addition, we will implement the Texas Teacher Standards, Evaluation and Support System, which includes direct ties to individualized development plans for teachers.

The campus Instructional Coach held grade level PLC's and whole staff trainings to keep a continuous growth cycle of teacher knowledge of curriculum, instructional practices and data driven decision making. As a campus we will continue this mindset and practice to further the growth of each individual teacher.

Staff Quality, Recruitment, and Retention Strengths

- Campus based training plan is well planned and implemented.
- Eduphoria is utilized to track teachers' participation in District training.
- PLC's occurred weekly to assess data, discuss curriculum implementation and to provide training for the refinement of teacher instructional practices.

Staff Quality, Recruitment, and Retention Needs

Needs are listed in priority order:

1. Improve documentation on attendance, feedback and implementation of campus training plan.
2. ICoach will help transfer knowledge gained during training to the application of concepts in teachers' classrooms.
3. Continue PLC's to address specific student and teacher needs.
4. Implement Texas Teacher Evaluation and Support System to foster professional growth
5. Implement the use of hiring committee

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Bowie will continue a focused adherence to core curriculum for a more meaningful analysis of data. The STAAR assessment is closely tied to curriculum. In order to support meaningful lessons, we will add supplemental instructional resources for teachers. Bowie will utilize multiple sources of data to evaluate the impact of lesson planning and delivery on student achievement. In support of core curriculum lessons additional resources will be utilized.

CIP Goal 3: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC §4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 5 Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections)

Data was desegregated, reviewed and analyzed with the district's common based assessments at end of the 9 Weeks in Math, Reading, and Science. Reading levels were also tracked and progress was monitored in the advancement of math skills, writing and reading fluency/comprehension. Instructional adjustments, small groups and intervention plans were made to address student needs identified. PLC's, data talks, planning, walkthroughs, feedback, staff development and instructional resources focused on rigor, variety of instructional strategies, and alignment of classroom instruction to SE (curriculum) and student data.

The above practices were successful, but there is room for improvement. Additional focuses will include intentional staff development based on individual teacher need. More structured PLCs will be implemented. In addition, the focus will include Differentiated Instruction to meet the needs of all learners.

Curriculum, Instruction, and Assessment Strengths

- Support for planning and implementation from District Personnel as well as the ICoach.
- Effective scientifically based researched materials to supplement teaching and learning efforts.
- Weekly teacher participation in Professional Learning Communities to collaborative plan, discuss curriculum and look at data.

Curriculum, Instruction, and Assessment Needs

Needs are listed in priority order:

1. As a campus we must revisit what we value: our campus Vision and mission

2. Data Review at the 9 Week Periods for Progress Monitoring and instructional adjustments.
3. Continued focus on rigor, planning and high level instruction aligned to SE's.
4. Continued focus on effective supplemental instructional materials.
5. Continued focus on targeted student instruction through the use of small groups.
6. Continue focus on self growth

Family and Community Involvement

Family and Community Involvement Summary

The Campus Improvement Committee (CIC) is responsible for reviewing and analyzing campus data, evaluating current strategies and updating the Campus Improvement Plan (CIP) as necessary. Any parent may participate in this process or provide feedback to the CIC by contacting Principal Holland at any time during the year. A participation flyer and parent interest survey was sent out at the beginning of the year.

CIP Goal 5: Parents and community members will be full partners with educators in the education of GPISD students. [TEC §4.001(b)(1)] (T1A SW #6) (GPISD 5 Plays: Relationship Capacity, Intentional Leadership) (SIP Requirement: 8) (CNA Family/Community Section)

Current parent involvement efforts were reviewed. Improvement efforts will focus on increased parent participation. Parent communication must include a shared commitment to maintain Bowie's Rating as Met Standard by the Texas Education Agency. The Parent Liaison has established a series of parent information meetings and trainings.

As a campus we did keep track of parent participation in scheduled trainings, activities and events. We will need to continue this practice, but we need to add more feedback as part of the process as well.

Next year we are looking at continued expansions of offerings to include more content based workshops and specialized trainings to meet the needs expressed by parents in feedback sessions and written surveys.

Home learning opportunities were done by our campus staff through our Math and Science Night, as well as our Literacy Night. The teachers provided trainings and resources to our parents so they could support their children at home. These were in the areas of need as shown through our campus data. These were well attended and we will continue to have them.

Family and Community Involvement Strengths

- Parent Community Liaison offer orientation to all parents to resources available to monitoring student progress
- Parents are invited to attend training classes with childcare provided.
- District events such as parent classes at the Parent Involvement Center and PACT sessions at Bonham are publicized and promoted.
- Content specific nights are hosted by staff for parents and students.
- Partnership with Indian Hills Baptist Church.
- Grade Level and campus wide newsletters are sent home at least once per month in both English and Spanish.

Family and Community Involvement Needs

Needs are listed in priority order:

1. Improve documentation of activities for better evaluation of efforts.
2. Increase family and community participation in scheduled events.
3. Additional opportunities for the parents to meet with administration through the creation of Breakfast/Lunch with the Principal and bi-monthly workshops for parents.

School Context and Organization

School Context and Organization Summary

Context and Organization for Bowie includes addressing data and customer feedback to support changes and improvements. The CIC also reviews effective implementation of the required Decision-Making Processes and proper documentation of these efforts.

School Context and Organization Strengths

Active participation of parents in the CIC and PTA efforts.

School Context and Organization Needs

Needs are listed in priority order:

1. Improve documentation procedures for better feedback on campus operations.

Technology

Technology Summary

Current campus efforts are documented as successful and in compliance with the GPISD Technology Plan. Efforts will continue as currently designed. The CIC will review current and potential technology based curriculum, supplemental instructional programs and compliance with the District and Campus training plan for technology usage in the classroom.

Bowie utilizes campus based technology experts to assist with support for implementation of technology based instructional techniques as new devices are given by the district. All teachers have iPads, laptops and wireless access in the building. Students have access to a computer lab, a mobile netbook cart, computers in the library and Nooks to checkout for home use.

DIP Goal 6: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. [TEC §4.001(b)(10)] (T1,A SW #2, #10) (GPISD 5 Plays: Engaged Instruction via the 5E Model, Instructional Leadership, Data Driven Management) (SIP Requirements: 2, 3) (CNA Student Achievement and Staff Sections)

This year staff met their milestones in compliance with the Technology Training Plan as outlined by the district. Furthermore, monthly staff trainings on technology applications were held to meet and exceed the expectations on the Campus Training Plan. A shared Technology Specialist helped the campus by giving the trainings, providing ideas and assistance for technology integration, maintaining purchased technology items and supporting/documenting staff milestone achievements for continued growth in technology usage/applications. The new district cloud software and storage items, in addition to the continued and expanded usage of district issued IPADS/laptops, will required support, technology items and trainings for the campus staff next school year.

