

El Paso Independent School District
Bowie High School
2022-2023 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 aprendisaje 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.

Table of Contents

- Comprehensive Needs Assessment 4
- Demographics 4
- Student Learning 5
- School Processes & Programs 8
- Perceptions 9
- Priority Problem Statements 10
- Goals 11
- 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 12
- 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. 23
- 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. 28
- 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. 32
- State Compensatory 37
- Budget for Bowie High School 38
- Personnel for Bowie High School 38
- Title I Personnel 38
- CIP Planning Committee 39
- Campus Funding Summary 40

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 Chihuahuita 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 Chihuahuita 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: Special Education students performed on average 24% below all students on the 2022 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

Spring 2022 STAAR EOC, English I

	Total Students	Scale Score	Percent Score	Approaches	Meets	Masters	Retester Information		Lexile Measure	English I 1	English I 2
							First Time	Retester			
							Bowie	554			
Economic Disadvantage	326	3325	40.19%	22.70%	11.96%	0%	66.56%	33.44%	886.09L	43.87%	34.19%
Black/African American	1	3351	35%	0%	0%	0%	100%	0%	875L	37.50%	23.08%
Hispanic	542	3332	39.05%	18.08%	9.23%	0.55%	64.94%	35.06%	884.49L	41.70%	31.79%
Native Hawaiian/Pacific Islander	1	3044	21%	0%	0%	0%	100%	0%	715L	25%	15.38%
White	10	3140	32.20%	10%	0%	0%	70%	30%	794L	37.50%	28.46%
Currently Emergent Bilingual	481	3287	36.87%	12.06%	4.99%	0.42%	61.95%	38.05%	860.44L	39.11%	29.59%
Special Ed Indicator	53	3083	31.09%	9.43%	1.89%	0%	54.72%	45.28%	766.98L	31.37%	26.85%

Spring 2022 STAAR EOC, Algebra I

	Total Students	Scale Score	Percent Score	Approaches	Meets	Masters	Retester Information		STAAR Progress		
							First Time	Retester	Limited	Expected	Accelerated
Bowie	310	3507	42.47%	51.29%	22.90%	9.68%	68.39%	31.61%	61.05%	21.05%	17.89%
Economic Disadvantage	222	3430	40.08%	46.85%	20.27%	8.56%	69.37%	30.63%	66.18%	17.65%	16.18%
Black/African American	1	2916	15%	0%	0%	0%	100%	0%	%	%	%
Hispanic	304	3510	42.68%	51.64%	23.03%	9.54%	68.09%	31.91%	60.22%	21.51%	18.28%
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-
White	5	3402	35%	40%	20%	20%	80%	20%	100%	0%	0%
Currently Emergent Bilingual	251	3510	42.13%	50.20%	21.51%	8.76%	67.73%	32.27%	61.33%	21.33%	17.33%
Special Ed Indicator	38	3216	30.18%	23.68%	7.89%	2.63%	68.42%	31.58%	88.89%	0%	11.11%

Spring 2022 STAAR EOC, Biology

	Total Students	Scale Score	Percent Score	Approaches	Meets	Masters	Retester Information		All RCs		
							First Time	Retester	Biology 1	Biology 2	Biology 3
Bowie	458	3404	36.99%	43.23%	11.35%	2.40%	75.98%	24.02%	38.62%	36.24%	38.03%
Economic Disadvantage	275	3358	36.46%	43.27%	12.73%	2.18%	77.09%	22.91%	37.09%	35.67%	37.93%
Black/African American	1	3573	40%	100%	0%	0%	100%	0%	60%	50%	20%
Hispanic	448	3407	37.07%	43.30%	11.38%	2.46%	76.12%	23.88%	38.73%	36.12%	38.15%

Spring 2022 STAAR EOC, English I

	Total Students	Scale Score	Percent Score	Approaches	Meets	Masters	Retester Information		Lexile Measure	English I	
							First Time	Retester		English I 1	English I 2
							Native Hawaiian/Pacific Islander	1		3442	34%
White	8	3221	32.25%	37.50%	12.50%	0%	62.50%	37.50%	33.75%	37.50%	32.50%
Currently Emergent Bilingual	390	3359	35.26%	38.72%	9.23%	1.54%	73.33%	26.67%	37.23%	35.15%	35.95%
Special Ed Indicator	42	3195	28.90%	14.29%	2.38%	0%	66.67%	33.33%	30.24%	28.10%	31.90%

Spring 2022 STAAR EOC, English II

	Total Students	Scale Score	Percent Score	Approaches	Meets	Masters	Retester Information		STAAR Progress		
							First Time	Retester	Limited	Expected	Accelerated
Bowie	411	3258	40.32%	28.47%	17.27%	0.73%	61.56%	38.44%	27.05%	72.13%	0.82%
Economic Disadvantage	243	3254	41.08%	32.10%	19.34%	0%	66.26%	33.74%	30.43%	68.12%	1.45%
Black/African American	-	-	-	-	-	-	-	-	-	-	-
Hispanic	403	3250	40.18%	28.29%	17.37%	0.50%	61.79%	38.21%	26.89%	72.27%	0.84%
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-
White	8	3636	47.13%	37.50%	12.50%	12.50%	50%	50%	33.33%	66.67%	0%
Currently Emergent Bilingual	354	3207	38.06%	21.47%	11.58%	0.85%	57.63%	42.37%	29.29%	69.70%	1.01%
Special Ed Indicator	43	3101	34.33%	23.26%	9.30%	0%	62.79%	37.21%	43.75%	56.25%	0%

