

El Paso Independent School District

Bowie High School

2021-2022 Campus Improvement Plan



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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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bowie High School is one of eighty three schools operated by the El Paso Independent School District in the city of El Paso, Texas. Bowie High School has been operating since 1927, making it one of the oldest high schools in the state of Texas. It is located in the South Central part of the city of El Paso, Texas. Bowie High School is situated next to the Chamizal National Memorial Park.

Bowie High School is within a walking distance to the El Paso Bridge of the Americas International Port Of Entry, the Stanton Street Bridge and the Paso Del Norte International Port of Entry, all three are important border crossings with Ciudad Juarez, Mexico. The campus feeder pattern is made up of 3 elementary schools and one middle school.

With a total enrollment of approximately 1,223 students Bowie High School serves 410 students in the 9th grade, 256 students in the 10th grade, 272 students in the 11th grade and 285 students in the 12th grade. The ethnic distribution of the student population is made up of 0% African American students, 25 or 1% White students, 0 or 0% two or more ethnicities students and 1,198 or 98% Hispanic Latino students.

The Bowie High School student population is made up of 893 students or 73% Limited English Proficient (LEP) students and 239 or X% of them receive English as a Second Language services. 98 students or 8% receive Special Education Services and 159 students or 13% receive Gifted and Talented Education services. All students at the campus are recipients of Title 1 Education services and 845 or 65% of the students receive Career and Technical Education services.

The Bowie High School faculty consists of 121 members that include teachers, 3 Campus Teaching Coaches, 1 Special Education Instructional Coach, 1 LEP Coordinator, 1 Graduation Coach, 5 Para Professionals, 2 Campus Patrols, 4 Counselors, 1 Diagnostician, 1 Student Activities Manager, 2 Athletic Trainers, 1 Transition Specialist and 5 Administrators. The faculty and staff demographics at the campus are diverse and representative of the student body. Teachers by ethnicity are represented by 3 or 3.8% African American, 10 or 12.7% White and 66 or 83.5% Hispanic. There are 42.8 or 54.2% males and 36.1 or 45.8% females. The average years of teaching by experience on the campus are approximately 12.5 years. Beginning teachers represent approximately 2.5% of the campus faculty, while teachers with 1-5 years experience are 18%. Campus teachers with 6-10 years of experience are 33.4% of the faculty and teachers with 11-20 years of experience are 30.7% of the faculty. Teachers with over 20 years of experience comprise 15.3% of the faculty.

The community that Bowie High School serves is made up of the Chamizal, Eucalyptus, Magoffin, Segundo Barrio, and Chihuahueta Neighborhoods. The Chamizal Neighborhood is partially served by the campus and is comprised of approximately 8,957 total households of which 6,584 of those are family households. The median household income in this neighborhood is \$19,160. The Eucalyptus neighborhood is also partially served by the campus and has 13,281 households of which 9,107 of those are family households. The Magoffin Neighborhood is also partially served by the campus and is made up of 4,324 households of which 2,523 of those are family households. The median income in this neighborhood is \$12,857. The Chihuahueta and Segundo Barrio Neighborhoods are served completely by the campus and is made up of 4900 households of which 2,760 of those are family households. The median income in this neighborhood is \$12,354.

One of the most significant unique features and challenges that these communities have for the campus is that all the neighborhoods are located within walking distances to 3 major international ports of entry from the United States to Mexico. These ports of entry not only facilitate billions of dollars of trade between both countries but also provide access to schools and businesses for individuals from Mexico. The proximity of these ports of entry has created an open corridor giving numerous students from Mexico access to the campus and its feeder schools. Another unique challenge that these communities have created is that for many residents these neighborhoods serve as a stepping-stone to achieving the "American Dream" and for many families once their economic situation is stabilized, they will move to

other parts of the city.

Grade Level	Enrollment	Econ Dis	LEP	SPED	At-Risk	GT
9th	303		231	29	277	15
10th	357		248	13	306	16
11th	284		179	16	235	24
12th	325		210	32	295	13
Total	1269		868	90	1113	68

Demographics Strengths

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. Bowie High School embodies this mission statement by providing numerous educational, social and athletic opportunities so that students are prepared to be contributing members of their community. Bowie High School offers all qualifying students numerous curriculum opportunities that include Pre-Advance Placement (Pre AP), Advance Placement (AP), Dual Credit (DC), Career Technical Education (CTE), Special Education, ESL and regular curriculum courses. Beginning with our 9th graders, students have the option of attending the Center for Career and Technology Education that provides students the opportunity to participate in advanced technical opportunities including unpaid internship opportunities, state and national licensures, certifications, dual credit courses and statewide articulations.

Bowie High School is transitioning from a traditional campus to a Small Learning Communities (SLC) Model. The campus currently offers 3 small learning communities options to students in the 9th, 10th, 11th grade. The academies are founded on project-based learning, the seamless use of technology, and a distinct school culture. Students are prepared with the skills needed to be successful in today's world beyond high school. Students express creativity through performance and community-centered projects while pursuing advanced academics. Students are expected to meet our SLC learning outcomes in eight areas: written communication, oral communication, collaboration, technology literacy, work ethic, content proficiency, critical thinking and global awareness. The Oso New Tech SLC is a STEAM academy with a focus on Engineering, Multimedia Journalism, and Advanced Academics. It is grounded in project-based learning with a concentration on advanced courses like AP and Dual Credit. The Global Industry SLC is another academy designed for those who want to make a difference in their community. Its areas of concentration are Entrepreneurship, Plant Science, Culinary Arts, and Law Enforcement. Lastly, the Sports Science SLC is designed for those students who are interested in medicine and/or have an interest in athletics. This academy exposes students to Sports Medicine Rehabilitation, as well as Medical Billing and Coding.