Technology Strengths

- Bowie is compliant with GPISD Technology Plan.
- Campus based Technology Specialist.
- Discovery Integration.
- iPad and Laptop for each teacher.
- Technology center is included in every 3rd-5th grade level. The center includes 4 wireless laptops

Technology Needs

Needs are listed in priority order:

1. Monitor teacher compliance with Technology training.
2. Include Technology applications in the Campus Training Plan.
3. Continue campus based Technology Specialist.
4. Additional training of adequate use of technology station in upper grade classrooms.
5. Add computerized programs that target student achievement.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Federal Report Card Data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Professional Learning Communities (PLC) data
- Highly qualified staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Students will demonstrate exemplary performance in comparison to national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. [TEC 4.001(b)(7)] (T1,A SW #1, #2, #8, #9, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model) (SIP Requirements: 1, 2, 4, 5, 6) (CNA Family/Community, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

Performance Objective 1: Grand Prairie ISD student achievement data will reflect continuous academic growth while continuing to make progress towards the highest level of student achievement as defined and measured by local and State assessments.

Evaluation Data Source(s) 1: STAAR results, Indices 1-4 and Distinctions.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) State System Safeguard Strategy Critical Success Factors CSF 1, CSF 4, CSF 7 1) Teachers will attend training in Empowering Writers in order to improve writing instructional delivery	1, 2, 3, 4, 9	Principal, Assistant Principal, ICoach	Documentation of teachers attending training and lesson plans				
Funding Sources: 211 - Title 1 - \$1,000.00							
Critical Success Factors CSF 1 CSF 2 CSF 4 2) State System Safeguard Strategy 2) Teachers and highly qualified tutors will provide both school day and extended day/Saturday school accelerated instruction to increase instructional time and to maximize prescribed interventions in the areas of Reading Math and Writing.	1, 2, 3, 9, 10	Principal, Assistant Principal, ICoach, Teachers, Tutors	Students will show progress on RTI Progress Monitoring, District Assessment Data and DRA/EDL Levels				
Funding Sources: 199 - SCE - \$10,000.00							

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>3) Critical Success Factors</p> <p>3) Continue review and implementation of rigorous and effective materials and supplies for accelerated instruction.</p>	1, 9	Principal, Assistant Principal, ICoach and Teachers	Lesson plans and classroom walkthroughs will show effective use of materials and supplies purchased. Student formative and summative assessment data will show progress towards mastery and acquisition of taught objectives and concepts.				
Funding Sources: 199 - SCE - \$4,000.00							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) State System Safeguard Strategy Critical Success Factors</p> <p>Implement The Daily Five Reading Program Structure during class literacy blocks. Campus will participate in training and book study.</p>	1, 2, 3, 4, 9	Principal, Assistant Principal, ICoach and Classroom Teachers	Lesson Plans and Classroom Walkthroughs will show campus aligned PK-5thh implementation to improve the reading instruction campus wide as seen through student progress in DRA/EDL assessments and STAAR Reading Data.				
Funding Sources: 211 - Title 1 - \$1,000.00							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) State System Safeguard Strategy Critical Success Factors CSF 1, CSF 2, CSF 4</p> <p>5) Teachers will be provided Reading A-Z in order to be able to provide leveled reading books for students to take home to build fluency and comprehension.</p>	1, 2, 6, 8, 9	Instructional Coach, Teachers	Students will show growth in their DRA/EDL Reading Levels.				
Funding Sources: 211 - Title 1 - \$3,000.00							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) Critical Success Factors CSF 1, CSF 2, CSF 4</p> <p>Teachers will integrate digital software based learning into their science lessons. They will use these resources to preset new material, assist in planning instruction, research, and reteaching. These science software programs include Brain Pop and StemScopes.</p>	1, 2, 8, 9						
Funding Sources: 211 - Title 1 - \$3,500.00							
<p align="center">Critical Success Factors CSF 2</p> <p>7) State System Safeguard Strategy Critical Success Factors CSF 2</p> <p>Require review of programs and materials, including instruction technology applications, for effectiveness, rigor and teacher readiness for implementation prior to purchase. Ensure purchase orders are noted properly with CIP connections</p>	1, 8, 9	Principal, Campus Secretary, Instructional Media Specialist Funding Sources: N/A					

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>8) Critical Success Factors</p> <p>Administrators will use the new T-TESS Evaluation System to provide teachers with specific feedback after observations and walkthrough visits in order to help teachers grow in their delivery of instruction and to provide students the best possible learning environment.</p>	<p>1, 2, 3, 8, 9, 10</p>	<p>Principal, Assistant Principal</p>	<p>Teacher growth in their instructional practice as shown on the T-TESS Rubric.</p>				
<p align="center">State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>9) State System Safeguard Strategy Critical Success Factors CSF 1, CSF 2, CSF 7</p> <p>Teachers will work weekly in PLC meetings to break down TEKS/SE's, break down Performance Assessments, review data, and to plan targeted instruction.</p>	<p>1, 4, 8, 9</p>	<p>Principal, Assistant Principal and ICoach</p>	<p>Aligned and effective classroom planning and instruction as seen through PLC Agendas, Classroom Walkthroughs and District Assessment Data.</p>				

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue






Goal 1: Students will demonstrate exemplary performance in comparison to national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. [TEC 4.001(b)(7)] (T1,A SW #1, #2, #8, #9, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model) (SIP Requirements: 1, 2, 4, 5, 6) (CNA Family/Community, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

Performance Objective 2: Grand Prairie ISD will implement effective services and strategies for identified student groups: SPED, Gifted and Talented, LEP and specific student groups identified by assessments.

Evaluation Data Source(s) 2: Program Documentation
Professional development documentation

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Critical Success Factors CSF 1, CSF 7 Provide yearly and on-going staff development that is geared toward the identification and differentiated instruction. Provide on-going staff development that is geared toward effective strategies that can be used in the classroom to increase rigor and critical thinking.</p>	3, 4	Principal, Gifted and Talented Strategist	Professional development agendas and attendance sheets, Classroom Walkthrough Data, District Summative Assessments and District Benchmark Assessments.				
Funding Sources: 211 - Title 1 - \$250.00							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Critical Success Factors CSF 1, CSF 2 Seeking out and identifying additional students for the GT Program.</p>	1, 3, 8, 9	Principal, Assistant Principal, GT Teacher, Classroom Teachers	Additional students qualifying for the GT Program.				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Critical Success Factors CSF 1, CSF 7 3) Ensure campus teachers attend required GT update or initial professional development hours to support and improve differentiated learning and instruction.</p>	1, 7	Principal, Assistant Principal, GT Teacher, Classroom Teachers	Classroom walkthroughs to observe differentiated instruction which will in turn show student success on campus, district and state assessments.				