Spring 2022 STAAR EOC, US History

	Total Students	Scale Score	Percent Score	Approaches	Meets	Masters	Retester Information		All RCs		
							First Time	Retester	US History 1	US History 2	US History 3
Bowie	365	3625	48.60%	64.11%	29.86%	9.32%	83.29%	16.71%	47.73%	50.89%	48.33%
Economic Disadvantage	197	3638	49.72%	67.01%	34.01%	9.14%	84.77%	15.23%	48.39%	52.58%	50.71%
Black/African American	-	-	-	-	-	-	-	-	-	-	-
Hispanic	359	3625	48.65%	64.35%	30.08%	9.19%	83.84%	16.16%	47.69%	50.91%	48.58%
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-
White	6	3657	45.50%	50%	16.67%	16.67%	50%	50%	50%	50%	33.33%
Currently Emergent Bilingual	296	3526	45%	58.78%	21.96%	5.74%	80.41%	19.59%	44.21%	47.47%	44.56%
Special Ed Indicator	23	3219	36.48%	39.13%	8.70%	4.35%	82.61%	17.39%	34.93%	37.32%	42.17%

TSI (Transition to TSIA2.0 in 2022-2023)		
Subject	Number of Students Tested	# and % of students who passed TSI
TSI Reading/Writing	448	10 students 2.2%
TSI Math	449	12 students 2.6%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Overall access to post-secondary opportunities measured by TSI and TSIA2.0 College Readiness Benchmarks indicate that less than 5% of students can continue on to Dual Credit courses and non-remedial post-secondary success. **Root Cause:** First teach is not sufficiently rigorous to ensure high academic achievement at all levels for all students. Teachers have not been adequately exposed or prepared to focus on TSIA2.0 questions and testing strategies. TSIA2.0 should be focused on beginning in the 10th grade level courses.

Problem Statement 2 (Prioritized): Overall student performance in English I and English II End of Course Exams was 26% in the 2022 STAAR EOC exams **Root Cause:** All teachers' content & pedagogical mastery needs to be developed to maximize Tier 1 instruction by reading and writing across all contents.

Problem Statement 3: English Learners performed on average 5.2% below All Students on the 2022 STAAR EOC exams. **Root Cause:** All 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 5.2 % below All Students on the 2022 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 sixth year of this program in the 2022-2023 school year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 2021-2022 attendance rate averaged 77% **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: Overall student performance in English I and English II End of Course Exams was 26% in the 2022 STAAR EOC exams

Root Cause 1: All teachers' content & pedagogical mastery needs to be developed to maximize Tier 1 instruction by reading and writing across all contents.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: PLC structures are not sufficiently supporting the RTI process by continuously building individual and content inter dependency.

Root Cause 2: RTI plans are not appropriately addressing student needs due to the implementation of an effective RTI campus plan .

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Students identified with chronic attendance issues are lacking the resources and family supports to prioritize daily attendance.

Root Cause 3: There is a lack of campus follow-up procedures upon student registration and transfer process that ensures student current contacts.

Problem Statement 3 Areas: Perceptions

Goals


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: 22 /23 EOC scores
Texas Education Agency
PLC Notes / sign in, agendas
TELPAS
TEKS RS Analytics

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase exposure Language Acquisition strategies such as SIOP and Seidnitz in PLCs and through professional development. Continue with ELLEVATION, Language Acquisition PD and ELPS training.</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administrators & Instructional Team.</p> <p>TEA Priorities: Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Substitutes - 211 ESEA Title I (Campus) - 211.11.6112.003.24.362.003 - \$20,769, Substitute Fringes (account needs to be created to allocate within s/o 362) - 211 ESEA Title I (Campus) - 211.11.6141.003.24.362.003 - \$302</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: All lesson planning will reflect TEKS RS, CTE curriculum , Language Acquisition strategies and student-centered activities.</p> <p>Strategy's Expected Result/Impact: 100% of teachers will implement the developed lessons</p> <p>Staff Responsible for Monitoring: Campus Administrators & Instructional Team</p> <p>TEA Priorities: Improve low-performing schools - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Departments will implement project based learning at least once during a nine week grading period.</p> <p>Strategy's Expected Result/Impact: Through intentionally designed deeper learning units, student language acquisition will increase across listening , speaking, reading and writing.</p> <p>Staff Responsible for Monitoring: Campus Administrators , Instructional Team & Teachers</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will structure their daily instruction with the use of the Lesson Planning Framework, displaying Content and Language Objectives / Agenda and Essential Questions.</p> <p>Strategy's Expected Result/Impact: Improved TELPAS and STAAR scores</p> <p>Staff Responsible for Monitoring: Campus Administrators , Instructional Team & Teachers</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: On-going professional development will be designed to improve effective Tier One Instruction.</p> <p>Strategy's Expected Result/Impact: Fewer students will need Tier 2 and 3 supports Fewer students in Edgenuity and as STAAR re-testers</p> <p>Staff Responsible for Monitoring: Campus Administrators , Instructional Team</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>Funding Sources: Staff Development - 211 ESEA Title I (Campus) - 211.11.6299.003.24.801.003</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers will receive on-going training on Effective First Teach using a district-approved planning template and the Lesson Alignment and Formative Assessment (LAFA) Framework for classroom implementation across all disciplines.</p> <p>Strategy's Expected Result/Impact: Domain 1: Student Achievement (STAAR scores), CCMR, and Graduation rate.</p> <p>Staff Responsible for Monitoring: Campus Administrators , Instructional Team & Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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 2: Increase of campus attendance to 88% for the upcoming school year.