Bowie High School students also have the opportunity to participate in the Junior Reserve Officer Training Corps (JROTC), a leadership development program that not only provides students educational credits but also allows the opportunity for appointments to military academies. Students will have the opportunity to earn two, three, and four-year scholarships and advanced rank upon voluntary enlistment in the military upon successful completion of the JROTC program.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): English Learners performed on average 5 % below All Students on the 2019 STAAR EOC exams. **Root Cause:** Teachers are not

implementing Sheltered Instruction strategies across all content areas. .

Problem Statement 2: Special Education students performed on average 24% below all students on the 2019 STAAR EOC exams. **Root Cause:** Teachers are not adequately differentiating for Special Ed students in a variety of educational settings.

Student Learning

Student Learning Summary

	2020-2021					2018-2019		
		OVERALL	1 ST TIME	RETESTERS		OVERALL	1 ST TIME	RETESTERS
ALGEBRA I	APPROACHES	50%	x%	x%	APPROACHES	89%	93%	44%
	MEETS	15%	x%	x%	MEETS	78%	84%	6%
	MASTERS	7%	x%	x%	MASTERS	54%	56%	0%
BIOLOGY	APPROACHES	59%	x%	x%	APPROACHES	61%	69%	28%
	MEETS	26%	x%	x%	MEETS	22%	27%	1%
	MASTERS	4%	x%	x%	MASTERS	3%	3%	0%
ENGLISH I	APPROACHES	27%	x%	x%	APPROACHES	28%	37%	15%
	MEETS	13%	x%	x%	MEETS	15%	23%	3%
	MASTERS	1%	x%	x%	MASTERS	0%	1%	0%
ENGLISH II	APPROACHES	44%	x%	x%	APPROACHES	31%	41%	15%
	MEETS	31%	x%	x%	MEETS	17%	26%	2%
	MASTERS	1%	x%	x%	MASTERS	0%	1%	0%
U.S. HISTORY	APPROACHES	71%	x%	x%	APPROACHES	71%	75%	35%
	MEETS	26%	x%	x%	MEETS	27%	30%	0%
	MASTERS	8%	x%	x%	MASTERS	4%	5%	0%

Student Learning Strengths

-Algebra I: 2021 Algebra I STAAR scores increased by 21% compared to the Spring 2019 Algebra I STAAR scores.

-Biology: 2021 Biology STAAR EOC scores in Mastery increased by 2% compared to the Spring 2019 Biology STAAR EOC scores in Mastery.

-U.S. History: 2021 U.S. History STAAR EOC scores in Mastery increased by 4% compared to the Spring 2019 U.S. History STAAR EOC scores in Mastery.

-ELA: 2021 English II STAAR EOC scores increased by 2% compared to the Spring 2019 English II STAAR EOC scores.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Overall access to post secondary opportunities measured by SAT College Readiness Benchmarks indicate that less than 5% of students can continue on to post secondary success. **Root Cause:** First teach is not sufficiently rigorous to ensure high academic achievement at all levels for all students.

Problem Statement 2 (Prioritized): Overall student performance in English I and English II End of Course Exams was 19% in the 2019 STAAR EOC exams. **Root Cause:** Teachers' content & pedagogical mastery needs to be developed to maximize Tier 1 instruction .

Problem Statement 3: English Learners performed on average 5 % below All Students on the 2019 STAAR EOC exams. **Root Cause:** Teachers are not implementing Sheltered Instruction strategies with fidelity across all contents..

School Processes & Programs

School Processes & Programs Summary

All faculty and staff members at Bowie High School are certified in their teaching area or auxiliary position. Individuals teaching Dual Credit courses have met the necessary requirements as determined by the El Paso Community College Board. Other individuals who are teaching Pre-AP or AP courses have received the necessary GT certification courses and have maintained their eligibility. Career and Technical Education teachers have also met the necessary requirements to continue teaching in their area. Because of an increased number of English Learners, numerous faculty members in our core subjects have pursued additional ESL certifications provided by the state of Texas.

Bowie High School will continue to implement and improve the EPISD PLC Model in every department to ensure that teachers focus on strengthening instruction with an increased focus on the EL student population and their language acquisition. Staff development for all content teachers, Active Learning Leaders, Campus Teaching Coach, SpEd Instructional Coach, and administration will continue to provide relevant, quality instructional strategies to improve teaching. The focus will continue on improving reading and writing skills, technology, pacing, vertical alignment, and using data driven instruction. BHS Department PLC's will continue analyze data from EOC results, common assessments, and grading periods in order to inform instruction that addresses the needs of all students. An increase in Dual Credit classes and electives is being offered to facilitate student improvement and acceleration, as well as supporting the Business Academy. Oso New Tech will begin the 2021-2022 school year with a sixth cohort of incoming 9th grade students and will continue supporting the 10th through 12th grade cohorts. Global Industry and Sports Science SLCs will continue to support students in their ninth, tenth and eleventh grade cohorts. Additional teachers have been provided to support students within SLCs.