<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>4) Implement TX Migrant Education Statewide Needs and supplemental services: summer remediation, student skills, interventions and homework assistance; make-up work timeline for students with late entry and/or early withdrawal.</p>	9, 10	Campus administrators, GPISD Migrant Coordinator, Counselor, Social Worker, Teachers	Campus services records, intake documentation, progress monitoring reports				
Funding Sources: 263 Title III - \$500.00							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Students will demonstrate exemplary performance in comparison to national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. [TEC 4.001(b)(7)] (T1,A SW #1, #2, #8, #9, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model) (SIP Requirements: 1, 2, 4, 5, 6) (CNA Family/Community, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

Performance Objective 3: Grand Prairie ISD will implement a 6th Play, Visit What You Value, to improve progress monitoring and to ensure effective program implementation.

Evaluation Data Source(s) 3: Walkthroughs

Summative Evaluation 3:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Admin will conduct walkthroughs and visit Professional learning communities to provide strategies.		Principal, assistant principal, and Instructional Coach.	Walkthroughs on eduphoria and calendar				
							

Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC 4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 6Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

Performance Objective 1: GPISD will refine and expand activities for building college-bound and workforce-ready students with strong character, ethics and integrity.

Evaluation Data Source(s) 1: Index 4, District Plan, Campus Plans

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Critical Success Factors</p> <p>Bowie staff members will work together to create grade level appropriate activities to create and foster college and career awareness, which will include "College and Career Days" throughout the year.</p>	9	Principal, Assistant Principal, Counselor and Teachers	Counselor Calendar, Weekly Newsletter				
<p>Critical Success Factors CSF 6</p> <p>2) Critical Success Factors CSF 6</p> <p>Career Cruising will be utilized with all students in order to give them an opportunity to explore career options.</p>	10	Counselor	Flyers will be sent home with all students for this opportunity and logins for students will be created.				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>3) Critical Success Factors CSF 1, CSF 6</p> <p>The Counselor will conduct guidance lessons for each grade level with the focus of building character and ethics.</p>	1, 7, 9	Counselor	Counselor Calendar				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC 4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 6Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

Performance Objective 2: GPISD will design and implement instructional alignment to ensure student growth.

Evaluation Data Source(s) 2: Teaching and learning documentation.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) State System Safeguard Strategy Critical Success Factors CSF 1, CSF 2, CSF 4, CSF 7 Teachers will meet with the Instructional Coach and/or the Principal to break down SE/TEKS, and Performance Assessments in order to align their instruction and create an instructional calendar that is specific to Bowie students.</p>	1, 2, 3, 4, 8	Principal, Assistant Principal, ICoach, Classroom Teachers	PLC Agendas, Aligned Lesson Plans, Classroom Walkthrough Observations and Improved District Assessment Data				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Critical Success Factors CSF 1, CSF 2, CSF 7 Continue Instructional Coach continued work with teachers to assist them with classroom instructional delivery/alignment, training, follow-up, support and accelerated learning strategies</p>	1, 3, 4, 8, 9	Principal, Assistant Principal, and Instructional Coach	Improved Instructional Delivery as evidenced through Classroom Walkthrough Observations, and Increased Teacher Effectiveness with Instructional Planning and Strategy incorporation as seen in improvement in District Summative Assessments Data.				

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC 4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 6Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

Performance Objective 3: GPISD will implement all School Improvement Program requirements for the District and designated campuses as measured by implementation reports to the Texas Education Agency.

Evaluation Data Source(s) 3: School Improvement Program reports and end of the year data.

Summative Evaluation 3:






Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC 4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 6Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

Performance Objective 4: GPISD will document state required curriculum regarding citizenship for a free enterprise society, a coordinated school health program, anti-bullying and the prevention of domestic and dating violence.

Evaluation Data Source(s) 4: Social Studies curriculum, Departmental documents, campus session records.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Critical Success Factors CSF 6 Teachers will plan lessons that incorporate the state curriculum regarding citizenship for a free enterprise society, coordinated health program and school wide training on anti-bullying and the prevention of violence.</p>	1, 2, 3, 10	Teachers, Counselor, Principal	Classroom Lesson Plans and Counseling Guidance Lesson Plans				






<p align="center">Critical Success Factors CSF 6</p> <p>2) Critical Success Factors CSF 6 Continue and improve CKH, anti-bullying and the Bowie BEAT implementation.</p>	1, 2	Principal, Assistant Principal and Counselor	Bullying Reports and Discipline Referral Data				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC 4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 6Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

Performance Objective 5: GPISD will continue to develop and expand Programs and Schools of Choice opportunities to meet the needs of each learner and implement a full review process for these programs to address effectiveness and necessary improvements.

Evaluation Data Source(s) 5: Choice programs, enrollment data. Review process documentation.

Summative Evaluation 5:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Critical Success Factors CSF 5, CSF 6</p> <p>Bowie will participate in the GPISD Experience in order to provide information about our traditional school offerings in the district and advertise this event to parents.</p>	1, 2, 7, 10	Principal, Assistant Principal, Counselor	School booth at the Experience and publicity with campus stakeholders prior to the experience.				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: GPISD will exercise financial responsibility and increase fiscal transparency to ensure well planned, reasonable and necessary expenditures to support facilities and programs for teaching and learning. [TEC 44.025-44.026] (FAR Module 2, 2.6) (CNA Context/Organization) The Board and Superintendent will provide strong fiscal oversight to ensure fiscal solvency of the District.

Performance Objective 1: Bowie Elementary school will follow all GPISD Finance Department guidelines, as well as new EDGAR regulations for special revenue, for timely procurement of goods and services.

Evaluation Data Source(s) 1: Mid year and end of the year check points.
Finance records

Summative Evaluation 1:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>1) Critical Success Factors CSF 1, CSF 4, CSF 5, CSF 6</p> <p>80% of the Title 1 monies will either be spent or encumbered before Christmas Break.</p>	1, 2, 6, 9, 10	Principal, Campus Secretary	Purchase Orders and Budgets Funding Sources: N/A				
<p>2) Follow the Business Operations Handbook and adhere to the policies and procedures in accordance to district guidelines. The Goal from the CIP and the District Play will be noted on each Purchase Order.</p>	10	Principal, Assistant Principal, Campus Secretary	Signed Acknowledgements and Purchase Orders				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: GPISD will exercise financial responsibility and increase fiscal transparency to ensure well planned, reasonable and necessary expenditures to support facilities and programs for teaching and learning. [TEC 44.025-44.026] (FAR Module 2, 2.6) (CNA Context/Organization) The Board and Superintendent will provide strong fiscal oversight to ensure fiscal solvency of the District.

Performance Objective 2: Bowie Elementary school will include teachers, parents and community members in the planning process for program development and related spending.