Evaluation Data Sources: Attendance reports
Monthly Alpha Reports
Discipline Reports

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased student attendance for at-risk students.</p> <p>Staff Responsible for Monitoring: Campus Administrators , Instructional Team & Teachers CARES team, ALPHA team, and Attendance Clerks</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Continued implementation of Positive Behavior Interventions and Support, Social Emotional Learning and advisory to create a positive and safe campus environment.</p> <p>Strategy's Expected Result/Impact: Improved Campus environment resulting in greater student success and increased attendance and a decrease in student discipline referrals.</p> <p>Staff Responsible for Monitoring: Campus Administrators PBIS Committee</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase campus attendance</p> <p>Staff Responsible for Monitoring: Campus Administration, Student Activities Manager, CARE Team, PBIS Team Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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 3: Spring 2023 all STAAR EOC results (English I, English II, Algebra I, Bio, and US History) will be at 55% Meets. In order to accomplish this, English I needs to be a 41% Meets and English II 47% Meets. Algebra needs to be a 65% Meets to achieve our overall goal of a 55% Meets.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: BHS Instructional Team will coordinate with District Facilitators and outside sources (i.e. ESC 19 LAFA) to support all campus departments in the systematic implementation of the PLC and Response to Intervention Process.</p> <p>Strategy's Expected Result/Impact: Lessons will be aligned to state standards in order to improve Tier 1 instruction.</p> <p>75% of students will master on the first teach</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Leadership, Department Chairs</p> <p>Funding Sources: Admin. out of town travel - 211 ESEA Title I (Campus) - 211.23.6411.003.24.801.003, Teacher out of town travel - 211 ESEA Title I (Campus) - 211.13.6411.003.24.801.003</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue Accountability update to all teachers through PLCs and district and campus designated professional development days.</p> <p>Strategy's Expected Result/Impact: 100% of teachers are knowledgeable of how the campus will be monitored and held accountable for approaches, meets, masters</p> <p>Staff Responsible for Monitoring: Campus Administrators , Instructional Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>Funding Sources: Staff Development - 211 ESEA Title I (Campus) - 211.11.6299.003.24.801.003</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Improve passing rate on TELPAS and EOC scores</p> <p>Staff Responsible for Monitoring: Campus Administration LEP Coordinator, Instructional Leadership Team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: 9 week lesson plans include common formative assessments in order to drive instructional collaboration and RTI planning.</p> <p>Strategy's Expected Result/Impact: 70% of teachers will be able to utilize common assessment data to provide RTI.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Team, Department Chairs, Teachers</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: PLCs follow the PLC cycle to include the sharing of artifacts.</p> <p>Strategy's Expected Result/Impact: 80% of teachers are participating in the PLC cycle by sharing artifacts of student work and analyzing data.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, ALLs, Department Chairs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Instructional Learning Walks will promote and support effective Tier One Instruction through collaborative PLC conversations and needed supports.</p> <p>Strategy's Expected Result/Impact: Continuous and reflective feedback will increase Tier 1 instruction and improve STAAR scores</p> <p>Staff Responsible for Monitoring: Campus Administrators , Instructional Team & Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: Regular parental contact concerning student attendance, grades and important event issues such as EOC tutorials and EOC Testing and IGC requirements.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement Increased student scores Improved graduation rates Improved attendance rates</p> <p>Staff Responsible for Monitoring: Parent Liaison Counselors, Graduation Coach. Campus Administrators , Instructional Team & Teachers</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<p>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, STAAR Aligned workbooks, texts, dictionaries etc. Teachers will be working on differentiated curriculum</p> <p>Resources Needed: Tutors Students' Snacks Classroom Supplies</p> <p>Strategy's Expected Result/Impact: Improve Domain 1 scores.</p> <p>Staff Responsible for Monitoring: Campus Administrators , Instructional Team & Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: Snacks Misc. - 211 ESEA Title I (Campus) - 211.11.6499.003.24.801.003 - \$5,000, Tutoring snacks - 185 SCE (Campus) - 185.11.6499.003.30.000.003, Tutors-salary Certified Tutors - 211 ESEA Title I (Campus) - 211.11.6117.003.24.100.003 - \$20,000, Tutor salary (Certified Tutors)-Fringes - 211 ESEA Title I (Campus) - 211.11.6141.003.24.100.003 - \$2,510, Tutors-Part time temp. support (Non-certified) - 211 ESEA Title I (Campus) - 211.11.6126.003.24.100.003 - \$40,000, Tutors-Part Temp. support-Fringes (Non-certified) - 211 ESEA Title I (Campus) - 211.11.6141.003.24.100.003 - \$580, Reading Materials - 211 ESEA Title I (Campus) - 211.11.6329.003.24.801.003 - \$8,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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 90% Graduation Rate over all for all populations

