Bowie Independent School District

Bowie High School

2026-2027 Campus Improvement Plan

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Mission Statement

It is our mission to promote the intellectual, emotional, social, and physical development of each student and to create a flourishing environment and educational experience that empowers all students to be successful at their highest level in order to lead a meaningful life in an ever-changing world.

Vision

A place where everyone strives for excellence and is encouraged, empowered, and inspired to reach their full potential.

Value Statement

We believe:

- Physical and emotional SAFETY promotes student learning.
- Our legacy is a tradition of excellence built on PERFORMANCE by our students and staff.
- Student ENGAGEMENT is critical to our district's success.
- Student success is the COLLABORATIVE responsibility of our students, families, schools, and community.

Table of Contents

Comprehensive Needs Assessment 5

Needs Assessment Overview 6

Demographics 7

Student Learning 10

School Processes & Programs 13

Perceptions 15

Priority Problem Statements 17

Data Documentation for CNA 20

Improvement Planning Data 21

Accountability Data 21

Student Data: Assessments 21

Student Data: Student Groups 22

Student Data: Behavior and Other Indicators 23

Employee Data 23

Parent/Community Data 23

Support Systems and Other Data 24

Goals 25

Goal 1 : Bowie ISD will foster a culture of high expectations for academic excellenc... 26

Goal 2 : Bowie ISD will create a safe, orderly, healthy learning environment with sta... 35

Goal 3 : Bowie ISD will communicate effectively with all stakeholders and seek opp... 40

State Compensatory Education 45

Budget for Bowie High School 46

Title I Summary 47

Title I 48

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) 48

1.1 Description of CNA Process 48

1.2 Location for Evidence of Multiple Meetings Held 48

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) 48

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) 48

2.2 Stakeholders 1114(b)(2) 48

2.3 Description of Plan Availability, Format, and Language 1114(b)(4) 49

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5) 49

2.5 Statutorily Required Descriptions 1114(b)(7)(A) 49

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3) 50

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation 50
Title I Personnel 50
Committees 51
Campus Improvement Team 52
Meeting Logs 52
Members 52
Funding Summary 53
General Funds (199) 54
Comp Ed - SCE 54
Title 1 54
Perkins 55
IMA 55
Policies, Procedures, and Requirements 56

Comprehensive Needs Assessment

Needs Assessment Overview

Summary

CNA Process: The District and Campus Improvement Teams are selected yearly based on district policy and include teachers, administrators, parents, community, and business representatives. The District Improvement Team meets periodically throughout the year as needed. An Improvement Planning Retreat is held in July each year to review the purpose and importance of conducting a Comprehensive Needs Assessment with the District Improvement Team. The District and Campus Improvement Plans are evaluated to determine if Performance Objectives have been met and if designated strategies have been completed effectively. A Comprehensive Needs Assessment is conducted for the district and each campus, which includes reviewing assessment data from various sources such as RDA Reports, the TAPR report, Accountability data, Early Childhood data, and program evaluations. Data is collected at multiple levels, including multi-year trend data. Surveys are conducted to gain information from various sources, including parents, students, and staff. Data from various programs such as CTE, all Title program areas, Technology, Maintenance, Food Services, Transportation, Curriculum and Instruction, Student Achievement, and School Safety are included. After reviewing and analyzing the data, the DIT sets priorities and recommends implementing strategic initiatives in the District and Campus Improvement Plans. The Campus Improvement Teams meet following the District Improvement Team Meeting to ensure a comprehensive, focused approach is implemented throughout the district. That clear alignment exists between the identified needs described in the Comprehensive Needs Assessment, the District's Performance Objectives and Strategies, and the Campus Strategies.

While reviewing the 2025-2026 District Improvement Plan, Priority Needs were edited to reflect new CNA findings. The DIT also agreed to edit some of the Goals and Objectives to reflect the new priorities, CNA findings, and ESSA language. A review of strategies determined most strategies were effective in 2025-2026, as multiple areas of strength were revealed in 2025-2026 district data. As a result, the DIT agreed to keep some strategies in the plan, eliminating only a few that would no longer be a district emphasis. The DIT also added new strategies to each goal to reflect new initiatives or action plans resulting from the CNA process.

At least once each two years, an evaluation will be conducted to evaluate the District Improvement Team Campus Needs Assessment procedures and staff development activities. A public meeting is held in December or January of each year to disseminate the results of the TAPR report to the public.

Demographics

Summary

Bowie High School is a comprehensive high school with grades 9-12. The following are the statistics about the demographics and make-up of our district based on the TAPR report from 2024-2025.

Student Enrollment - 467

Staff

- Total - 49.5
- Administrative Support - 3.3
- Professional Support - 3.0
- Teacher - 34.7
- Paraprofessional - 8.5
- Auxiliary Staff - 8
- Counselors - 3.0

Students

- Economically Disadvantaged - 39%
- Mobility - 14.9%
- Female - 50.7%
- Male - 49.3%
- Hispanic 20.3%
- American Indian 1.1%
- Asian .6%
- African American 1.3%
- White 73.0%
- GT 11.1%
- Dyslexia 15.0%
- SPED 13.7%

Section 504 17.3%

Emergent Bilingual 6.0%

Economically Disadvantaged 42%

At-Risk 48.0%

Attendance Rate 93.4%

Strengths

English II EOC scores are above state average for Approaches and Meets Grade Level.

Biology EOC scores are above state average for Approaches and Meets Grade Level.

US History EOC scores met the 90/60/30 BISD Board Goal for Approaches/Meets/Masters Grade Level.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	We have a decrease in enrollment at BHS from the 24-25 school year (467) to the end of the 25-26 school year (421).	Students have increasingly complex needs, greater access to home-school options, and limited involvement in extracurricular activities, highlighting the need to strengthen school culture and spirit so students feel connected and have a meaningful reason to attend.
2 ★	Students served in special programs and identified by race/ethnicity labels are under-performing compared to state averages at the MEETS grade-level status.	Students served in special programs, minority populations, and labeled as at-risk tend to not be involved in extra-curricular activities and tend to decrease attendance preventing high levels of learning.