Evaluation Data Source(s) 2: CIC agendas

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3</p> <p>1) Critical Success Factors CSF 3 Complete and post the Stakeholder Report Card on the GPISD district website.</p>	10	Campus Administration	Completed Stakeholder Report Card posted on GPISD Website				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. [TEC 4.001(b)(6)(9)] (T1,A SW #3, #4, #5) (GPISD 6 Plays: Intentional Leadership, Data Driven Management, Engaged Instruction via the 5E Model) (SIP Requirements: 3, 7) (CNA Student Achievement, Staff and Context/Organization Sections)

Performance Objective 1: GPISD will annually document the Highly Qualified (HQ) Continuous Improvement Plan equity analysis for 100% compliance with proper certifications and equitable assignments for experienced teachers.

Evaluation Data Source(s) 1: HQ evaluation data: 100%.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 7</p> <p>1) HQ requirements will define recruitment efforts for the campus, Also, retention patterns.</p>	4, 5	Principal and HR	Recruitment and retention records				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Critical Success Factors CSF 1, CSF 7</p> <p>1) All teachers hired will be highly qualified for their teaching position.</p>	3, 4, 5	Principal, Assistant Principal	100% of teaching staff will hold their teaching certification				






= Accomplished
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue

Goal 4: Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. [TEC 4.001(b)(6)(9)] (T1,A SW #3, #4, #5) (GPISD 6 Plays: Intentional Leadership, Data Driven Management, Engaged Instruction via the 5E Model) (SIP Requirements: 3, 7) (CNA Student Achievement, Staff and Context/Organization Sections)

Performance Objective 2: GPISD will design and implement a Human Capital Development Initiative and training plan approved by the Education Improvement Committee, to align instruction with evidence based practices.

Evaluation Data Source(s) 2: Eduphoria records. Plan documentation

Summative Evaluation 2:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) State System Safeguard Strategy Critical Success Factors CSF 1, CSF 7 Human Capital Development Plan will include additional training in reading, math, writing and varied instructional strategies. This plan will be approved by the CIC.</p>	1, 2, 3, 4		Human Capital Development Plan as presented and approved by CIC.				
<p>Critical Success Factors CSF 7</p> <p>2) State System Safeguard Strategy Critical Success Factors CSF 1, CSF 7 Utilize Content Strategists from the district to support the application of district initiatives in the classroom.</p>	1, 3, 4	Principal, Assistant Principal, ICoach	Meeting Agendas, Sign In Sheets, and Implementation as seen in Lesson Plans and Classroom Walkthroughs				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. [TEC 4.001(b)(6)(9)] (T1,A SW #3, #4, #5) (GPISD 6 Plays: Intentional Leadership, Data Driven Management, Engaged Instruction via the 5E Model) (SIP Requirements: 3, 7) (CNA Student Achievement, Staff and Context/Organization Sections)

Performance Objective 3: GPISD will develop a culture that promotes the exercise of leadership skills among staff and students.

Evaluation Data Source(s) 3: Leadership training records

Summative Evaluation 3:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3</p> <p>1) Critical Success Factors CSF 3 Teachers will be given opportunities to take leadership in a variety of forms such as campus committees, district committees, team leaders, and staff development/instructional initiatives on campus.</p>	1, 2, 4, 5, 6, 8	Principal, Assistant Principal, ICoach	Meeting Agendas, Campus Committee SignUp and products				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 5: Parents and community members will be full partners with educators in the education of GPISD students. [TEC 4.001(b)(1)] (T1,A SW #6) (GPISD 6 Plays: Relationship Capacity, Intentional Leadership) (SIP Requirement: 8) (CNA Family/Community Section)

Performance Objective 1: GPISD will build a positive school connection with families and parents by increasing the number of contacts between families/parents and teachers by 10% annually.

Evaluation Data Source(s) 1: Parent/School Compacts signed an on file. Schedule and attendance for parent sessions and visits.

Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Critical Success Factors CSF 5 Bowie will participate in community cultural events such as but not limited to the Cinco de Mayo Parade, Martin Luther King Parade, etc.</p> <p>Funding Sources: 211 - Title 1 - \$100.00</p>		Campus Administrators, Counselor, Teachers in the Multi-Cultural Committee	Event Registrations and Participation				
Funding Sources: 211 - Title 1 - \$100.00							
<p>Critical Success Factors CSF 5</p> <p>2) Critical Success Factors CSF 5 Parents and Students will be invited to Family Nights on the Campus (Literacy Night and Math/Science Night) in order to help them become equal partners in their child's education and help them to build a positive rapport with the school community.</p> <p>Funding Sources: 211 - Title 1 - \$300.00</p>	1, 6	Campus Administrators, ICoach, Teachers in the Parent Night Committee	Event Flyers and Sing In Sheets				
Funding Sources: 211 - Title 1 - \$300.00							
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 5: Parents and community members will be full partners with educators in the education of GPISD students. [TEC 4.001(b)(1)] (T1,A SW #6) (GPISD 6 Plays: Relationship Capacity, Intentional Leadership) (SIP Requirement: 8) (CNA Family/Community Section)

Performance Objective 2: GPISD will build capacity of parents to support student learners by offering a minimum of five academic workshops per year. (Include USDE Parent and Community Guidelines, Title I Parent Liaisons, Customer Service focus.)

Evaluation Data Source(s) 2: Customer Service training records, Title I Liaisons schedules

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Create schedule and content for parent academic sessions throughout the year. Advertise sessions at the campus and the Parent Involvement Center</p>	1, 6	Principal, iCoaches, lead teachers, Parent Liaison	Agenda, sign-in feedback forms				
Funding Sources: 211 - Title 1 - \$1,500.00							
<p>Critical Success Factors CSF 5</p> <p>2) Provide information to parents regarding programs of choice and preschool programming</p>	6, 7	Administrators, Parent Liaison	Parent information documentation, fliers, sessions for choice.				
Funding Sources: 199 - General Fund - \$500.00							
							

Goal 5: Parents and community members will be full partners with educators in the education of GPISD students. [TEC 4.001(b)(1)] (T1,A SW #6) (GPISD 6 Plays: Relationship Capacity, Intentional Leadership) (SIP Requirement: 8) (CNA Family/Community Section)

Performance Objective 3: GPISD will measure and increase parent/community satisfaction through planned information gathering strategies including but not limited to surveys.

Evaluation Data Source(s) 3: Satisfaction surveys, session feedback






Summative Evaluation 3:

Goal 6: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. [TEC 4.001(b)(10)] (T1,A SW #2, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model, Instructional Leadership, Data Driven Management) (SIP Requirements: 2, 3) (CNA Student Achievement, Technology and Staff Sections)

Performance Objective 1: GPISD will increase STaR ratings in all areas to the Advanced or Target levels.