School Processes & Programs Strengths

All teachers, administrators, support staff, and paraprofessionals at Bowie High School are certified by the State of Texas. Teachers are afforded opportunities to participate in quality staff development. Those activities include GT, AP, and Dual Credit credentials. Through the professional coaching model, teachers can participate in activities designed to improve teaching. CTE teachers continue to develop their programs and pursue additional certifications. Teachers in different content areas have been pursuing and receiving additional ESL certifications to support the high number of EL students. Department heads and teacher leaders attended Solution Tree PLC at Work and RTI Conferences in addition to intense TEKS Resource System planning sessions. In addition, Bowie High School is pursuing training in deeper learning models to support the SLC instructional shift, as well as School Culture and Climate.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 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

Problem Statement 2 (Prioritized): 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 .

Problem Statement 3: English Learners performed on average 5 % below All Students on the 2019 STAAR EOC exams. **Root Cause:** Teachers are not implementing Sheltered Instruction strategies with fidelity across all contents.

Perceptions

Perceptions Summary

Please refer to the TASB Survey located in the Plan Addendum folder

Perceptions Strengths

Bowie High School is also an active participant in the Community Schools Program which is a concept that embraces the belief that parents, teachers, administrators, local government, nonprofit and community partners should help plan and improve neighborhood schools, creating and fostering a community around the school to ensure the school's success. Bowie High School will enter into the fifth year of this program in the 2021-2022 school year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 2019-2020 attendance rate averages 92.4% (Update) **Root Cause:** There needs to be more explicit campus expectations of attendance procedures and maximization of campus personnel to strengthen and address attendance issues.

Problem Statement 2 (Prioritized): 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.

Problem Statement 3: 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.

Priority Problem Statements

Problem Statement 1: English Learners performed on average 5 % below All Students on the 2019 STAAR EOC exams.

Root Cause 1: Teachers are not implementing Sheltered Instruction strategies across all content areas. .

Problem Statement 1 Areas: Demographics

Problem Statement 2: Overall student performance in English I and English II End of Course Exams was 19% in the 2019 STAAR EOC exams.

Root Cause 2: Teachers' content & pedagogical mastery needs to be developed to maximize Tier 1 instruction .

Problem Statement 2 Areas: Student Learning

Problem Statement 3: PLC structures are not sufficiently supporting the RTI process by continuously building individual and content inter dependency.

Root Cause 3: RTI plans are not appropriately addressing student needs due to the implementation of an effective RTI campus plan .

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Students identified with chronic attendance issues are lacking the resources and family supports to prioritize daily attendance.

Root Cause 4: There is a lack of campus follow-up procedures upon student registration and transfer process that ensures student current contacts.

Problem Statement 4 Areas: Perceptions

Goals

Revised/Approved: September 14, 2021

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.





Directly Supports:
Board Goals 1-3

Performance Objective 1: Reduce performance gap between ELs and total population to 5%.

Evaluation Data Sources: 20 /21 EOC scores
Texas Education Agency
PLC Notes / sign in, agendas
TELPAS
TEKS RS Analytics

Strategy 1 Details	Reviews			
Strategy 1: Increase exposure Language Acquisition strategies such as GLAD, SIOP, Seidlitz in PLCs and through professional development. Continue with ELLEVATION, Language Acquisition Wednesdays. 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 Administrators & Instructional Team. Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: Substitute Fringes - 211 ESEA Title I (Campus) - 211.11.6141.003.24.362.003 - \$73, Substitutes - 211 ESEA Title I (Campus) - 211.11.6112.003.24.362.003 - \$5,000, Substitutes - 199 General Fund - 199.11.6112.003.11.362.003 - \$17,000	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: All lesson planning will reflect TEKS RS, CTE curriculum , Language Acquisition strategies and student-centered activities. Strategy's Expected Result/Impact: 100% of teachers will implement the developed lessons Staff Responsible for Monitoring: Campus Administrators & Instructional Team Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Departments will implement project based learning at least once during a nine week grading period. Strategy's Expected Result/Impact: Through intentionally designed deeper learning units, student language acquisition will increase across listening , speaking, reading and writing. Staff Responsible for Monitoring: Campus Administrators , Instructional Team & Teachers Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy Funding Sources: Instructional Supplies - 211 ESEA Title I (Campus) - 211.11.6399.003.24.801.003 - \$20,215.25	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Teachers will structure their daily instruction with the use of the Lesson Planning Framework, displaying Content and Language Objectives / Agenda and Guided Questions. Strategy's Expected Result/Impact: Improved TELPAS and STAAR scores Staff Responsible for Monitoring: Campus Administrators , Instructional Team & Teachers TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: 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 Administrators , Instructional Team TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Funding Sources: Staff Development - 211 ESEA Title I (Campus) - 211.11.6299.003.24.801.003 - \$5,000	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details		Reviews			
Strategy 6: Teachers will receive on-going training on Effective First Teach using a consistent planning template and classroom implementation across all disciplines. Staff Responsible for Monitoring: Campus Administrators , Instructional Team & Teachers TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools		Formative			Summative
		Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:

Board Goals 1-3

Performance Objective 2: Increase of campus attendance to 95% for the upcoming school year.