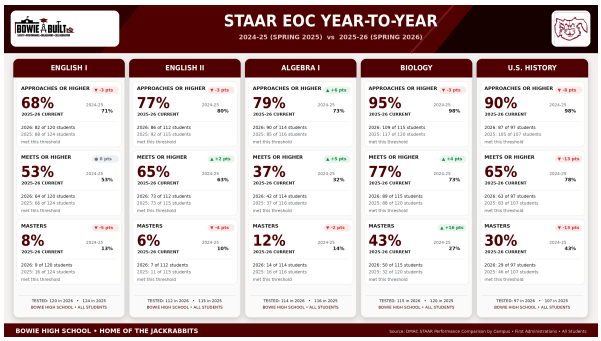
★ = Priority

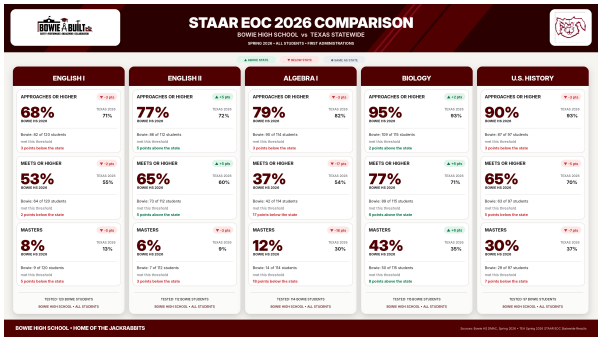
Student Learning

Summary

At BHS, students in grades 9-12 take the English I, Algebra I, Biology, English II, and US History EOC assessments. Student achievement is also noted in unit assessments per data documented in DMAC.

The students at BHS are performing as follows on the Spring 2026 EOC assessments (2025 v. 2026 and BHS v. Texas)





According to the 2025-2026 Accountability rating, BHS was rated a B campus with an 86 overall showing improvement.

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**86**	**B**	
Student Achievement		90	A	70%
STAAR Performance	51	78		
College, Career and Military Readiness	97	98		
Graduation Rate	100.0	100		
School Progress		88	B	0%
Academic Growth	54	56	F	
Relative Performance (Eco Dis: 44.0%)		88	B	✓
Closing the Gaps	56	76	C	30%

Strengths

In the English II and Biology EOC STAAR results, BHS was above state average in the Approaches, Meets, and Masters grade level.

All EOCs combined (82-59-19) was below state average (85-62-22).

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	BHS is not performing at the Approaches, Meets, and Masters level compared to the state average in all EOC STAAR testing areas.	Teachers need more training to effectively implement accommodations in classrooms to normalize the use of accommodations.
2 ★	BHS is not performing at the Masters grade-level at 30% for the English I and English II EOC assessment and meeting board goals.	Teacher understanding of the rigor of the TEKS, following a ECR standardized writing process, and using remediation and extensions for students based on formative and summative assessments.
3 ★	Students served in special programs and identified by race/ethnicity labels are under-performing compared to state averages at the MEETS grade-level status.	Students served in special programs, minority populations, and labeled as at-risk tend to not be involved in extra-curricular activities and tend to decrease attendance preventing high levels of learning.

★ = Priority

School Processes & Programs

Summary

Professional Development Plan developed based on the needs of the teachers and to meet student learning goals.

Classroom Instruction focus is on PLC 4 Questions:

- What do we want our students to learn?
- How will we know when they have learned it?
- What will we do if they don't learn it?
- What will we do if they have already learned it?

Assessments - Interim EOC data-driven assessments

Classroom management through positive behavior interventions at BHS.

PLC time monthly to discuss instruction and share data analysis.

Campus Expectation 90-60-30 -- data-driven instruction.

Safety - Standard Response protocols, minimal bullying standards met, weekly door sweeps, SROs on all campuses.

Multi-Tiered System of Support for students in need of academic and behavioral support.

Parent Engagement activities and engagement at district and campus levels.

We have programs at all levels to encourage student participation in athletics, band, UIL academics, CTE classes, and other organizations.

BHS has four mentors and a program for first-year and new to BISD teachers.

BHS uses the T-TESS process to evaluate and grow teachers.

Strengths

Completed a STAAR/TELPAS training and other parent involvement activities BHS this year.

More than 4 events were held at BHS to encourage parent engagement.

We held a Situational Awareness presentation at the district level for our parents and the community.

47.9% of students at BHS are involved in athletics per number of students in the athletic periods.

The band has received the Sweepstakes Trophy 4 years in a row.

Competition teams and the number of Ag students increased.

UIL academic numbers of students involved is an area of growth to increase involvement.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	BHS is not performing at the Approaches, Meets, and Masters level compared to the state average in all EOC STAAR testing areas.	Teachers need more training to effectively implement accommodations in classrooms to normalize the use of accommodations.
2 ★	Teachers time to analyze data in DMAC on their Unit Assessments to focus on learning goals by having assessment driven Data meetings with admin and department leaders.	Strategic processes defined by administration to ensure accurate data tracking, analysis of data meetings, and STAAR based intervention to meet 90-60-30 goals.

★ = Priority

Perceptions

Summary

At Bowie High School, we strive to create a mutually respectful and inclusive environment where all value different cultures, beliefs, and opinions. We believe that students learn best in an environment where differences are valued, and mistakes are seen as opportunities to learn and grow. Students and staff are encouraged to actively create an environment where everyone can feel safe and appreciated.

A survey was given to staff, students, and parents at the conclusion of the 2025-2026 school year to get feedback on safety, knowledge of student learning, how comfortable they are at school (school culture), staff ability, communication and staff feedback. The school climate survey indicated an over 80% generally positive and supportive environment for teachers and over 80% generally positive school culture and climate for students and parents at BHS. An area of growth is to increase the expectation level for student learning at BHS.