Evaluation Data Source(s) 1: STaR ratings longitudinal data.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 7</p> <p>1)ritical Success Factors CSF 7 Complete a campus inventory of all current software and review levels of usage and classroom effectiveness. Schedule support as necessary to improve usage and effectiveness.</p>	1, 4	Principal, IMS	Team Meeting Notes, Classroom Walkthrough Observations, Computer Lab SignUps,				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 6: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. [TEC 4.001(b)(10)] (T1,A SW #2, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model, Instructional Leadership, Data Driven Management) (SIP Requirements: 2, 3) (CNA Student Achivement, Technology and Staff Sections)

Performance Objective 2: GPISD will design and implement a comprehensive digital integration plan to incorporate technology and effective applications into the teaching and learning process.

Evaluation Data Source(s) 2: Training completion records. Feedback from campus personnel. Inventory records. Purchasing records. Applications

Summative Evaluation 2:






Goal 7: GPISD will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees. [TEC 4.001(b)(8)] [TEC 11.252 (3)(B)(E) and 11.253 (8)] [HB 1041 (reducing sexual abuse of children)] [TEC 11.253 Coordinated health services] (GPISD 6 Plays: Relationship Capacity, Engaged Instruction via the 5E Model, Intentional Leadership) (SIP Requirements: 2, 6) (CNA Staff, Culture/Climate and Demographics Sections)

Performance Objective 1: GPISD will use the 2013-2014 Safety Audit as a benchmark to ensure the safety and well-being of students, staff, parents and community members and will report annually to the Board of Education.

Evaluation Data Source(s) 1: Safety Plan document. Training data.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Nov	Jan	Mar	June

<p align="center">Critical Success Factors CSF 6</p> <p>1) Critical Success Factors CSF 6 1) All staff will be trained on the crisis plan, visitor requirements, securing of the building, and will participate in monthly drills to supplement the safety plan for the school.</p>	4	Principal, Assistant Principal	Campus Crisis Plan, Drill Logs				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 7: GPISD will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees. [TEC 4.001(b)(8)] [TEC 11.252 (3)(B)(E) and 11.253 (8)] [HB 1041 (reducing sexual abuse of children) [TEC 11.253 Coordinated health services] (GPISD 6 Plays: Relationship Capacity, Engaged Instruction via the 5E Model, Intentional Leadership) (SIP Requirements: 2, 6) (CNA Staff, Culture/Climate and Demographics Sections)

Performance Objective 2: GPISD will utilize research based curriculum to create a culture where students are safe and secure emotionally while at school to learn.

Evaluation Data Source(s) 2: Program documentation (CKH, Rachel's Challenge, campus based)






Summative Evaluation 2:

Goal 8: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. [TEC 4.001(b)(3)] (T1, A SW #2, #6, #8, #9, #10) (GPISD 6 Plays: Relationship Capacity, Data Driven Management) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

Performance Objective 1: GPISD will support process improvements for at-risk student identification and services.

Evaluation Data Source(s) 1: Identification process document. Campus records. CIP references.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Critical Success Factors CSF 1, CSF 2 Classroom teachers will work with the counselor to identify at-risk students in order to provide additional services.</p>	1, 2, 10	Counselor, Classroom Teachers	Identification Documentation				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 8: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. [TEC 4.001(b)(3)] (T1, A SW #2, #6, #8, #9, #10) (GPISD 6 Plays: Relationship Capacity, Data Driven Management) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

Performance Objective 2: GPISD will reduce dropout rates and increase graduation rates for all students tat or above the rate set by the Texas Education Agency.

Evaluation Data Source(s) 2: AEIS data.

Summative Evaluation 2:

Goal 8: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. [TEC 4.001(b)(3)] (T1, A SW #2, #6, #8, #9, #10) (GPISD 6 Plays: Relationship Capacity, Data Driven Management) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

Performance Objective 3: GPISD will implement H. B. 5 requirements regarding Accelerated Instruction for at risk students.

Evaluation Data Source(s) 3: AI records, 2 AI Strategists added (schedules and services)

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Critical Success Factors CSF 1, CSF 2, CSF 4 Tutors will provide accelerated instruction in Reading, Math and Writing.</p> <p>Funding Sources: 199 - SCE -</p>	1, 9	Principal, Assistant Principal, ICoach, Tutors	Growth seen in RTI progress monitoring data, student assessment data and DRA/EDL reading levels of students				
Funding Sources: 211 - Title 1 - \$10,000.00							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	9	State System Safeguard Strategy Critical Success Factors CSF 1, CSF 2, CSF 7 Teachers will work weekly in PLC meetings to break down TEKS/SE's, break down Performance Assessments, review data, and to plan targeted instruction.

Title I

Schoolwide Program Plan

Bowie ES operates a Title I Schoolwide Program due t the percentage of low income students. Annually we review the schoolwide concept and the targeted assistance concept with parents and faculty via the Campus Improvement Committee (CIC) to elect to continue the Schoolwide Program or Targeted Assistance Program Plan.

The Schoolwide Program Plan is reviewed and updated annually during the Comprehensive Needs Assessment process, This process includes a review of the 10 Components of a Title I Schoolwide Program with connections to the eight Goal Areas within our Campus Improvement Plan.

1. Student Achievement
2. Curriculum and Instruction
3. Fiscal Responsibility
4. Highly Qualified and Effective Teachers
5. Parent and Community Involvement
6. Instructional Technology
7. Safe and Disciplined Environments
8. Dropout Prevention

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Our Campus Improvement Committee (CIC) utilized guidance from TEA Region 20ESC to develop the Comprehensive Needs Assessment process. The Comprehensive Needs Assessment (CNA) begins with the Summative Evaluation of the prior year's Campus Improvement Plan. GPISD provides student achievement data and progress monitoring reports. We include our Report Card and relevant PEIMS data with the System Safeguards report. Our CIP includes a checklist of additional data reviewed. The CIC coordinates this review with campus administrators and teachers.

The Campus Improvement Plan includes a new Performance Objective regarding shared decision-making improvements, focusing on improved implementation of the CIC structure. Each strategy in the CIP format provides a pick list choice option for the Component(s) addressed by that Strategy

2: Schoolwide Reform Strategies

Schoolwide Reform Strategies are reviewed, updated and incorporated into the CIP annually. For the 2015-2016 schoolyear these reform strategies are addressed:

- Develop improved interventions for students struggling with academics and/or designated as at risk of dropping out of school.
- Improve and support Programs and Schools of Choice.
- Improve program coordination particularly between Title I and SCE funds.
- Focus Parent and Community Involvement sessions on student academic achievement as requested by parents.
- Implement GPISD 6 Plays with a new focus on Visit What You Value, an effort to monitor our efforts and produce specific outcomes to measure success.