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the collaboration between counselors, graduation coach, Alpha, and the parents of at risk students for the purpose of supporting and improving student learning and their development and health by providing physical and emotional support and supplies.</p> <p>Strategy's Expected Result/Impact: Improved attendance and academic success Improved graduation rate</p> <p>Staff Responsible for Monitoring: Campus Administration Counselors Graduation Coach</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>Funding Sources: Counselor Grad. Coach Supplies - 211 ESEA Title I (Campus) - 211.31.6399.003.24.801.003 - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implementation of student and campus goal setting/planning for graduation discussions with bi-annual follow-ups.</p> <p>Strategy's Expected Result/Impact: Graduation Rates will increase to 90%.</p> <p>Staff Responsible for Monitoring: Counselors, Teachers, Graduation Coach</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Bowie P-Tech and the BHS community at large, will address student's academic and emotional support , to include goal setting , graduation plans and celebrations of student achievement, in conjunction with the counseling center, BHS advisory classes and other groups.</p> <p>Strategy's Expected Result/Impact: Improve Domain 1 and Domain 3 (Graduation rate).</p> <p>Staff Responsible for Monitoring: Teachers, counselors, graduation coach, and Alpha</p> <p>Funding Sources: Misc, Supplies - 211 ESEA Title I (Campus) - 211.11.6499.003.24.801.003</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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 45% of our student population to 33% during the 2022-2023 school year.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Identify students requiring accelerated instruction using Tableau, Cambium and BOY assessments. Strategy's Expected Result/Impact: Students requiring remediation will be identified and assign appropriate interventions. Staff Responsible for Monitoring: Principal / Assistant Principals / CILs</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Create required accelerated instruction plans with accelerated learning committees when applicable. 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</p>	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 3 Details	Reviews			
<p>Strategy 3: Provide HB4545 required tutoring hours, supplies and incentives as needed to students by teachers, tutors, to include High Impact Tutors (HIT) and Temporary High Impact Instructors (THII) etc. using culture and retention for students.</p> <p>Strategy's Expected Result/Impact: Students will receive tutoring to bring them up to the appropriate level.</p> <p>Staff Responsible for Monitoring: Principals / Assistant Principals / CILs</p> <p>Funding Sources: Temp. High Impact Instructors-Degreed - 282 ESSER III ARP Funds - 282.11.6117.003.24.100.003 - \$57,276.63, Tutors - 282 ESSER III ARP Funds - 282.11.6126.003.24.100.003, Temporary High Impact -Substitutes - 282 ESSER III ARP Funds - 282.11.6117.003.24.180.003, Supplies - 282 ESSER III ARP Funds - 282.23.6399.003.24.100.003, Misc. Operating Costs - 282 ESSER III ARP Funds - 282.23.6499.003.24.100.003, High Impact Instructors-Tutors-Fringes - 282 ESSER III ARP Funds - 282.11.6141.003.24.100.003 - \$671, High Impact Instructors-Tutors-Non-degreed - 282 ESSER III ARP Funds - 282.11.6126.003.24.100.003 - \$46,259, Temp. High Impact Instructors-Fringes - 282 ESSER III ARP Funds - 282.11.6141/6146/6148/6149 - \$7,190.23</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Monitor student progress in Tableau and input into CCRP.</p> <p>Strategy's Expected Result/Impact: Active monitoring will ensure student academic and state assessment success.</p> <p>Staff Responsible for Monitoring: Principals / Assistant Principals / CILs</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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 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 2022-2023 school year.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) Provide additional staff and offer stipends to improve instruction and support student engagement for At-Risk, ELs, Sped and ED student during the 2022 - 2023 school year i.e. LPAC Coordinator to ensure compliance with ELL regulations.</p> <p>Strategy's Expected Result/Impact: Improved compliance with ELL Regulations</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Extra period stipend for Math (1-prep period) Fall & Spring semester - 185 SCE (Campus) - 185.11.6118.003.30.000.003, Fringes - Extra period stipend for Math (1-prep period) Fall & Spring semester - 185 SCE (Campus) - 185.11.614X.003.30.000.003</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: To leverage technology and promote blended learning environments, teachers and students will receive technology equipment, supplies, and professional development such as Apple Certification courses, Interactive Digital Displays training, and Web 2.0 Educational Software such as Nearpod and Edpuzzle. The librarian will receive professional development on Makerspace.</p> <p>Strategy's Expected Result/Impact: Increased classroom performance and Language Acquisition.</p> <p>Staff Responsible for Monitoring: Principal / Assistant Principals / Campus teaching Coach</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Teachers out of town travel - 211 ESEA Title I (Campus) - 211.13.6411.003.24.801.003, Admin Travel - 211 ESEA Title I (Campus) - 211.23.6411.003.24.801.003, Substitutes - 211 ESEA Title I (Campus) - 211.11.6112.003.24.362.003, Substitute Fringes - 211 ESEA Title I (Campus) - 211.11.6141.003.24.362.003, Staff Development - 211 ESEA Title I (Campus) - 211.13.6499.003.24.801.003, Student supplies - 185 SCE (Campus) - 185.11.6399.003.30.000.003 - \$20,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				


Strategy 3 Details	Reviews			
<p>Strategy 3: To leverage technology and promote blended learning environments teachers/students will receive technology equipment and professional development.</p> <p>Strategy's Expected Result/Impact: To build teacher and student capacity as well as linguistic development.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="466 328 661 370">  No Progress </div> <div data-bbox="762 328 978 370">  Accomplished </div> <div data-bbox="1079 328 1331 370">  Continue/Modify </div> <div data-bbox="1432 328 1627 370">  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 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. 100% of instructional staff will obtain and maintain their required credentials that are required for their assigned courses.