Strengths

95% of our students surveyed know what to do in a safety situation.

94% plus indicated they feel safer with an SRO present at school.

Students know the behavior expectations.

Parents believe students are safe at school.

Overall, students and staff have a positive response to the 4-day week.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Parents and staff indicated, at a lower 'somewhat' expectations overall at BHS are not set at a high consistent standard throughout the campus.	Inconsistency amongst teachers, inconsistency amongst learning objectives and goals, inconsistency in standards of communications sent home to parents.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1	We have a decrease in enrollment at BHS from the 24-25 school year (467) to the end of the 25-26 school year (421).	Students have increasingly complex needs, greater access to home-school options, and limited involvement in extracurricular activities, highlighting the need to strengthen school culture and spirit so students feel connected and have a meaningful reason to attend.
2	BHS is not performing at the Approaches, Meets, and Masters level compared to the state average in all EOC STAAR testing areas.	Teachers need more training to effectively implement accommodations in classrooms to normalize the use of accommodations.
3	Students served in special programs and identified by race/ethnicity labels are under-performing compared to state averages at the MEETS grade-level status.	Students served in special programs, minority populations, and labeled as at-risk tend to not be involved in extra-curricular activities and tend to decrease attendance preventing high levels of learning.
4	BHS is not performing at the Masters grade-level at 30% for the English I and English II EOC assessment and meeting board goals.	Teacher understanding of the rigor of the TEKS, following a ECR standardized writing process, and using remediation and extensions for students based on formative and summative assessments.
5	Parents and staff indicated, at a lower 'somewhat' expectations overall at BHS are not set at a high consistent standard throughout the campus.	Inconsistency amongst teachers, inconsistency amongst learning objectives and goals, inconsistency in standards of communications sent home to parents.
6	Teachers time to analyze data in DMAC on their Unit Assessments to focus on learning goals by having assessment driven Data meetings with admin and department leaders.	Strategic processes defined by administration to ensure accurate data tracking, analysis of data meetings, and STAAR based intervention to meet 90-60-30 goals.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**

- [x] **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**
- [x] **PSAT**
- [x] **Student failure and/or retention rates**
- [x] **Local benchmark or common assessments data**
- [x] **Observation Survey results**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**
- [x] **Dual-credit and/or college prep course completion data**
- [x] **Pregnancy and related services data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **T-TESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1

Bowie ISD will foster a culture of high expectations for academic excellence, ensuring that all students, including those in all demographic and program sub-populations, receive a well-balanced education that prepares them for success in personal and professional goals through diversified learning experiences.

Performance Objective 1

☑ **HB3 Goal**

By the end of the 2026-2027 school year, BHS will achieve performance levels on the state assessment that exceed the state averages in all tested areas and sub-populations. Specifically, 90-60-30 is the campus goal for Approaches, Meets, and Masters percentages on all 5 EOC STAAR assessments.

Evaluation Data Source: TAPR Report, Campus Report Card

Strategy 1

BHS will have all EOC teachers set goals with their students using the Lead4Ward goal-setting chart. This will be used to raise the standards for students' EOC performance levels to ensure growth in every student.

Strategy's Expected Result/Impact: Students will hold themselves accountable for progress.

Staff Responsible for Monitoring: Teachers, Administrators

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Connect high school to career and college

Formative Reviews

Moderate Progress

November	February	May	June

Strategy 2

To monitor student learning, core-content area teachers in grades 9-12 will administer unit assessments, in addition to at least one interim/benchmark assessment prior to state assessment testing in the spring for grades 9-11. All assessment data will be entered into DMAC and analyzed to determine instructional needs by bringing unit assessments to PLC.

Strategy's Expected Result/Impact: EOC scores will be higher than interim/benchmark assessments.

Staff Responsible for Monitoring: Teachers, Administrators

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

Considerable Progress

November | February | May | June

Strategy 3

Additional software and materials such as Carnegie, Bluebonnet, APEX, Edmentum, IXL, and Lowman to monitor student progress will be used. Universal screeners or assessments from these programs will be administered as applicable in grades 9-12, two times per year, to monitor student growth, to make MTSS decisions, & to inform Accelerated Instruction Plans.

Strategy's Expected Result/Impact: Students will use software and materials to help increase scores.

Staff Responsible for Monitoring: Teachers, Administrators

Funding Sources: Edmentum Comp Ed - SCE, $21,655, Lowman General Funds (199), $500, IXL Comp Ed - SCE, $1,500

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

Considerable Progress

November | February | May | June

Strategy 4

BHS will provide scheduled time for classroom teachers to participate in horizontal and vertical team planning to analyze student performance data and plan for aligned instruction to increase student achievement. Instructional Rounds will be conducted in the fall and spring semesters. Data will be reviewed at PLC meetings.

Strategy's Expected Result/Impact: Teachers will attend Friday PLC together to discuss data.

Staff Responsible for Monitoring: Teachers, Administrators

Title I: 2.5.3

Formative Reviews

Some Progress

November | February | May | June

Strategy 5

Teachers will use district approved curriculum and resources for daily instruction to increase student engagement, including Carnegie, Bluebonnet, Stem Scopes, Study Sync, etc.

Strategy's Expected Result/Impact: Increase student achievement.

Staff Responsible for Monitoring: Administrators, Assistant Superintendent, Instructional Coach

Title I: 2.5.1, 2.5.2

Formative Reviews

November	February	May	June
Moderate Progress			

Strategy 6

Campus administrators will serve as instructional leaders by conducting documented walk-throughs a minimum of nine times per nine weeks to verify students are receiving high-quality aligned instruction and are executing the district initiatives. Administrators will follow-up with teachers after walk-throughs.

Strategy's Expected Result/Impact: Scores will increase due to high quality instruction.