Evaluation Data Sources: Attendance reports

Monthly Alpha Reports

Discipline Reports

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 Administrators , Instructional Team & Teachers CARES team, ALPHA team, and Attendance Clerks TEA Priorities: Improve low-performing schools Funding Sources: Misc. - 199 General Fund - 199.11.6499.003.11.100.003 - \$3,000, supplies - 199 General Fund - 199.11.6399.003.11.100.003 - \$1,977	Formative			Summative
	Nov	Feb	Apr	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 Administrators PBIS Committee Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5 - TEA Priorities: Improve low-performing schools Funding Sources: supplies - 199 General Fund - 199.11.6399.003.11.100.003 - \$2,000, Misc. - 199 General Fund - 199.11.6499.003.11.100.003 - \$2,000	Formative			Summative
	Nov	Feb	Apr	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, CARE Team, PBIS Team Counselors Title I Schoolwide Elements: 2.5, 2.5	Formative			Summative
	Nov	Feb	Apr	June
<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>				

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:

Board Goals 1-3

Performance Objective 3: Spring 2022 all STAAR EOC results (English I, English II, Algebra I, Bio, and US History) will be at 34% Meets.

Evaluation Data Sources: Spring Test Results
STAAR scores and Failure rates

Strategy 1 Details	Reviews			
Strategy 1: BHS Instructional Team will coordinate with District Facilitators and outside sources 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, Instructional Leadership, Department Chairs Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 Funding Sources: Teacher out of town travel - 211 ESEA Title I (Campus) - 211.13.6411.003.24.801.003 - \$10,000, Admin. out of town travel - 211 ESEA Title I (Campus) - 211.23.6411.003.24.801.003 - \$5,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: 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 Administrators , Instructional Team Title I Schoolwide Elements: 2.5, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools Funding Sources: Staff Development - 211 ESEA Title I (Campus) - 211.11.6299.003.24.801.003 - \$5,000	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Teachers will effectively use differentiation strategies and supplies aligned to Ellevation and ELPS implementation to increase EL 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 Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: Reading Materials - 211 ESEA Title I (Campus) - 211.11.6329.003.24.801.003 - \$5,000, Misc. - 199 General Fund - 199.11.6499.003.11.100.003 - \$3,000, Supplies - 211 ESEA Title I (Campus) - 211.11.6399.003.24.801.003 - \$20,215.25	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: 9 week lesson plans include 2 common 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 Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: PLCs follow the PLC cycle to include the sharing of artifacts. 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, ALLs, Department Chairs Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: 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 Administrators , Instructional Team & Teachers Title I Schoolwide Elements: 2.5, 2.5 Funding Sources: Substitute Fringes - 211 ESEA Title I (Campus) - 211.11.6141.003.24.362.003 - \$73, Substitutes - 211 ESEA Title I (Campus) - 211.11.6112.003.24.362.003 - \$5,000	Formative			Summative
	Nov	Feb	Apr	June

Strategy 7 Details	Reviews			
Strategy 7: Regular parental contact concerning student attendance, grades and important event issues such as EOC tutorials and EOC Testing and IGC requirements. 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 Schoolwide Elements: 3.1, 3.1, 3.2, 3.2 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8 Details	Reviews			
Strategy 8: 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, Khan Academy, etc. Teachers will be working on differentiated curriculum Resources Needed: Tutors Students' Snacks Classroom Supplies Staff Responsible for Monitoring: Campus Administrators , Instructional Team & Teachers Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Improve low-performing schools Funding Sources: Tutors-Part time temp. support - 211 ESEA Title I (Campus) - 211.11.6126.003.24.100.003 - \$14,682, Tutors-Temp. support-Fringes - 211 ESEA Title I (Campus) - 211.11.6141.003.24.100.003 - \$217, Payroll-teacher - 211 ESEA Title I (Campus) - 211.11.6117.003.24.801.003 - \$20,000, Tutor fringes - 185 SCE (Campus) - 185.11.6141/6146/6148/6149.003.30.100.003 - \$429, Tutor fringes - 211 ESEA Title I (Campus) - 211.11.6141/6146/6148/6149.003.24.801.003 - \$2,510, Snacks Misc. - 211 ESEA Title I (Campus) - 211.11.6499.003.24.801.003 - \$2,500, Snacks Misc. - 185 SCE (Campus) - 185.11.6499.003.30.000.003 - \$5,000, Tutors-payroll - 185 SCE (Campus) - 185.11.6117.003.30.100.003 - \$11,446.02	Formative			Summative
	Nov	Feb	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:

Board Goals 1-3

Performance Objective 4: Achieve and maintain a 95% Graduation Rate over all for all populations

Evaluation Data Sources: Number of graduates, State Test Results and State school performance.