Evaluation Data Sources: Conference registration forms / Teacher sign in sheets / Registration purchase orders / Student passing rates/ EPCC credentials/GT certifications/ESL supplemental certifications

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers, Administrators, Counselors, Instructional Leaders, LPAC Coordinator and staff will remain informed regarding the latest developments in classroom instruction and educational theory in all core areas as well as professional responsibilities through participation in on-going staff development institutes and workshops, virtual training, in/out of town conferences and software /site licenses.</p> <p>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: Campus Teaching Coaches Campus SPED Coach LPAC Coordinator All administrators</p> <p>Funding Sources: Staff Dev. contracted services Reg-19 - 185 SCE (Campus) - 185.13.6239.003.30.000.003 - \$1,000, Substitutes - 211 ESEA Title I (Campus) - 211.11.6112.003.24.362.003, 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 - \$1,000, Substitutes Fringes - 211 ESEA Title I (Campus) - 211.11.6141.003.24.362.003, Staff Dev. Contracted Services - 211 ESEA Title I (Campus) - 211.13.6299.003.24.801.003 - \$25,000, Out of town travel Staff Dev, - 185 SCE (Campus) - 185.13.6411.003.30.000.003 - \$25,000, Local teacher Staff Dev. - 185 SCE (Campus) - 185.13.6499.003.30.000.003 - \$1,000, Local Admin. Trainings/Staff Dev. - 211 ESEA Title I (Campus) - 211.23.6499.003.24.801.003, Admin. Trainings/Staff Dev. - 185 SCE (Campus) - 185.23.6411.003.30.000.003 - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				






Strategy 2 Details	Reviews			
<p>Strategy 2: P-Tech faculty and staff will consult monthly with Educate Texas in-person and virtually to support the program.</p> <p>Strategy's Expected Result/Impact: Improved academic success, passing rates, graduation rates, build P-Tech program and Associate's Degree complete.</p> <p>Staff Responsible for Monitoring: P-Tech Lead Teacher and administrator.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: 1) Provide additional staff Campus Teaching Coach (1), LPAC Coordinator (1), and Title I Campus Accounting Clerk</p> <p>Strategy's Expected Result/Impact: Increased student outcomes through improved college readiness programs, and fidelity in accurate spending of accounts and parental involvement</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Salary LEP Coordinator/Teacher - 185 SCE (Campus) - 185.11.6119.003.30.000.003 - \$34,175, LEP Coordinator/Teacher Fringe Benefits - 185 SCE (Campus) - 185.11.6141.003.30.000.003 - \$4,679, Payroll-1 - 211 ESEA Title I (Campus) - 211.11.6119.003.24.801.003 - \$24,352.85, Payroll - 211 ESEA Title I (Campus) - 211.13.6119.003.24.801.003 - \$36,529.28, Title I Accounting Clerk - 211 ESEA Title I (Campus) - 211.23.6129.003.24.801.003 - \$36,581.15, Fringes-1 - 211 ESEA Title I (Campus) - 211.11.6141.003.24.801.003 - \$353.12, Title I (Clerical) Fringe Benefits - 211 ESEA Title I (Campus) - 211.23.6141.003.24.801.003 - \$530.43, Payroll Stipends - 211 ESEA Title I (Campus) - 211.11.6118.003.24.801.003, Payroll - 211 ESEA Title I (Campus) - 211.13.6141.003.24.801.003 - \$529.67, Payroll Fringes - 211 ESEA Title I (Campus) - 211.6142.003.24.801.003 - \$2,496.10, Payroll Fringes - 211 ESEA Title I (Campus) - 211.11.6143.003.24.801.003 - \$172.80, Payroll Fringes - 211 ESEA Title I (Campus) - 211.11.6146.003.24.801.003 - \$2,191.76, Payroll Fringes - 211 ESEA Title I (Campus) - 211.11.6148.003.24.801.003 - \$182.65, Payroll Fringes - 211 ESEA Title I (Campus) - 211.11.6149.003.24.801.003 - \$414, Payroll Fringes - 211 ESEA Title I (Campus) - 211.13.6142.003.24.801.003 - \$3,744.14, Payroll Fringes - 211 ESEA Title I (Campus) - 211.13.6143.003.24.801.003 - \$259.20, Payroll Fringes - 211 ESEA Title I (Campus) - 211.13.6146.003.24.801.003 - \$3,287.64, Payroll Fringes - 211 ESEA Title I (Campus) - 211.13.6148.003.24.801.003 - \$273.97, Payroll Fringes - 211 ESEA Title I (Campus) - 211.13.6149.003.24.801.003 - \$621, Payroll Fringes - 211 ESEA Title I (Campus) - 211.23.6142.003.24.801.003 - \$6,240.24, Payroll Fringes - 211 ESEA Title I (Campus) - 211.23.6143.003.24.801.003 - \$432, Fringes Payroll - 211 ESEA Title I (Campus) - 211.23.6146.003.24.801.003 - \$3,292.30, Payroll Fringes - 211 ESEA Title I (Campus) - 211.13.6148.003.24.801.003 - \$274.36, Payroll Fringes - 211 ESEA Title I (Campus) - 211.13.6149.003.24.801.003 - \$621.88</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  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 3: DISCIPLINE/CCCT: Continue and reinforce a clear and consistent campus discipline plan, including Social and Emotional Learning and CCCT to result in a positive safe school culture that will result in a 25% decline in student referrals.

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


Strategy 1 Details	Reviews			
<p>Strategy 1: CCCT team will reinforce positive behavior, interventions and support for teachers and students.</p> <p>Strategy's Expected Result/Impact: Improved school culture and reduce student discipline.</p> <p>Staff Responsible for Monitoring: Campus Administration CCCT team Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				



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.