Staff Responsible for Monitoring: Administrators

Title I: 2.5.1, 2.5.2

Formative Reviews

November	February	May	June
Considerable Progress	Accomplished	Accomplished	

Strategy 7

Each teacher will provide administration with weekly lesson plans that include the Bowie ISD Model of Instruction.

Strategy's Expected Result/Impact: Teachers will have high level instruction following their lesson plans.

Staff Responsible for Monitoring: Administrators

Title I: 2.5.2

Formative Reviews

November	February	May	June
Considerable Progress			

Strategy 8

Teachers will model and utilize highly effective teaching practices in daily instruction including Academic Vocabulary and I Will/We Will statements. Students will be able to relay what the plan

is for the class for the day when administrators are conducting walk-throughs.

Strategy's Expected Result/Impact: Increased instruction to increase scores.

Staff Responsible for Monitoring: Teachers

Title I: 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Considerable Progress

November **February** **May** **June**

Strategy 9

To further promote CCMR readiness, BHS will provide all Freshmen the opportunity to take the TSIA, all Sophomores to take the ASVAB, all Sophomores and targeted Juniors to take the PSAT/NMSQT Test, and all Juniors/Seniors to take the SAT & ACT tests at least once during the School Day SAT/ACT.

Strategy's Expected Result/Impact: Scores will be CCMR ready.

Staff Responsible for Monitoring: Teachers, Administrators

Funding Sources: Testing General Funds (199), $7,000

Title I:

TEA Priorities: Connect high school to career and college

Formative Reviews

Considerable Progress

November **February** **May** **June**

Strategy 10

BHS will continue to offer CTE courses and endorsement strands to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career offerings and to become a completer in a pathway. BHS will partner with NCTC and the community to help students attain additional options for business & industry-based certifications and to form business & industry internship opportunities.

Strategy's Expected Result/Impact: Students will be prepared for life after high school.

Staff Responsible for Monitoring: Teachers, Administrators

Funding Sources: Certification Tests General Funds (199), $10,000

Title I: 2.5.3

TEA Priorities: Connect high school to career and college

Formative Reviews

Considerable Progress

November | February | May | June

Performance Objective 2 ☑ HB3 Goal

BHS will expand post-secondary education opportunities to ensure 95% of students have more options for college, career, and military readiness, gain CCMR points for accountability, and ensure a well-rounded education.

Evaluation Data Source: CCMR report, Accountability, SAT/ACT/TSI scores, IBC certifications.

Strategy 1

Ensure eco-dis students are aware they can take up to 6 hours a semester free of charge for dual-credit at NCTC. Continue the TX College Bridge Curriculum for students who need to earn their CCMR point and for those who need extra support to pass the TSIA exam.

Strategy's Expected Result/Impact: The counselor and CCMR coordinator will support students who wish to take DC courses.

Staff Responsible for Monitoring: Administrators, Counselor, CCMR Coordinator

Funding Sources: College Bridge IMA, $1,500, Dual Credit Textbooks & Tuition General Funds (199), $5,000

Title I: 2.5.2

TEA Priorities: Connect high school to career and college

Formative Reviews

Considerable Progress

November | February | May | June

Strategy 2

Promote the Red River Promise program at NCTC to all high school students to encourage college opportunities and financial aid assistance for students in Montague County with participating 2 and 4 year colleges. Advertise FAFSA nights at BHS and NCTC for support for parents and students to complete their application.

Strategy's Expected Result/Impact: Increase number of students attending college.

Staff Responsible for Monitoring: Administrators, Counselor

Title I: 2.5.2

TEA Priorities: Connect high school to career and college

Formative Reviews

Considerable Progress

November | February | May | June

Strategy 3

CTE advisory council will meet 2 times per year to encourage community and business partnership for internships and expertise of our CTE classes. The CTE advisory board will also coordinate with Nocona ISD to develop joint CTE strategies as required by the Carl Perkins Grant. The CLNA will evaluate CTE learners' performance on federal accountability measures in the aggregate and disaggregated by race, gender, migrant status, and special population groups, the alignment between in-demand and high wage occupations, the programs of study offered within the LEA, improving equity and access, and recruitment, retention, and training of CTE teachers.

Strategy's Expected Result/Impact: Increase opportunities for students for employment after high school.

Staff Responsible for Monitoring: Administrators, CCMR Coordinator, Counselor

Funding Sources: Supplies and Training Perkins, $17,306

Title I: 2.5.2

TEA Priorities: Connect high school to career and college

Formative Reviews

Considerable Progress

November | February | May | June

Strategy 4

The CTE Advisory Board will meet a minimum of one time per year to increase our work-based learning opportunities that provide students in-depth interaction with industry professionals.

Strategy's Expected Result/Impact: Increase opportunities for students for employment after high school.

Staff Responsible for Monitoring: Administrators, Counselor, CCMR Counselor

Funding Sources: Supplies General Funds (199), $1,000

Title I: 2.5.2

TEA Priorities: Connect high school to career and college

Formative Reviews

Considerable Progress

November February May June

Performance Objective 3 ☑ HB3 Goal

BHS aims to improve the percentage of students achieving Meets and Masters Grade Level performance in English and Alg 1 by 10% or maintain a minimum of 60% (Meets) on the 2026 EOC Results, using the 2026 EOC scores as the baseline, Alg I - 36%, ENG I - 53%, ENG II - 64%.

Evaluation Data Source: EOC scores

Strategy 1

BHS Teachers will be provided professional development a minimum of 2x/year to enhance rigor in instruction and to help students reach the Meets & Masters Grade Level performance on the state assessment through the DDI process and use of lesson alignment to the rigor of the TEKS using Lead4Ward Field Guides, TEKS Resource System, and txcte.org resources.

Strategy's Expected Result/Impact: Increase EOC scores in Meets and Masters.

Staff Responsible for Monitoring: Teachers, Administrators

Title I: 2.5.1

Formative Reviews

Moderate Progress

November February May June

Strategy 2

BHS Teachers will utilize the Data Driven Instruction steps through backward design to create unit assessments, lesson plans, analyze the data, provide reteach opportunities, and to collaborate during PLCs with colleagues and administration.