Strategy 1 Details	Reviews			
Strategy 1: Improve the collaboration between counselors 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 Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools Funding Sources: Counselor Grad. Coach Supplies - 199 General Fund - 199.31.6499.003.11.100.003 - \$3,000, Counselor Grad. Coach Supplies - 211 ESEA Title I (Campus) - 211.31.6399.003.24.801.003 - \$3,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Implementation of goal setting/planning for graduation discussions with follow up Staff Responsible for Monitoring: Counselors, Teachers, Graduation Coach Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Small Learning Communities 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.	Formative			Summative
	Nov	Feb	Apr	June

Funding Sources: Misc, Supplies - 211 ESEA Title I (Campus) - 211.11.6499.003.24.801.003 - \$2,485, Supplies - 199 General Fund - 199.11.6399.003.11.100.003 - \$4,000, Misc. Supplies - 199 General Fund - 199.11.6499.003.11.100.003 - \$4,000				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.





Directly Supports:

Board Goals 1-3

Performance Objective 5: Students requiring accelerated instruction under HB4545 requirements will decrease from (number/percentage) to (number/percentage) during the 2021-2022 school year.

Evaluation Data Sources: Nine Week / Semester Failure Rates
EOC Test Results

Strategy 1 Details	Reviews			
Strategy 1: Identify students requiring accelerated instruction using BOY assessment. Strategy's Expected Result/Impact: Students requiring remediation will be identified and assign appropriate interventions. Staff Responsible for Monitoring: Principals / Assistant Principals / CILs Problem Statements: School Processes & Programs 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Create required accelerated instruction plans with accelerated learning committees. Strategy's Expected Result/Impact: Students requiring remediation will have a meeting with assigned staff and parent. Staff Responsible for Monitoring: Principals / Assistant Principals / CILs Problem Statements: School Processes & Programs 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Provide HB4545 required tutoring hours to students by teachers, tutors, to include High Impact tutors, High Impact Campus tutors and Temporary High Impact instructors etc. Strategy's Expected Result/Impact: Students will receive tutoring to bring them up to the appropriate level. Staff Responsible for Monitoring: Principals / Assistant Principals / CILs Problem Statements: School Processes & Programs 2 Funding Sources: Tutors - 282 ESSER III ARP Funds - 282.11.6126.003.24.100.003 - \$27,474, Tutors-High Impact* - 282 ESSER III ARP Funds - 282.11.6117.003.24.100.003 - \$27,474, Temporary High Impact -Substitutes - 282 ESSER III ARP Funds - 282.11.6117.003.24.180.003 - \$65,880, Tutors-High Impact* - 282 ESSER III ARP Funds - 282.11.6117.003.24.100.003 - \$54,948	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Monitor student progress and input in CCRP. Strategy's Expected Result/Impact: Active monitoring will ensure student success Staff Responsible for Monitoring: Principals / Assistant Principals / CILs Problem Statements: School Processes & Programs 2	Formative			Summative
	Nov	Feb	Apr	June
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Performance Objective 5 Problem Statements:





School Processes & Programs
Problem Statement 2: 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: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 1: Bowie High School will hire and retain additional staff to provide additional supports and improve instruction and student engagement for At-Risk, English Language Learners, SPED and Economically Disadvantaged students during the 2021-2022 school year.

Evaluation Data Sources: Teacher availability reports; Priority Scheduling; sign in sheets / EPISD University course data.

Strategy 1 Details	Reviews			
Strategy 1: 1) Provide additional staff, LPAC Coordinator to ensure compliance with ELL regulations. Strategy's Expected Result/Impact: Improved compliance with ELL Regulations Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.6, 2.6	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: To promote online and 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 Coach TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: Admin Travel - 211 ESEA Title I (Campus) - 211.23.6411.003.24.801.003 - \$5,000, Substitute Fringes - 211 ESEA Title I (Campus) - 211.11.6141.003.24.362.003 - \$73, Substitutes - 211 ESEA Title I (Campus) - 211.11.6112.003.24.362.003 - \$5,000, Technology equipment - 211 ESEA Title I (Campus) - 211.11.6395.003.24.801.003 - \$5,000, Staff Development - 211 ESEA Title I (Campus) - 211.13.6499.003.24.801.003 - \$7,500, Student supplies - 185 SCE (Campus) - 185.11.6399.003.30.000.003 - \$36,267.25, Teachers out of town travel - 211 ESEA Title I (Campus) - 211.13.6411.003.24.801.003 - \$10,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: To promote on-line and blended learning environments teachers/students will receive technology equipment and professional development Strategy's Expected Result/Impact: Improved classroom performance	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 2: BHS will ensure that Administrators, Instructional Leaders and Teachers earn and maintain professional credentials and/or academic degrees to formal coursework, conferences and informal learning opportunities situated in practice.

Evaluation Data Sources: Conference registration forms / Teacher sign in sheets / Registration purchase orders / Student passing rates