3: Instruction by highly qualified professional teachers

Goal Area 4 in our CIP addresses professional development strategies to ensure 100% compliance with HQ regulations and to further ensure that our teachers are being highly effective in the classroom, particularly with students who are struggling academically or are at risk of dropping out of school. A major component of this effort is supported centrally with the services of Title II Curriculum Facilitators supported by Content Strategists, funded from Title I and State Compensatory Education. An Instructional Coach (iCoach) serves our campus to bring these services directly to the classroom teacher.

Professional Development activities are also expanding through the use of online training opportunities as well as training sessions. In addition to GPISD services and online training opportunities, our campus designs a Campus Training Plan approved by the CIC and the Principal to address teachers' needs specifically identified at our campus.

In addition to GPISD services and online training opportunities, our campus designs a Campus Training Plan approved by the CIC and the Principal to address teachers' needs specifically identified at our campus.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

A major component of this effort is supported centrally with the services of Title II Curriculum Facilitators supported by Content Strategists. An Instructional Coach (iCoach) serves our campus to bring these services directly to the classroom teacher. Professional Development activities are also expanding through the use of online training opportunities as well as training sessions.

In addition to GPISD services and online training opportunities, our campus designs a Campus Training Plan approved by the CIC and the Principal to address teachers' needs specifically identified at our campus.

5: Strategies to attract highly qualified teachers

GPISD monitors applicants for HQ standards and requirements during the hiring process and transfer process if teachers change campuses and/or assignments. Other recruitment efforts include a competitive salary and benefits package and the continuously improving reputation of our school and the entire district. Our current expansion of Programs and Schools of Choice is proving to be an excellent recruitment effort for the all of GPISD.

6: Strategies to increase parental involvement

GPISD allocates the required amount of Title I funds to our campus specifically noted for Parent and Community Involvement, function 61. We plan the majority of our efforts around academic based sessions for parents to address feedback and surveys requesting more help with home based learning. Our campus efforts are supported by GPISD Parent Involvement Centers.

GPISD funds a Parent/Community Liaison for our campus. This person works at our school and at one of the GPISD Parent Involvement Centers. Via the annual Health and Services Fair GPISD Parent/Community Liaisons establish a much improved line of communication with our parents. An annual survey, as well as feedback sheets from meetings or sessions, is recorded to gain input from our customers. From this feedback our campus is increasing the number of parent sessions offered to include more information on home learning and increasing student achievement. Our Parent/Community Liaison also assists with distributing and documenting parent receipt of our Parent Involvement Policy and Parent/School Compacts.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

GPISD is expanding preschool programs across the district. All comprehensive Title I elementary schools in GPISD offer Kindergarten. We provide parent information to parents regarding the Pre-Kindergarten program at Bonham Early Childhood Center and the new Crockett Early Childhood Center. GPISD students are screened for reading readiness at the transition to into elementary school programs to focus individualized strategies as needed.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Bowie ES participates in the Progress Monitoring process each 3, 6 and 9 weeks periods, designed and led by Research and Evaluation staff. Professional Learning Groups of campus administrators and classroom teachers are trained on how to interpret achievement data and related information and how to focus teaching and learning plans to improve the achievement of individual students. Our CNA process includes teachers in the CIC data review sessions to better address the overall instructional plan.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Student academic services are designed and implemented based on student achievement data and Public Education Information Management System (PEIMS) data regarding students identified as at risk of dropping out of school. The thirteen categories of at risk designations show five categories based on pure academic measures, such as STAAR failures or Limited English Proficiency, and eight categories of psycho-social measures, such as homelessness or pregnancy/parenting. PEIMS information regarding at risk designations is included as a primary source of data during the Comprehensive Needs Assessment (CNA) process. Strategies are developed from this work in Goal Area 8 of our CIP.

Tutoring efforts are well documented. Our teachers also implement strategies specific to students who experience difficulty mastering any of the state's standards to provide effective, timely additional assistance. These efforts are supported by State Compensatory Education funds as well as Title I funds.

10: Coordination and integration of federal, state and local services and programs

The CNA process and the CIP development process include a review of our Title I budget, as well as general operating funds and State Compensatory funds. Our CIP structure captures proposed expenditures for each Strategy and allows us to adjust out budget as necessary to accomplish our planned efforts.

Federal programs such as Title I, Title II, Title III and IDEA are budgeted during the same process with General Operating funds and State Compensatory Education (SCE) funds. This coordinated process avoids supplanting and provides the most effective financial support of campus strategies across all Goal Areas of the Campus Improvement Plan. Perhaps the most notable example of this coordination is the implementation of the Title II effort to improve the overall professional development and instructional delivery by our teachers. The basic program of Facilitators is funded by Title II. Title I funds and SCE funds complement the program by funding additional Strategists to expand the program. General Operating funds, SCE funds and Title I funds extend services directly to the classroom.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alacia Harris	T&L ICoach	Title 1	1

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	2	printed information		\$500.00
Sub-Total					\$500.00
199 - SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Funding Sources: 199 - SCE - \$10000.00, 211 - Title 1 - \$5000.00		\$10,000.00
1	1	3	Funding Sources: 199 - SCE - \$4000.00		\$4,000.00
Sub-Total					\$14,000.00
211 - Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Funding Sources: 211 - Title 1 - \$1000.00		\$1,000.00
1	1	4	Funding Sources: 211 - Title 1 - \$1000		\$1,000.00
1	1	5	Funding Sources:211		\$3,000.00
1	1	6			\$3,500.00
1	2	1			\$250.00
5	1	1			\$100.00
5	1	2			\$300.00
5	2	1			\$1,500.00
8	3	1	\$10000.00, 211 - Title 1 - \$5000.00		\$10,000.00
Sub-Total					\$20,650.00
263 Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	instructional materials, extra duty pay		\$500.00
Sub-Total					\$500.00
Grand Total					\$35,650.00

Addendums

TEXAS EDUCATION AGENCY
2015 State System Safeguards - Status Report
JAMES BOWIE EL (057910102) - GRAND PRAIRIE ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status ‡															
Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y		Y						Y		Y		4	4	100
Mathematics													0	0	
Writing	Y		Y						Y		Y		4	4	100
Science													0	0	
Social Studies													0	0	
Total													8	8	100
Participation Status ‡															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y		Y						Y			Y	4	4	100
Mathematics													0	0	
Total													4	4	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
Overall Total													12	12	100

‡ Results for grades 3-8 mathematics, STAARA, and STAAR Alternate 2 are not included in 2015 State System Safeguards.

+ Participation uses ELL (Current) rate, Graduation uses ELL (Ever HS) rate.