Strategy's Expected Result/Impact: Increase EOC scores.

Staff Responsible for Monitoring: Teachers, Administrators

Title I:

Formative Reviews

Some Progress

November February May June

Strategy 3

To meet HB 3 requirements, school board goals will be presented 3 times per year using interim, EOC, and CCMR data to evaluate the data and close the gap and to look at sub pop progress.

Strategy's Expected Result/Impact: Increase EOC scores.

Staff Responsible for Monitoring: Administrators, Teachers

Formative Reviews

November	February	May	June
Moderate Progress			

Performance Objective 4

BHS will monitor the student groups, including Race/Ethnicity, EcoDis, Foster, Homeless, Migrant, EB, GT, SpEd, Dyslexia, At-Risk, and 504. The two lowest race/ethnicity groups based on Academic Achievement and the focus group will perform at the state target of meets grade-level performance on EOCs as presented in Domain 3 of Accountability or making progress towards the interim target goal for the 2026 year.

Strategy 1

There are currently 0 migrant students enrolled at BHS. As a non-project district, BISD is required to survey all students annually to determine eligibility for the Migrant Education Program (MEP) at enrollment for new students and during the beginning of the year enrollment date for returners.

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: Adminstrators

Formative Reviews

November	February	May	June
Accomplished	Accomplished	Accomplished	

Strategy 2

The Take Flight dyslexia program will be provided to those students who qualify for dyslexia. Students will be identified and served through Special Education or Section 504 for accommodations.

Strategy's Expected Result/Impact: Students will complete the Reading by Design dyslexia program.

Staff Responsible for Monitoring: Teachers, Administrators

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Considerable Progress

November	February	May	June

Strategy 3

BHS teachers will be provided professional development opportunities in best-practice instructional strategies specific to the needs of each special population, including differentiation and inclusion practices. The use of sentence stems and academic vocabulary will be used to help build background knowledge.

Strategy's Expected Result/Impact: Students will increase scores on EOCs and assessments.

Staff Responsible for Monitoring: Teachers, Administrators

Funding Sources: Supplies General Funds (199), $300

Title I: 2.5.3

Formative Reviews

Considerable Progress

November	February	May	June

Goal 2

Bowie ISD will create a safe, orderly, healthy learning environment with staff that utilizes research and specific professional development to promote student engagement and support staff retention.

Performance Objective 1

By the end of the 2026-2027 school year, 100% of BHS instructional staff will complete targeted, research-based professional development focused on strategies to enhance student engagement and learning, increasing student growth from 58% to 70%.

Evaluation Data Source: Professional Development certificates

Strategy 1

Instructional staff will receive yearly training on updates to the state assessment and accountability system, including changes to allowable accommodations that is completed during in-service.

Strategy's Expected Result/Impact: Teachers are knowledgeable about changes in state assessment and accountability.

Staff Responsible for Monitoring: Administrators

Title I:

Formative Reviews

November	February	May	June
Accomplished	Accomplished	Accomplished	Accomplished

Strategy 2

Instructional staff will attend professional development opportunities specific to their grade, subject, and BISD adopted resources. BHS will provide resources necessary for teachers to attend high quality professional development related to district priorities.

Strategy's Expected Result/Impact: Increase teacher knowledge of subject area.

Staff Responsible for Monitoring: Administrators, Teachers

Funding Sources: Travel Teacher General Funds (199), $1,500, Travel Teacher Fine Arts General Funds (199), $1,500, Travel Teacher CTE General Funds (199), $4,500

Title I:

Formative Reviews

November	February	May	June
Moderate Progress			

Strategy 3

Instructional staff will receive MTSS, 504, EB, SPED, GT, & Dyslexia training at the beginning of the 2026-2027 school year.

Strategy's Expected Result/Impact: Increase knowledge for staff on at-risk students.

Staff Responsible for Monitoring: Administrators

Title I:

Formative Reviews

November	February	May	June
Accomplished	Accomplished	Accomplished	Accomplished

Strategy 4

Staff responsible for implementing the new Health TEKS using ESTEEM resource, including teacher, counselor, nurse, and SRO, will attend training prior to implementing on campus. Utilize the ESTEEM resource as approved by the SHAC committee.

Strategy's Expected Result/Impact: All staff will complete ESTEEM training.

Staff Responsible for Monitoring: Administrators, Teachers, Nurse, Counselor, SRO

Funding Sources: ESTEEM Curriculum IMA, $1,200

Title I: 2.5.2

Formative Reviews

November	February	May	June
Moderate Progress			

Strategy 5

Instructional staff will receive training & updates in the use of BISD electronic resources including ASCENDER, DMAC, TEKS Resource System, Google, and online instructional resources.

Strategy's Expected Result/Impact: Staff will be trained during in-service on BISD's electronic resources.

Staff Responsible for Monitoring: Administrators

Title I:

Formative Reviews

Considerable Progress

November	February	May	June

Strategy 6

All BHS teachers and staff will receive child abuse reporting, FERPA, Parental Involvement, and other required Title 1 trainings at the beginning of the 26-27 school year.

Strategy's Expected Result/Impact: Teachers will be knowledgeable about mandatory reporting and trainings.

Staff Responsible for Monitoring: Administrators, Teachers

Title I: 2.5.2

Formative Reviews

Considerable Progress

November	February	May	June

Performance Objective 2

By the end of the 2026-2027 school year, BHS will implement and evaluate a comprehensive recruitment and retention strategy to increase the hiring of highly qualified and effective staff by 25% and improve staff retention rates by 50%.

Evaluation Data Source: Length of teacher employment

Strategy 1

New teachers (first year or new to the district) will be provided with mentor teachers and will participate in BISD's mentoring program at the beginning of the year and throughout the year. Teachers who are new to the profession will attend First Year Teacher Academy through BISD and receive instructional coaching support from Region 9, mentors, administration, and the district instructional coach.