Evaluation Data Sources: Bowie High School 2022-2023 Budgets / Technology Integration Matrix. / School Climate Survey

Strategy 1 Details	Reviews			
<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, overtime pay, 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 1 Accounting Clerk, Business Agent, Principals Secretary, CIL</p> <p>Funding Sources: Tutors-payroll (Non-certified) - 185 SCE (Campus) - 185.11.6126.003.30.100.003, Fringes tutors-payroll (non-certified) - 185 SCE (Campus) - 185.11.6141.003.30.000.003, Substitutes - 211 ESEA Title I (Campus) - 211.11.6112.003.24.362.003, Substitute fringes - 211 ESEA Title I (Campus) - 211.11.6141.003.24.362.003</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Improve student reading levels Students Grades Improvement on Students Performance shown in data for Local, District and State Assessment</p> <p>Staff Responsible for Monitoring: Librarians, Title One Clerk, Business Agent</p> <p>Funding Sources: Library supplies - 185 SCE (Campus) - 185.12.6399.003.30.000.003 - \$1,500, Reading Materials - 185 SCE (Campus) - 185.11.6329.003.30.000.003 - \$10,000, Library supplies - 211 ESEA Title I (Campus) - 211.12.6399.003.24.801.003, Library reading supplies-books - 211 ESEA Title I (Campus) - 211.12.6329.003.24.801.003, Online subscriptions - 211 ESEA Title I (Campus) - 211.12.6299.003.24.801.003, Library reading supplies-books - 185 SCE (Campus) - 185.12.6329.003.30.000.003 - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>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, ESOL and Dual Credit resources/e-resources and testing materials.</p> <p>Supplies for administration, teachers, counselors, and coordinators and Instructional Team</p> <p>Strategy's Expected Result/Impact: Students success Improve College, Career and Military readiness Promote Project / Problem / Work Based learning</p> <p>Staff Responsible for Monitoring: Teachers Campus Administration, Instructional Team Dept. Heads</p> <p>Funding Sources: Instructional Supplies - 211 ESEA Title I (Campus) - 211.11.6399.003.24.801.003 - \$59,234.46, Testing materials - 211 ESEA Title I (Campus) - 211.11.6339.003.24.801.003, Technology supplies - 211 ESEA Title I (Campus) - 211.11.6395.003.24.801.003 - \$45,000, Software - 211 ESEA Title I (Campus) - 211.11.6397.003.24.801.003, Supplies-Brenda - 211 ESEA Title I (Campus) - 211.11.6399.841.24.801.841, Supplies - 185 SCE (Campus) - 185.11.6399.003.30.000.003 - \$20,046</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>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</p> <p>Purchase licenses for students, awards, field trips, and snacks.</p> <p>P-Tech will purchase recruitment items and incentives for students.</p> <p>Supplies will be provided to custodial and nursing staff in order to maintain necessary levels of hygiene and safety.</p> <p>Strategy's Expected Result/Impact: Data of Student Performance in the classroom Safe Learning Environment</p> <p>Staff Responsible for Monitoring: Campus Administration Nurse Head Custodian P-Tech Lead Teacher</p> <p>Funding Sources: Technology equipment - 185 SCE (Campus) - 185.11.6395.003.30.000.003 - \$20,000, Software - 211 ESEA Title I (Campus) - 211.11.6397.003.24.801.003, Student presenter/Licenses - 185 SCE (Campus) - 185.11.6299.003.30.000.003 - \$20,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



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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: Each semester teachers and the Instructional Leadership Team will evaluate instructional initiatives and resources through teacher and student surveys to ensure an increase in Tier 1 and state assessment outcomes for the 2022-2023 school year.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: BHS Administration, CTCs and Department Heads will monitor instructional initiatives and resources by evaluating testing data and attendance data to ensure fidelity.</p> <p>Strategy's Expected Result/Impact: Ensure that all instructional initiatives, programs and resources increase student outcomes.</p> <p>Staff Responsible for Monitoring: Campus Administration / Instructional Team / Department Heads / Teacher Leaders</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				



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 by holding monthly meetings and/or workshops.

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

Strategy 1 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: BHS Administration; Parent Liaison; CTCs, LEP Coordinator;</p> <p>Funding Sources: Parental Involvement-Supplies - 211 ESEA Title I (Campus) - 211.61.6399.003.24.801.003 - \$5,000, Parental Involvement-Rdg. materials - 211 ESEA Title I (Campus) - 211.61.6329.003.24.801.003 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>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, material incentives and supplies will be provided.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Administration / Parent Liaison / Instructional Team / Counselors / CARES Team / Graduation Coach</p> <p>Funding Sources: Parental Involvement snacks - 211 ESEA Title I (Campus) - 211.61.6499.003.24.801.003 - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 3 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement Increased student scores Increased graduation rates Improved attendance rates</p> <p>Staff Responsible for Monitoring: Parent Liaison LEP Coordinator Campus Administrators , ESOL Teachers</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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 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. Results from the Panorama and Culture/Climate surveys will be reviewed by instructional leadership and shared with staff to improve campus culture.

Evaluation Data Sources: Event Sign In Sheets/ Meeting Agendas Panorama Survey, Campus Climate Survey







Strategy 1 Details	Reviews			
<p>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.</p> <p>Bowie will recognize and celebrate faculty, staff and community members.</p> <p>Strategy's Expected Result/Impact: Increase and strengthen communication between the faculty and staff.</p> <p>Staff Responsible for Monitoring: Campus Administration; Student Activities Manager, Parent Engagement Liaison</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Bowie High School will host monthly wellness events for campus faculty and staff, such as yoga, Zumba, and/or hikes.</p> <p>Strategy's Expected Result/Impact: Improve campus culture, employee attendance and retention</p> <p>Staff Responsible for Monitoring: Campus Administration; Student Activities Manager; Wellness Sponsor</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 through student meetings, bi-annual surveys, and monthly events/celebrations to continue fostering a positive and safe learning environment .