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<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>Extra curricular activities out of town.</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: ALLs Campus SPED Coach LPAC Coordinator All administrators</p> <p>Title I Schoolwide Elements: 2.6, 2.6</p> <p>Funding Sources: Out of town travel Staff Dev, - 185 SCE (Campus) - 185.13.6411.003.30.000.003 - \$15,000, Local Admin. Trainings/Staff Dev. - 211 ESEA Title I (Campus) - 211.23.6499.003.24.801.003 - \$5,000, Local teacher Staff Dev. - 185 SCE (Campus) - 185.13.6499.003.30.000.003 - \$5,000, Staff Dev. contracted services - 185 SCE (Campus) - 185.13.6299.003.30.000.003 - \$15,000, Substitutes - 211 ESEA Title I (Campus) - 211.11.6112.003.24.362.003 - \$15,000, Out of town Admin. travel - 211 ESEA Title I (Campus) - 211.23.6411.003.24.801.003 - \$10,000, Out of town teachers travel - 211 ESEA Title I (Campus) - 211.13.6411.003.24.801.003 - \$15,000, Local teachers staff Dev. - 211 ESEA Title I (Campus) - 211.13.6499.003.24.801.003 - \$7,500, Substitutes Fringes - 211 ESEA Title I (Campus) - 211.11.6141.003.24.362.003 - \$218, Staff Dev. Contracted Services - 211 ESEA Title I (Campus) - 211.13.6299.003.24.801.003 - \$30,000</p>				

Strategy 2 Details	Reviews			
Strategy 2: New Tech Faculty and Staff will consult with New Tech facilitator four times a year in person and virtually through out the year to support in the project / problem based learning model. Strategy's Expected Result/Impact: Increased student scores on state assessments Improved academic success, passing rates, graduation rates Staff Responsible for Monitoring: New Tech SLC administrator Title I Schoolwide Elements: 2.5, 2.5	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: 1) Provide additional staff College Readiness, LPAC Coordinator (1) , Title I Campus Accounting Clerk (1) English High School Teacher, (1) Social Studies High School Teacher Strategy's Expected Result/Impact: Increased student outcomes through improved college readiness programs, and fidelity in accurate spending of accounts and parental involvement Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.6, 2.6 Funding Sources: Salary LPAC Coordinator/Teacher - 185 SCE (Campus) - 185.11.6119.003.30.000.003 - \$32,146, LPAC Fringe Benefits - 185 SCE (Campus) - 185.11.6141/6146/6148/6149.003.30.000.003 - \$4,037, Payroll-1 - 211 ESEA Title I (Campus) - 211.11.6119.003.24.801.003 - \$22,730, Payroll - 211 ESEA Title I (Campus) - 211.13.6119.003.24.801.003 - \$33,380, Title I Accounting Clerk - 211 ESEA Title I (Campus) - 211.23.6129.003.24.801.003 - \$32,524, Fringes-1 - 211 ESEA Title I (Campus) - 211.11.6141/6146/6148/6149.003.24.801.003 - \$2,854, Title I (Clerical) Fringe Benefits - 211 ESEA Title I (Campus) - 211.23.6141/6142/6143/6148/6149.003.24.801.003 - \$10,756, Payroll Stipends - 211 ESEA Title I (Campus) - 211.11.6118.003.24.801.003 - \$3,157	Formative			Summative
	Nov	Feb	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 2: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 3: DISCIPLINE/PBIS: Continue and reinforce a clear and consistent campus discipline plan, including Social and Emotional Learning and PBIS to result in a positive safe school culture.

Evaluation Data Sources: Reduction in referrals
Improved Attendance
School Climate Survey

Strategy 1 Details		Reviews			
Strategy 1: PBIS team will reinforce positive behavior, interventions and support and teacher, student training. Strategy's Expected Result/Impact: Improved school culture Staff Responsible for Monitoring: Campus Administration PBIS team Teachers Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 Funding Sources: Misc. supplies - 199 General Fund - 199,11,6499,003.11.100.003 - \$3,000		Formative			Summative
		Nov	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

Goal 3: Lead with Character and Ethics





El Paso ISD will demonstrate fiscal and ethical responsibility as well as a deep commitment to service and support in all district operations.

Performance Objective 1: Bowie High School will ensure that all financial and technology resources are allocated and used to support the academic needs of ALL students with the focus of increasing student outcomes by providing funds for the necessary trainings such as Digital Citizenship, intervention resources, tutoring supports for credit recovery classes, and implementation of innovative technology programs such as eSports.

Evaluation Data Sources: Bowie High School 2018-2019 Budgets / Technology Integration Matrix. / School Climate Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 1: Bowie High School will ensure that all financial resources are allocated and used to support the academic needs of "ALL" students with the focus of increasing student outcomes by providing funds for the necessary trainings, intervention resources, tutoring supports for credit recovery classes and implementation of innovative programs.</p> <p>Strategy's Expected Result/Impact: Bowie High School will maximize and ensure that 95% of allocated budget is used by the end of the budget deadlines to increase student outcomes and that the campus complies with all EPISD, state and federal guidelines and policies in the usage of funds.</p> <p>Staff Responsible for Monitoring: BHS Administration, Title I Accounting Clerk, Business Agent, Principals Secretary, Instructional Team</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6</p> <p>Funding Sources: Substitutes - 211 ESEA Title I (Campus) - 211.11.6112.003.24.362.003 - \$3,000, College Readiness travel-students - 199 General Fund - 199.36.6411.003.38.100.003 - \$2,023, Substitute fringes - 211 ESEA Title I (Campus) - 211.11.6141.003.24.362.003 - \$44, Teacher tutoring-payroll - 185 SCE (Campus) - 185.11.6117.003.30.100.003 - \$5,000, Payroll fringes - 185 SCE (Campus) - 185.11.6141,6146,6148,6149 - \$629, Tutors-payroll - 185 SCE (Campus) - 185.11.6126.003.30.100.003 - \$15,000, Fringes tutors-payroll - 185 SCE (Campus) - 185.11.6141.003.30.100.003 - \$73</p>				