Strategy's Expected Result/Impact: Increased teacher retention and support.

Staff Responsible for Monitoring: Administrators

Funding Sources: General Funds (199), $1,600

Formative Reviews

Considerable Progress

November | February | May | June

Strategy 2

BHS will supplement salaries for teachers who provide extended-day math, reading, and science/ss accelerated instruction/tutoring for students to meet HB 1416 requirements or prepare for STAAR/EOC.

Strategy's Expected Result/Impact: Increased student scores on EOC.

Staff Responsible for Monitoring: Teachers, Administrators

Funding Sources: Summer School Credit Recovery Comp Ed - SCE, $6,000, Summer School HB 1416 Comp Ed - SCE, $6,000

Formative Reviews

Moderate Progress

November | February | May | June

Strategy 3

BHS will utilize the data that was collected in 25-26 for eligible teachers for the Teacher Incentive Allotment. This is used for recruiting and retaining high effective teachers.

Strategy's Expected Result/Impact: Teachers with designations will return to BHS and will gain monetary funds for their excellence in teaching and student growth.

Staff Responsible for Monitoring: Assistant Superintendent, Principal

Formative Reviews

Considerable Progress

November | February | May | June

Performance Objective 3

BHS will continue to improve our comprehensive emergency response procedures to ensure the safety of students and staff. The campus safety team will meet to review and assess these procedures quarterly, addressing any identified needs.

Evaluation Data Source: Navigate drill logs and records for the effectiveness as well as the Fire Chief's report.

Strategy 1

BHS will provide Emergency Operations Plan Classroom Guides to all staff and conduct routine trainings to ensure all staff are prepared to carry out the EOP when needed. All BHS staff will also be trained in using the Standard Response Protocol and Navigate 360 systems during emergencies.

Strategy's Expected Result/Impact: Staff will know how to use programs when an emergency occurs.

Staff Responsible for Monitoring: Administrators, Teachers

Formative Reviews

November	February	May	June
Considerable Progress	Accomplished	Accomplished	Continue/Modify

Strategy 2

BHS will address safety by sending all Safe and Supportive Team members on each campus to the Behavioral Threat Assessment Training through Region 9 or Texas School Safety Center by the beginning of the 26-27 school year.

Strategy's Expected Result/Impact: All staff on Safe and Supportive Team will attend training and submit documentation.

Staff Responsible for Monitoring: Principal

Funding Sources: General Funds (199), $650

Formative Reviews

November	February	May	June
Considerable Progress			

Strategy 3

BHS will address safety by having all staff participate in the Stop the Bleed training by the Bowie Fire Department during 2026-2027 in-service.

Strategy's Expected Result/Impact: Staff will be prepared to handle any emergency that arises.

Staff Responsible for Monitoring: Administrators

Formative Reviews

November	February	May	June
Accomplished	Accomplished	Accomplished	

Goal 3

Bowie ISD will communicate effectively with all stakeholders and seek opportunities to involve parents and the community in school activities, building capacity, and trust through transparency.

Performance Objective 1

By the end of the 2026-2027 school year, BHS will increase parent and community involvement by 20% by implementing a variety of strategies and activities that promote positive communication and contribute to student success. This will be measured through participation rates, feedback surveys, and increased engagement in school-related events.

Evaluation Data Source: Sign-ins from campus events

Strategy 1

BHS will have at least two campus wide assemblies to focus on expectations; a positive campus experience, safety, etc.

Strategy's Expected Result/Impact: Increase in respect among students and staff and improved behavior.

Staff Responsible for Monitoring: Administrators

Formative Reviews

November	February	May	June
Moderate Progress			

Strategy 2

BHS will host at least one event to encourage parents to participate in the educational planning of their students (ex. FAFSA Night, Parent Power Hour, etc.)

Strategy's Expected Result/Impact: Increase attendance of parents at events.

Staff Responsible for Monitoring: Administrators

Formative Reviews

November	February	May	June
Accomplished	Accomplished	Accomplished	

Strategy 3

BHS will post pictures of weekly academic activities occuring in the classroom to inform parents and the community.

Strategy's Expected Result/Impact: Increase parent's knowledge of what their students are doing in the classroom.

Staff Responsible for Monitoring: Administrators, Teachers

Formative Reviews

Moderate Progress

November	February	May	June

Strategy 4

BHS Student Success Team and school nurse will ensure the needs of pregnant and homeless students are met through the coordination of services provided by outside agencies, that food service codes the students for free and reduced lunches, and the students have their hygiene supplies and school supplies needs met.

Strategy's Expected Result/Impact: Students who need additional assistance will have needs met.

Staff Responsible for Monitoring: Counselor, Nurse, Administrators

Funding Sources: Supplies for homeless students Title 1, $100

Formative Reviews

Some Progress

November	February	May	June

Strategy 5

Administrative designee will meet with the parent/guardian of any student who withdraws to home-school or is not enrolling in another public or private school to prevent dropout identification. Withdrawal to Homeschool documentation must be signed by the parent/guardian at the time of withdrawal.

Strategy's Expected Result/Impact: Decrease number of students who want to home-school.

Staff Responsible for Monitoring: PEIMS Clerk, Administrators

Formative Reviews

Considerable Progress

November	February	May	June

Strategy 6

Training will be provided for staff on the prevention of bullying and school violence, discipline managment, suicide awareness and prevention, conflict resolution, child abuse, family violence, sexual harassment, dating violence, and sex-trafficking. Students who are victims of any form of threat may utilize the district's BOJO Tip Line to report their concerns. BHS will also address school safety by meeting as a Behavioral Threat Assessment team, including the administrators, counselor, Special Education teacher, and SRO, as needed, and documenting meetings on the Google drive.

Strategy's Expected Result/Impact: Staff will be aware of safety protocols and how to implement.