Evaluation Data Sources: Event Sign In Sheets/ Meeting Agendas/surveys






Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase and strengthen communication between students and campus administration.</p> <p>Staff Responsible for Monitoring: Campus Administration; SAM</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus security and Custodial Staff will ensure campus safety, maintenance and improvements as necessary. Overtime will be offered as needed to meet this strategy.</p> <p>Strategy's Expected Result/Impact: Safe Environment</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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 monthly in-person and virtual workshops based on parent and community requests/feedback.

Evaluation Data Sources: Instructor/sign in sheets, workshop agendas, Title One parent surveys

Strategy 1 Details	Reviews			
<p>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.</p> <p>Staff Responsible for Monitoring: Instructor/sign in sheet</p> <p>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</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for Bowie High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 12.79

Brief Description of SCE Services and/or Programs

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Personnel for Bowie High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alma Sanchez	SCE Clerk 1 LPAC	1
Brenda Casteneda	Graduation Coach	1
Claudia Diaz	SCL 3/HS ESOL Teacher	1
Cynthia Reyes	SLC1/HS ESOL Teacher	1
Gabriela Hurtado	SCL2/HS Science Teacher	1
Gustavo Marquez	SCE Clerk 1 LPAC	1
Jacob Galvan	SCL 2/HS ESOL Teacher	0.29
Jessica Akcinar	Campus Teaching Coach	1
Melissa Dominguez	SCL 2/HS English Teacher	1
Michael H. McGlone	LEP Coordinator	0.5
Ricardo Valdez	SCE Para LPAC	1
Ruben Hernandez	SCL2/HS Science Teacher	1
Samuel Gomez	SCL 2/HS ESOL Teacher	1
Veronica Juarez	Campus Teaching Coach	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jorge Lujan	Campus Teaching Coach	Title 1	1.
Juan Adame	Parent Engagement Liaison PT	Title 1	.48
Rebecca Hernandez	Title I Entitlement Accounting Clerk	Title 1	1.0

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

Campus Funding Summary

185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	8	Tutoring snacks	185.11.6499.003.30.000.003	\$0.00
2	1	1	Extra period stipend for Math (1-prep period) Fall & Spring semester	185.11.6118.003.30.000.003	\$0.00
2	1	1	Fringes - Extra period stipend for Math (1-prep period) Fall & Spring semester	185.11.614X.003.30.000.003	\$0.00
2	1	2	Student supplies	185.11.6399.003.30.000.003	\$20,000.00
2	2	1	Out of town travel Staff Dev,	185.13.6411.003.30.000.003	\$25,000.00
2	2	1	Admin. Trainings/Staff Dev.	185.23.6411.003.30.000.003	\$10,000.00
2	2	1	Local teacher Staff Dev.	185.13.6499.003.30.000.003	\$1,000.00
2	2	1	Staff Dev. contracted services Reg-19	185.13.6239.003.30.000.003	\$1,000.00
2	2	3	Salary LEP Coordinator/Teacher	185.11.6119.003.30.000.003	\$34,175.00
2	2	3	LEP Coordinator/Teacher Fringe Benefits	185.11.6141.003.30.000.003	\$4,679.00
3	1	1	Tutors-payroll (Non-certified)	185.11.6126.003.30.100.003	\$0.00
3	1	1	Fringes tutors-payroll (non-certified)	185.11.6141.003.30.000.003	\$0.00
3	1	2	Library reading supplies-books	185.12.6329.003.30.000.003	\$3,000.00
3	1	2	Library supplies	185.12.6399.003.30.000.003	\$1,500.00
3	1	2	Reading Materials	185.11.6329.003.30.000.003	\$10,000.00
3	1	3	Supplies	185.11.6399.003.30.000.003	\$20,046.00
3	1	4	Technology equipment	185.11.6395.003.30.000.003	\$20,000.00
3	1	4	Student presenter/Licenses	185.11.6299.003.30.000.003	\$20,000.00
Sub-Total					\$170,400.00
Budgeted Fund Source Amount					\$170,400.00
+/- Difference					\$0.00
211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitute Fringes (account needs to be created to allocate within s/o 362)	211.11.6141.003.24.362.003	\$302.00
1	1	1	Substitutes	211.11.6112.003.24.362.003	\$20,769.00
1	1	5	Staff Development	211.11.6299.003.24.801.003	\$0.00
1	3	1	Teacher out of town travel	211.13.6411.003.24.801.003	\$0.00