Strategy 2 Details		Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: Improve student reading levels Students Grades Improvement on Students Performance shown in data for Local, District and State Assessment Staff Responsible for Monitoring: Librarians, Title One Clerk, Business Agent Title I Schoolwide Elements: 2.4, 2.4 Funding Sources: Online subscriptions - 211 ESEA Title I (Campus) - 211.12.6299.003.24.801.003 - \$2,000, Library supplies - 185 SCE (Campus) - 185.12.6399.003.30.000.003 - \$2,000, Reading Materials - 185 SCE (Campus) - 185.11.6329.003.30.000.003 - \$4,000, Library supplies - 211 ESEA Title I (Campus) - 211.12.6399.003.24.801.003 - \$2,000, Library reading supplies-books - 211 ESEA Title I (Campus) - 211.12.6329.003.24.801.003 - \$5,000		Formative			Summative
		Nov	Feb	Apr	June
Strategy 3 Details		Reviews			
Strategy 3: Materials, supplies, innovative equipment such as supplemental technology accessories and musical instruments will be provided to enhance learning through innovation and differentiation. Purchase AP, GT, CTE, and Dual Credit resources/e-resources and testing materials. Supplies for administration, teachers, counselors, and coordinators and Instructional Team 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, Instructional Team Dept. Heads Title I Schoolwide Elements: 2.4, 2.4 Funding Sources: Supplies-Brenda - 211 ESEA Title I (Campus) - 211.11.6399.841.24.801.841, Software - 211 ESEA Title I (Campus) - 211.11.6397.003.24.801.003 - \$5,000, Instructional Supplies - 211 ESEA Title I (Campus) - 211.11.6399.003.24.801.003 - \$20,215.25, Testing materials - 211 ESEA Title I (Campus) - 211.11.6339.003.24.801.003 - \$5,000, Reading materials-Advanced texts - 199 General Fund - 199.11.6321.003.11.100.003 - \$2,000, Supplies - 199 General Fund - 199.11.6399.003.11.100.003 - \$12,000 , Admin Technology - 199 General Fund - 199.23.6395.003.99.100.003 - \$9,000, Innovative equipment-Furniture - 199 General Fund - 199.11.6396.003.11.100.003 - \$11,200, Admin supplies - 199 General Fund - 199.23.6399.003.99.100.003 - \$4,000, Technology supplies - 211 ESEA Title I (Campus) - 211.11.6395.003.24.801.003 - \$5,000		Formative			Summative
		Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: 5) 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. Magnet Program will purchase stoles for seniors, Program assistance, and awards 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 Title I Schoolwide Elements: 2.4, 2.4 Funding Sources: Supplies-Nurse - 199 General Fund - 199.33.6399.003.99.100.003 - \$1,500, Technology equipment - 185 SCE (Campus) - 185.11.6395.003.30.000.003 - \$5,000, Technology equipment (includes re-allocated funds) - 211 ESEA Title I (Campus) - 211.11.6395.003.24.801.003 - \$25,000, Software - 211 ESEA Title I (Campus) - 211.11.6397.003.24.801.003 - \$6,000, Maintenance supplies - 199 General Fund - 199.51.6319.003.99.100.003 - \$2,000, Snacks / Field trips - 199 General Fund - 199.11.6499.003.11.100.003 - \$6,000, Admin software - 199 General Fund - 199.23.6397.003.99.100.003 - \$500, Custodian supplies - 199 General Fund - 199.51.6399.003.99.100.003 - \$1,500, Student presenter/Licenses - 185 SCE (Campus) - 185.11.6299.003.30.000.003 - \$10,000	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Lead with Character and Ethics

El Paso ISD will demonstrate fiscal and ethical responsibility as well as a deep commitment to service and support in all district operations.

Performance Objective 2: Bowie High School will evaluate all instructional initiatives, programs and resources in the 2021-2022 school year to ensure an increase in student outcomes.

Evaluation Data Sources: Student grades, attendance reports, AP results, DC credit awards; STAAR EOC results, parent and student survey results.
CCMR

Strategy 1 Details		Reviews			
Strategy 1: BHS Administration, Active Learning Leaders, CTC 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		Formative			Summative
		Nov	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

Goal 4: Community Partnerships

El Paso ISD will maintain positive and productive partnerships with parents and state and community organizations to facilitate the success of all students.

Performance Objective 1: PARENTAL ENGAGEMENT:

Bowie High School will increase and improve the inclusiveness and collaboration of parents, community members, and faculty and staff to support and strengthen the learning, development, and health of all students.