Staff Responsible for Monitoring: Teachers, Administrators

Formative Reviews

Considerable Progress

November	February	May	June

Strategy 7

Parent Family Engagement Policy will be developed by a committee in Spring, 2027 and posted on the BHS website. The School-Parent Compact will be included in students' enrollment paperwork to continue to inform and engage our parents about their students' success.

Strategy's Expected Result/Impact: Increase parent involvement in students' education.

Staff Responsible for Monitoring: Administrators

Formative Reviews

Considerable Progress

November	February	May	June

Performance Objective 2

By the end of the 2026-2027 school year, BHS will maintain an attendance rate of 96% or higher and a 100% graduation rate, through targeted interventions and support programs for students.

Evaluation Data Source: Daily attendance rate.

Strategy 1

BHS will develop attendance strategies to ensure a 96% or higher attendance rate, including final exam exemptions, meetings with seniors, Perfect Attendance off-campus lunches, etc.

Strategy's Expected Result/Impact: Increase incentives to promote student attendance.

Staff Responsible for Monitoring: PEIMS Clerk, Teachers, Adminstrators

Formative Reviews

Some Progress

November | February | May | June

Strategy 2

BHS will monitor students at risk for dropping out and provide necessary intervention, and options for credit completion, including ALA attendance.

Strategy's Expected Result/Impact: Decrease number of students who want to drop out.

Staff Responsible for Monitoring: PEIMS Clerk, Counselor, Administrators

Formative Reviews

Moderate Progress

November | February | May | June

Strategy 3

For students who become pregnant while at BHS, BHS will provide Compensatory Educational Homebound Instruction (CEHI) services for 6 weeks postpartum (up to 10 weeks with physician's note) or prenatal CEHI with a physician's note (must state specific medical need). The comp ed allotment for PRS funding would be used for the CEHI services that BISD provides for the student who is pregnant. CEHI would be provided to increase attendance and reduce dropout rates at the high school.

Strategy's Expected Result/Impact: Increase graduation rate of students who become pregnant.

Staff Responsible for Monitoring: Counselor, Administrators

Funding Sources: Comp Ed - SCE, $3,000

Formative Reviews

Moderate Progress

November | February | May | June

Strategy 4

Bowie HS will increase student participation in extra-curricular activities through analyzing student involvement percentages across campus activities to increase by 10% of students actively involved in programs and activities.

Strategy's Expected Result/Impact: Increased student involvement will increase the attendance rate

Staff Responsible for Monitoring: Administration and Extracurricular coaches/sponsors

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	May	June
Moderate Progress			

State Compensatory Education

State Compensatory

Budget for Bowie High School

Total SCE Funds: $162,308.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

State Compensatory Education funds pay salaries for 2.82 FTEs who are directly responsible for supplementing and supporting at-risk students to help them perform on grade level. State Compensatory Education funds are also used for Region 9 support co-op, IXL, Edmentum, and Lowman subscriptions that supplements class instruction and uses individualized student data to create pathways to fill in gaps in prerequisite skills.

Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

The District and Campus Improvement Teams are selected yearly based on district policy and include teachers, administrators, parents, community, and business representatives. The District Improvement Team meets periodically throughout the year as needed. An Improvement Planning Retreat is held in July each year to review the purpose and importance of conducting a Comprehensive Needs Assessment with the District Improvement Team. The District and Campus Improvement Plans are evaluated to determine if Performance Objectives have been met and if designated strategies have been completed effectively. A Comprehensive Needs Assessment is conducted for the district and each campus, which includes reviewing assessment data from various sources such as RDA Reports, the TAPR report, Accountability data, Early Childhood data, and program evaluations. Data is collected at multiple levels, including multi-year trend data. The Comprehensive Needs Assessment (CNA) focuses on achievement for special populations such as At-Risk, Special Education, English Learners, Economically Disadvantaged, and Gifted and Talented. Surveys are conducted to gain information from various sources, including parents, students, and staff. Data from various programs such as CTE, all Title program areas, Technology, Maintenance, Food Services, Transportation, Curriculum and Instruction, Student Achievement, and School Safety are included. After reviewing and analyzing the data, the DIT sets priorities and recommends implementing strategic initiatives in the District and Campus Improvement Plans. The Campus Improvement Teams meet following the District Improvement Team Meeting to ensure that a comprehensive, focused approach is implemented throughout the district. That clear alignment exists between the identified needs described in the Comprehensive Needs Assessment, the District's Performance Objectives and Strategies, and the Campus Strategies.

At least once every two years, an evaluation will be conducted to evaluate the District Improvement Team Campus Needs Assessment procedures and staff development activities. A public meeting is held in January of each year to disseminate the results of the TAPR report to the public.

1.2 Location for Evidence of Multiple Meetings Held

Evidence of multiple meetings held can be found in the Committee Meetings section of Plan4Learning with uploads of the Sign-in sheet and under notes there will be an upload of the Agenda, notes, and minutes.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The campus improvement plan is monitored and revised regularly. The CIP committee meets 3 times per school year to review goals and data used thus far to ensure strategies are being performed with fidelity. Formative reviews are conducted to ensure quarterly data points are being reached. If the committee agrees to adjustments and/or changes, the CIP will be corrected accordingly.

2.2 Stakeholders 1114(b)(2)

The Campus Improvement Plan (CIP) is developed in collaboration with parent(s), community member(s), business owner(s), and campus personnel, including teachers, paraprofessionals, campus leaders, leadership team members, and district administration. The list of stakeholders who participate in the development and review of the CIP may be found in Plan4Learning in the Committees section. Sign-in sheets with member names and roles are used and uploaded for evidence.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

The CIP will be available to parents electronically and in paper format in English and translated into Spanish for families needing it. The CIP is posted on the campus website, and after each formative review, the website is updated with the latest plan. Hard copies of the actual document will be available in the front office on campus.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

Bowie ISD campuses collaborate with a variety of programs and services to support students and families. The district implements violence prevention and intervention strategies through campus safety protocols, counseling services, and character education. Nutrition programs are provided through the federally funded school meal program, with additional emphasis on healthy choices and education. Housing resources are made available through referrals to local agencies that support families in need. Adult education opportunities are available through community partnerships that provide literacy, GED, and workforce readiness programs. Career and Technical Education (CTE) courses are offered at the secondary level to prepare students for college, career, and military readiness. For campuses identified for comprehensive or targeted support and improvement, the district develops and implements evidence-based interventions, monitors progress, and evaluates program effectiveness to ensure improved outcomes for all students. Currently, we do not have any campuses with these labels.