211 ESEA Title I (Campus)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Admin. out of town travel	211.23.6411.003.24.801.003	\$0.00
1	3	2	Staff Development	211.11.6299.003.24.801.003	\$0.00
1	3	8	Reading Materials	211.11.6329.003.24.801.003	\$8,000.00
1	3	8	Tutors-Part time temp. support (Non-certified)	211.11.6126.003.24.100.003	\$40,000.00
1	3	8	Tutors-Part Temp. support-Fringes (Non-certified)	211.11.6141.003.24.100.003	\$580.00
1	3	8	Tutors-salary Certified Tutors	211.11.6117.003.24.100.003	\$20,000.00
1	3	8	Tutor salary (Certified Tutors)-Fringes	211.11.6141.003.24.100.003	\$2,510.00
1	3	8	Snacks Misc.	211.11.6499.003.24.801.003	\$5,000.00
1	4	1	Counselor Grad. Coach Supplies	211.31.6399.003.24.801.003	\$3,000.00
1	4	3	Misc, Supplies	211.11.6499.003.24.801.003	\$0.00
2	1	2	Admin Travel	211.23.6411.003.24.801.003	\$0.00
2	1	2	Substitute Fringes	211.11.6141.003.24.362.003	\$0.00
2	1	2	Substitutes	211.11.6112.003.24.362.003	\$0.00
2	1	2	Staff Development	211.13.6499.003.24.801.003	\$0.00
2	1	2	Teachers out of town travel	211.13.6411.003.24.801.003	\$0.00
2	2	1	Local Admin. Trainings/Staff Dev.	211.23.6499.003.24.801.003	\$0.00
2	2	1	Substitutes	211.11.6112.003.24.362.003	\$0.00
2	2	1	Out of town Admin. travel	211.23.6411.003.24.801.003	\$10,000.00
2	2	1	Out of town teachers travel	211.13.6411.003.24.801.003	\$15,000.00
2	2	1	Local teachers staff Dev.	211.13.6499.003.24.801.003	\$1,000.00
2	2	1	Substitutes Fringes	211.11.6141.003.24.362.003	\$0.00
2	2	1	Staff Dev. Contracted Services	211.13.6299.003.24.801.003	\$25,000.00
2	2	3	Payroll Fringes	211.11.6143.003.24.801.003	\$172.80
2	2	3	Fringes Payroll	211.23.6146.003.24.801.003	\$3,292.30
2	2	3	Payroll	211.13.6141.003.24.801.003	\$529.67
2	2	3	Payroll Fringes	211.11.6149.003.24.801.003	\$414.00
2	2	3	Payroll Fringes	211.11.6148.003.24.801.003	\$182.65
2	2	3	Payroll Fringes	211.11.6146.003.24.801.003	\$2,191.76
2	2	3	Payroll Fringes	211.13.6143.003.24.801.003	\$259.20
2	2	3	Payroll Fringes	211.13.6148.003.24.801.003	\$273.97

211 ESEA Title I (Campus)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3	Payroll Fringes	211.23.6143.00324.801.003	\$432.00
2	2	3	Payroll Fringes	211.13.6142.003.24.801.003	\$3,744.14
2	2	3	Payroll Fringes	211.23.6142.003.24.801.003	\$6,240.24
2	2	3	Payroll Fringes	211.13.6149.003.24.801.003	\$621.88
2	2	3	Payroll Fringes	211.13.6146.003.24.801.003	\$3,287.64
2	2	3	Payroll-1	211.11.6119.003.24.801.003	\$24,352.85
2	2	3	Payroll	211.13.6119.003.24.801.003	\$36,529.28
2	2	3	Title I Accounting Clerk	211.23.6129.003.24.801.003	\$36,581.15
2	2	3	Fringes-1	211.11.6141.003.24.801.003	\$353.12
2	2	3	Title I (Clerical) Fringe Benefits	211.23.6141.003.24.801.003	\$530.43
2	2	3	Payroll Stipends	211.11.6118.003.24.801.003	\$0.00
2	2	3	Payroll Fringes	211.6142.003.24.801.003	\$2,496.10
2	2	3	Payroll Fringes	211.13.6149.003.24.801.003	\$621.00
2	2	3	Payroll Fringes	211.13.6148.003.24.801.003	\$274.36
3	1	1	Substitutes	211.11.6112.003.24.362.003	\$0.00
3	1	1	Substitute fringes	211.11.6141.003.24.362.003	\$0.00
3	1	2	Online subscriptions	211.12.6299.003.24.801.003	\$0.00
3	1	2	Library supplies	211.12.6399.003.24.801.003	\$0.00
3	1	2	Library reading supplies-books	211.12.6329.003.24.801.003	\$0.00
3	1	3	Supplies-Brenda	211.11.6399.841.24.801.841	\$0.00
3	1	3	Software	211.11.6397.003.24.801.003	\$0.00
3	1	3	Instructional Supplies	211.11.6399.003.24.801.003	\$59,234.46
3	1	3	Testing materials	211.11.6339.003.24.801.003	\$0.00
3	1	3	Technology supplies	211.11.6395.003.24.801.003	\$45,000.00
3	1	4	Software	211.11.6397.003.24.801.003	\$0.00
4	1	1	Parental Involvement-Rdg. materials	211.61.6329.003.24.801.003	\$2,000.00
4	1	1	Parental Involvement-Supplies	211.61.6399.003.24.801.003	\$5,000.00
4	1	2	Parental Involvement snacks	211.61.6499.003.24.801.003	\$5,000.00
4	4	1	GED classes	211.61.6117.003.24.801.003	\$0.00
4	4	1	GED instructor fringe benefits	211.61.6141.003.24.801.003	\$0.00

211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$390,776.00
Budgeted Fund Source Amount					\$390,776.00
+/- Difference					\$0.00
282 ESSER III ARP Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	3	Misc. Operating Costs	282.23.6499.003.24.100.003	\$0.00
1	5	3	Supplies	282.23.6399.003.24.100.003	\$0.00
1	5	3	Tutors	282.11.6126.003.24.100.003	\$0.00
1	5	3	Temp. High Impact Instructors-Degreed	282.11.6117.003.24.100.003	\$57,276.63
1	5	3	Temporary High Impact -Substitutes	282.11.6117.003.24.180.003	\$0.00
1	5	3	Temp. High Impact Instructors-Fringes	282.11.6141/6146/6148/6149	\$7,190.23
1	5	3	High Impact Instructors-Tutors-Non-degreed	282.11.6126.003.24.100.003	\$46,259.00
1	5	3	High Impact Instructors-Tutors-Fringes	282.11.6141.003.24.100.003	\$671.00
Sub-Total					\$111,396.86
Budgeted Fund Source Amount					\$111,396.86
+/- Difference					\$0.00
Grand Total Budgeted					\$672,572.86
Grand Total Spent					\$672,572.86
+/- Difference					\$0.00