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

b = Four-year Graduation Rate Target of 83%

c = Safe Harbor Target of a 10% decrease in difference from the prior-year rate and the goal

d = Five-year Graduation Rate Target of 88%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

TEXAS EDUCATION AGENCY
2015 State System Safeguards - Performance and Participation Data Table
JAMES BOWIE EL (057910102) - GRAND PRAIRIE ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates ‡												
Reading												
# at Phase-in Satisfactory Standard	103	13	83	*	*	-	-	*	97	*	52	n/a
Total Tests	141	14	119	*	*	-	-	*	133	*	80	79
% at Phase-in Satisfactory Standard	73%	93%	70%	*	*	-	-	*	73%	*	65%	n/a
Mathematics												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Writing												
# at Phase-in Satisfactory Standard	37	*	33	*	*	-	-	*	36	*	22	n/a
Total Tests	57	*	50	*	*	-	-	*	54	*	30	29
% at Phase-in Satisfactory Standard	65%	*	66%	*	*	-	-	*	67%	*	73%	n/a
Science												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Social Studies												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a

Participation Rates ‡

Reading: 2014-2015 Assessments

Number Participating	152	16	125	**	*	-	-	5	144	6	n/a	81
Total Students	153	16	125	**	*	-	-	5	145	6	n/a	81
Participation Rate	99%	100%	100%	83%	*	-	-	100%	99%	100%	n/a	100%

Mathematics: 2014-2015 Assessments

Number Participating	-	-	-	-	-	-	-	-	-	-	n/a	-
Total Students	-	-	-	-	-	-	-	-	-	-	n/a	-
Participation Rate	-	-	-	-	-	-	-	-	-	-	n/a	-

‡ Results for grades 3-8 mathematics, STAARA, and STAAR Alternate 2 are not included in 2015 State System Safeguards.

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable for Systems Safeguards.

TEXAS EDUCATION AGENCY
2015 State System Safeguards - Graduation Data Table
JAMES BOWIE EL (057910102) - GRAND PRAIRIE ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable for Systems Safeguards.

TEXAS EDUCATION AGENCY
2015 Accountability Summary
 JAMES BOWIE EL (057910102) - GRAND PRAIRIE ISD

Accountability Rating

Met Standard

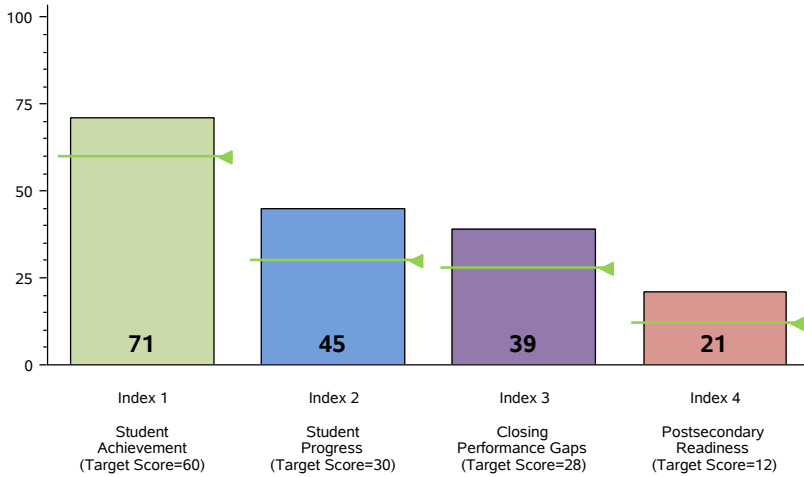
Met Standards on - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness	Did Not Meet Standards on - NONE
In 2015, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

Distinction Designation



Academic Achievement in Reading/ELA	NO DISTINCTION EARNED
Academic Achievement in Mathematics	NOT ELIGIBLE
Academic Achievement in Science	NOT ELIGIBLE
Academic Achievement in Social Studies	NOT ELIGIBLE
Top 25 Percent Student Progress	DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps	NO DISTINCTION EARNED
Postsecondary Readiness	NO DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	435 Students
Grade Span	PK - 04
Percent Economically Disadvantaged	92.6
Percent English Language Learners	49.4
Mobility Rate	22.3

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	140	198	71
2 - Student Progress	267	600	45
3 - Closing Performance Gaps	155	400	39
4 - Postsecondary Readiness			
STAAR Score	21.0		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		21

State System Safeguards

Number and Percent of Indicators Met

Performance Rates	8 out of 8 = 100%
Participation Rates	4 out of 4 = 100%
Graduation Rates	N/A
Total	12 out of 12 = 100%

For further information about this report, please see the Performance Reporting Division website at <http://ritter.tea.state.tx.us/perfreport/account/2015/index.html>

TEXAS EDUCATION AGENCY
2015 State System Safeguards - Status Report
JAMES BOWIE EL (057910102) - GRAND PRAIRIE ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status ‡															
Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y		Y						Y		Y		4	4	100
Mathematics													0	0	
Writing	Y		Y						Y		Y		4	4	100
Science													0	0	
Social Studies													0	0	
Total													8	8	100
Participation Status ‡															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y		Y						Y			Y	4	4	100
Mathematics													0	0	
Total													4	4	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
Overall Total													12	12	100

‡ Results for grades 3-8 mathematics, STAARA, and STAAR Alternate 2 are not included in 2015 State System Safeguards.

+ Participation uses ELL (Current) rate, Graduation uses ELL (Ever HS) rate.

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

b = Four-year Graduation Rate Target of 83%

c = Safe Harbor Target of a 10% decrease in difference from the prior-year rate and the goal

d = Five-year Graduation Rate Target of 88%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

TEXAS EDUCATION AGENCY
2015 State System Safeguards - Performance and Participation Data Table
JAMES BOWIE EL (057910102) - GRAND PRAIRIE ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates ‡												
Reading												
# at Phase-in Satisfactory Standard	103	13	83	*	*	-	-	*	97	*	52	n/a
Total Tests	141	14	119	*	*	-	-	*	133	*	80	79
% at Phase-in Satisfactory Standard	73%	93%	70%	*	*	-	-	*	73%	*	65%	n/a
Mathematics												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Writing												
# at Phase-in Satisfactory Standard	37	*	33	*	*	-	-	*	36	*	22	n/a
Total Tests	57	*	50	*	*	-	-	*	54	*	30	29
% at Phase-in Satisfactory Standard	65%	*	66%	*	*	-	-	*	67%	*	73%	n/a
Science												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Social Studies												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a

Participation Rates ‡

Reading: 2014-2015 Assessments

Number Participating	152	16	125	**	*	-	-	5	144	6	n/a	81
Total Students	153	16	125	**	*	-	-	5	145	6	n/a	81
Participation Rate	99%	100%	100%	83%	*	-	-	100%	99%	100%	n/a	100%

Mathematics: 2014-2015 Assessments

Number Participating	-	-	-	-	-	-	-	-	-	-	n/a	-
Total Students	-	-	-	-	-	-	-	-	-	-	n/a	-
Participation Rate	-	-	-	-	-	-	-	-	-	-	n/a	-

‡ Results for grades 3-8 mathematics, STAARA, and STAAR Alternate 2 are not included in 2015 State System Safeguards.