2.5 Statutorily Required Descriptions 1114(b)(7)(A)

In accordance with Section 1114(b)(7)(A), the campus improvement plan includes a description of how the campus will use Title I, Part A funds to support programs, activities, and academic interventions that strengthen the academic program of the school, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum.

At Bowie ISD campuses, Title I funds are coordinated with programs such as:

- **Violence Prevention & Intervention** – Counseling, behavior supports, and character education initiatives.
- **Nutrition Programs** – Access to federally funded school meal programs and promotion of healthy food choices.
- **Housing Support** – Referrals to community agencies for students and families in transitional or unstable housing situations.
- **Adult Education** – Referrals and partnerships that support GED, literacy, and workforce readiness for parents and families.
- **Career and Technical Education (CTE)** – Secondary courses and certifications that prepare students for college, career, and military readiness.
- **Comprehensive or Targeted Support & Improvement Activities** – Evidence-based interventions implemented, monitored, and evaluated on identified campuses to address achievement gaps and ensure all students meet academic standards.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

The CIP will be reviewed annually through three scheduled review meetings, during which each strategy will be examined and the performance of each objective and goal will be evaluated. In the notes section, documentation and details are recorded after each review. Each July, the CIT committee will analyze the plan's identified strengths and opportunities for growth. The school-wide program evaluation is incorporated in the campus needs assessment process along with STAAR data, Accountability, program evaluations, and surveys. This process is vital in setting the standard expectations for the following year's CIP. Records of these meetings with agendas, minutes, notes and sign-in sheets are maintained in the Plan4Learning platform under the Committee section through uploaded documentation.

Title I Personnel

Name	Position	Program	FTE
Ashley Sanders	College Bridge Teacher	TItle IV	0.6

Committees

Committees

Campus Improvement Team

Meeting Logs

Date	Location	Sign In Sheet	Notes
July 15, 2026 @ 8:30 AM	BHS Cafeteria	--	--

Members

First Name	Last Name	Position	Committee Role
Dean	Johnson	Principal	Administrator
Diana	Calderon	Assistant Principal	Administrator
Tabatha	Jones	CCMR Coordinator	CCMR Coordinator
Christy	Baker	Special Programs Coordinator	Special Programs Coordinator
Steffani	Cornelison	Counselor	Counselor
Tyler	Price	Athletic Director	Athletic Director
Mayson	Hornsby	Teacher	Classroom Teacher
Kelly	Delaney	Teacher	Classroom Teacher
Jennifer	Collins	Teacher	Classroom Teacher
Lynda	Filline	Teacher	Classroom Teacher
Aimee	Ashley	Business Representative	Business Representative
Jennifer	Miller	Business Representative	Business Representative
Jeff	Jackson	Community Representative	Community Representative
Lauren	Dosch	Parent	Parent
Tamie	McCollum	Parent	Parent

Funding Summary

Funding Summary

General Funds (199)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Lowman	--	$500.00
1	1	9	Testing	--	$7,000.00
1	1	10	Certification Tests	--	$10,000.00
1	2	1	Dual Credit Textbooks & Tuition	--	$5,000.00
1	2	4	Supplies	--	$1,000.00
1	4	3	Supplies	--	$300.00
2	1	2	Travel Teacher	--	$1,500.00
2	1	2	Travel Teacher Fine Arts	--	$1,500.00
2	1	2	Travel Teacher CTE	--	$4,500.00
2	2	1		--	$1,600.00
2	3	2		--	$650.00
				Sub-Total	$33,550.00

Comp Ed - SCE

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Edmentum	--	$21,655.00
1	1	3	IXL	--	$1,500.00
2	2	2	Summer School Credit Recovery	--	$6,000.00
2	2	2	Summer School HB 1416	--	$6,000.00
3	2	3		--	$3,000.00
				Sub-Total	$38,155.00

Title 1

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4	Supplies for homeless students	--	$100.00
				Sub-Total	$100.00

Perkins

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Supplies and Training	--	$17,306.00
				Sub-Total	$17,306.00

IMA

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	College Bridge	--	$1,500.00
2	1	4	ESTEEM Curriculum	--	$1,200.00
				Sub-Total	$2,700.00

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	--	--	Lee Ann Farris	9/9/2024
Child Abuse and Neglect	--	--	Lee Ann Farris	9/9/2024
Coordinated Health Program	--	--	Lee Ann Farris	9/9/2024
Decision-Making and Planning Policy Evaluation	--	--	Lee Ann Farris	9/9/2024
Dropout Prevention	--	--	Lee Ann Farris	9/9/2024
Dyslexia Treatment Program	--	--	Lee Ann Farris	9/9/2024
Title I, Part C Migrant	--	--	Lee Ann Farris	9/9/2024
Pregnancy Related Services	--	--	Lee Ann Farris	9/9/2024
Post-Secondary Preparedness	--	--	Lee Ann Farris	9/9/2024
Recruiting Teachers and Paraprofessionals	--	--	Lee Ann Farris	9/9/2024
Student Welfare: Crisis Intervention Programs and Training	--	--	Lee Ann Farris	9/9/2024
Student Welfare: Discipline/Conflict/ Violence Management	--	--	Lee Ann Farris	9/9/2024
Technology Integration	--	--	Lee Ann Farris	9/9/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	--	--	Lee Ann Farris	9/9/2024