Evaluation Data Sources: Event Sign in Sheets / Meeting agendas / Parent Workshops / Communication (Social Media)

Strategy 1 Details	Reviews			
Strategy 1: Bowie High School will host a parent-community meeting per 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. 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: BHS Administration; Parent Liaison; Active Learning Leaders, LEP Coordinator; Title I Schoolwide Elements: 3.1, 3.1, 3.2, 3.2 Funding Sources: Parental Involvement-Rdg. materials - 211 ESEA Title I (Campus) - 211.61.6329.003.24.801.003 - \$2,000, Parental Involvement-Supplies - 211 ESEA Title I (Campus) - 211.61.6399.003.24.801.003 - \$5,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: 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. Snack and material incentives 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 Liaison / Instructional Team / Counselors / CARES Team / Graduation Coach Title I Schoolwide Elements: 3.1, 3.1, 3.2, 3.2 Funding Sources: Parental Involvement snacks - 211 ESEA Title I (Campus) - 211.61.6499.003.24.801.003 - \$5,000	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details		Reviews			
Strategy 3: BHS will host 2 parental involvement meetings designed specifically for LEP / ESOL students. These meetings will endeavor to ensure that our LEP / ESOL parents are aware of their students' : Credit and Graduation requirements, Attendance Policies, Discipline Policies, and Services offered at BHS. Strategy's Expected Result/Impact: Increased parental involvement Increased student scores Increased graduation rates Improved attendance rates Staff Responsible for Monitoring: Parent Liaison LEP Coordinator Campus Administrators , ESOL Teachers Title I Schoolwide Elements: 3.1, 3.1, 3.2, 3.2 - TEA Priorities: Connect high school to career and college, Improve low-performing schools Funding Sources: Supplies - 211 ESEA Title I (Campus) - 211.11.6399.003.24.801.003 - \$20,215.25, Misc. Supplies - 199 General Fund - 199.11.6499,003.11.100.003 - \$2,000		Formative			Summative
		Nov	Feb	Apr	June
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Goal 4: Community Partnerships

El Paso ISD will maintain positive and productive partnerships with parents and state and community organizations to facilitate the success of all students.

Performance Objective 2: Bowie High School will improve and strengthen the inclusiveness and collaboration of faculty and staff members to continue fostering a positive culture that focuses on student outcomes.

Evaluation Data Sources: Event Sign In Sheets/ Meeting Agendas

Strategy 1 Details		Reviews			
Strategy 1: 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 Schoolwide Elements: 2.4, 2.4 Funding Sources: Misc. supplies - 199 General Fund - 199.11.6499.003.11.100.003 - \$1,000, Admin. miscellaneous - 199 General Fund - 199.23.6499.003.99.100.003 - \$2,000, Campus Security OT - 199 General Fund - 199.52.6121.003.99.000.003 - \$5,000, Campus Security supplies - 199 General Fund - 199.52.6399.003.99.000.003 - \$2,000		Formative			Summative
		Nov	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

Goal 4: Community Partnerships

El Paso ISD will maintain positive and productive partnerships with parents and state and community organizations to facilitate the success of all students.

Performance Objective 3: Bowie High School will increase and strengthen the inclusiveness, collaboration and voice of students to continue fostering a positive and safe learning environment .

Evaluation Data Sources: Event Sign In Sheets/ Meeting Agendas

Strategy 1 Details	Reviews			
Strategy 1: 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 Title I Schoolwide Elements: 2.6, 2.6 Funding Sources: Misc. supplies - 199 General Fund - 199.11.6499.003.11.100.003 - \$1,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Campus security will ensure campus safety throughout the campus. Strategy's Expected Result/Impact: Safe Environment Staff Responsible for Monitoring: Campus Administration Funding Sources: Campus Security OT - 199 General Fund - 199.52.6121.003.99.100.003 - \$5,000	Formative			Summative
	Nov	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 4: Community Partnerships

El Paso ISD will maintain positive and productive partnerships with parents and state and community organizations to facilitate the success of all students.

Performance Objective 4: Bowie High School will provide a variety of in-person and virtual workshops and services to support our community.

Evaluation Data Sources: Instructor/sign in sheets

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. Staff Responsible for Monitoring: Instructor/sign in sheet Funding Sources: GED classes - 211 ESEA Title I (Campus) - 211.61.6117.003.24.801.003, GED instructor fringe benefits - 211 ESEA Title I (Campus) - 211.61.6141.003.24.801.003		Formative			Summative
		Nov	Feb	Apr	June
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State Compensatory

Personnel for Bowie High School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Michael H. McGlone	LEP Coordinator	High School	.50

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Akcinar Jessica	Campus Teaching Coach		1.
Alma D Sanchez	SCE Clerk I LPAC		1.
Brenda Casteneda	Graduation Coach		1.
Claudia Diaz	HS ESOL		1.
Cynthia Reyes	HS ESOL		1.
Gabriela Hurtado	HS Science		1.
Gustavo Marquez	SCE Clerk LPAC		1.
Jacob Galvan	HS ESOL		.29
Melissa Dominguez	English		1.0
Michael McGlone	HS LEP Coordinator		.5
Rebecca Hernandez	Title I Entitlement Accounting Clerk		1.0
Ricardo Valdez	SCE Para LPAC		1.
Ruben Hernandez	HS Science		1.
Samuel Gomez	HS ESOL		1.
Veronica Juarez	Campus Teaching Coach		1.

CIP Planning Committee

Committee Role	Name	Position
Non-classroom Professional	VERONICA JUAREZ	Campus Teaching Coach
Administrator	Nuri Robles	Administrative Advisor
Administrator	Francisco J. Ordaz	Administrative Advisor
Classroom Teacher	Vanessa Pantoja	Teacher
Non-classroom Professional	MICHAEL MCGLONE	LEP Coordinator