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TEXAS EDUCATION AGENCY
2015 State System Safeguards - Graduation Data Table
JAMES BOWIE EL (057910102) - GRAND PRAIRIE ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

* Indicates results are masked due to small numbers to protect student confidentiality.

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TEXAS EDUCATION AGENCY
2015 Accountability Summary
 JAMES BOWIE EL (057910102) - GRAND PRAIRIE ISD

Accountability Rating

Met Standard

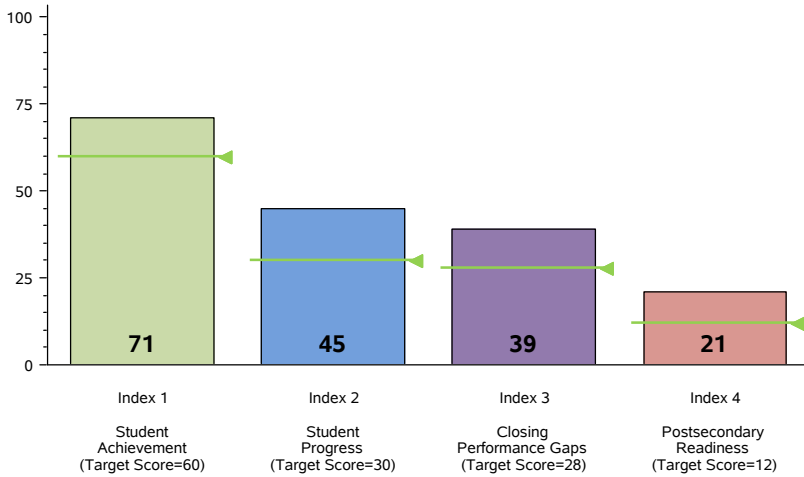
Met Standards on - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness	Did Not Meet Standards on - NONE
In 2015, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

Distinction Designation



Academic Achievement in Reading/ELA	NO DISTINCTION EARNED
Academic Achievement in Mathematics	NOT ELIGIBLE
Academic Achievement in Science	NOT ELIGIBLE
Academic Achievement in Social Studies	NOT ELIGIBLE
Top 25 Percent Student Progress	DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps	NO DISTINCTION EARNED
Postsecondary Readiness	NO DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	435 Students
Grade Span	PK - 04
Percent Economically Disadvantaged	92.6
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STAAR Score	21.0		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		21

State System Safeguards

Number and Percent of Indicators Met

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TEXAS EDUCATION AGENCY
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Participation Status ‡															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y		Y						Y			Y	4	4	100
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Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
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Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Writing												
# at Phase-in Satisfactory Standard	37	*	33	*	*	-	-	*	36	*	22	n/a
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% at Phase-in Satisfactory Standard	65%	*	66%	*	*	-	-	*	67%	*	73%	n/a
Science												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Social Studies												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a

Participation Rates ‡

Reading: 2014-2015 Assessments

Number Participating	152	16	125	**	*	-	-	5	144	6	n/a	81
Total Students	153	16	125	**	*	-	-	5	145	6	n/a	81
Participation Rate	99%	100%	100%	83%	*	-	-	100%	99%	100%	n/a	100%

Mathematics: 2014-2015 Assessments

Number Participating	-	-	-	-	-	-	-	-	-	-	n/a	-
Total Students	-	-	-	-	-	-	-	-	-	-	n/a	-
Participation Rate	-	-	-	-	-	-	-	-	-	-	n/a	-

‡ Results for grades 3-8 mathematics, STAARA, and STAAR Alternate 2 are not included in 2015 State System Safeguards.

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable for Systems Safeguards.

TEXAS EDUCATION AGENCY
2015 State System Safeguards - Graduation Data Table
JAMES BOWIE EL (057910102) - GRAND PRAIRIE ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable for Systems Safeguards.

TEXAS EDUCATION AGENCY
2015 Accountability Summary
 JAMES BOWIE EL (057910102) - GRAND PRAIRIE ISD

Accountability Rating

Met Standard

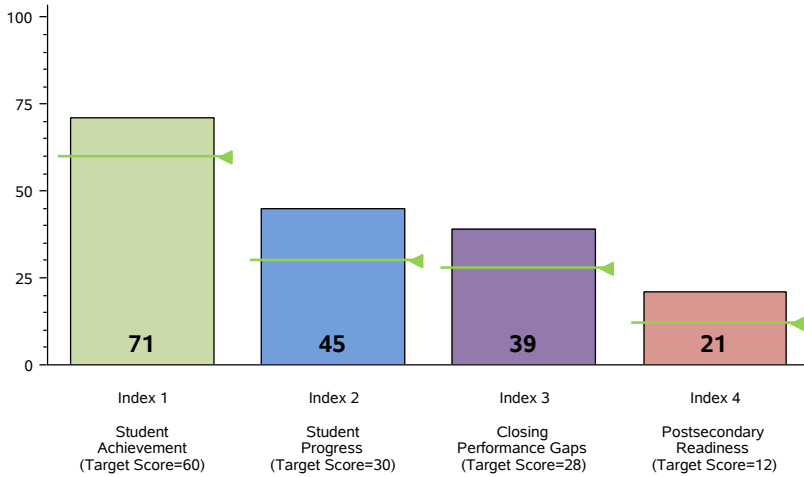
Met Standards on - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness	Did Not Meet Standards on - NONE
In 2015, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

Distinction Designation



Academic Achievement in Reading/ELA	NO DISTINCTION EARNED
Academic Achievement in Mathematics	NOT ELIGIBLE
Academic Achievement in Science	NOT ELIGIBLE
Academic Achievement in Social Studies	NOT ELIGIBLE
Top 25 Percent Student Progress	DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps	NO DISTINCTION EARNED
Postsecondary Readiness	NO DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	435 Students
Grade Span	PK - 04
Percent Economically Disadvantaged	92.6
Percent English Language Learners	49.4
Mobility Rate	22.3

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	140	198	71
2 - Student Progress	267	600	45
3 - Closing Performance Gaps	155	400	39
4 - Postsecondary Readiness			
STAAR Score	21.0		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		21

State System Safeguards

Number and Percent of Indicators Met

Performance Rates	8 out of 8 = 100%
Participation Rates	4 out of 4 = 100%
Graduation Rates	N/A
Total	12 out of 12 = 100%

For further information about this report, please see the Performance Reporting Division website at <http://ritter.tea.state.tx.us/perfreport/account/2015/index.html>