

Campus Improvement Plan

2023-2024



Bowden Academy

Section	Page
Board of Trustees	3
Vision, Mission, and Core Beliefs	4-5
Comprehensive Needs Assessment	
Processes	6
Demographics	7
Student Learning	8
Perceptions	9
Processes and Programs	10
Improvement Plan	
Demographics	11
Student Learning	12
Perceptions	13
Processes and Programs	14
Quarterly Review of Strategies	
Quarter 1 Strategy Formative Review	15
Quarter 2 Strategy Formative Review	16
Quarter 3 Strategy Formative Review	17
Quarter 4 Strategy Summative Review	18
Quarter 4 Summative Plan Review	19
Summative Review of Plan	
Appendix	
Quality Checklist	21
Assurances and Plan Approval Information	22
Committees Members	25
Data Tables	26



President
Christina Martinez
District 6



Vice President
Alicia Sebastian
District 2



Secretary
Arthur V. Valdez
District 4



Trustee
Sarah Sorensen
District 1



Trustee
Leticia Ozuna
District 3



Trustee
Stephanie Torres
District 5



Trustee
Ed Garza
District 7



Superintendent of Schools
Dr. Jaime Aquino

VISION

Our primary purpose of improving lives through a quality education is driven by an unrelenting determination to graduate all our students and prepare them for success in higher education. Our ideology is reflected in our fundamental beliefs, commitments, and core values that guide us in our daily practices.

MISSION

To transform SAISD into a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

CORE VALUES

- Student Centered
- High Expectations
- Commitment
- Passion
- Integrity
- Respect
- Teamwork

CORE BELIEFS

- Every student can learn and achieve at high levels.
- We are responsible for the education and safety of every student.
- We are responsible for the efficient and effective operation of the school system.
- Everyone should be treated with respect.
- People support what they help create.

SAISD 5 Year Board Goals

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from 35% in August 2022, to 50% in August 2027.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from 16% in August 2022, to 50% in August 2027.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2022, to 30% in August 2027.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2023-2024 Board Goals

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from ____ in August 2023, to ____ in August 2024.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from ____ in August 2023, to ____ in August 2024.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from ____ in August 2023, to ____ in August 2024.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD 2023-2024 Campus Goals

1. **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from ____ in August 2023, to ____ in August 2024.
2. **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who are Meets grade level in math across all grades from ____ in August 2023, to ____ in August 2024.
3. **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from ____ in August 2023, to ____ in August 2024.
4. **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the state academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging state academic standards and any other factors as determined by the campus. [ESSA Sec. 1114(b)(6)]

CNA Development Dates	Meeting Topics and Actions
Meeting #1 1/18/23	<ul style="list-style-type: none"> Review last years CIP and start working on this year's CNA Align the CNA work to ESF
Meeting #2 5/15/23	<ul style="list-style-type: none"> ESF Lever 5 Accomplished on Domain 1,2,3 This year the work will be on 4,5 P4E

How was the CIP summative evaluation from the previous year used to determine effectiveness and inform decisions for the current year?

Information from the Summative evaluation from the 2022-2023 school year was used to determine areas still in need for our campus for the 2023-2024 school year:

- Parent and community involvement continue to be a need. Attendance rates at parent meetings remain low.
- Based on student outcomes at all grade levels, professional development will be focused on differentiation strategies within small group intervention, strategic and targeted based on student data
- Based on preliminary STAAR results, and MAP data our students continue to score below grade level compared to district and state
- Based on discipline referrals for this school year, we will continue to examine routines and procedures for a campus wide behavior intervention plan.
- Based on student outcomes, we will continue to focus on unpacking the TEKS and alignment for all Tier 1 students across the campus
- The attendance initiatives never actualized systematically, this year our focus will be to establish systems that monitor and address target concerns.

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment				
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.				
Demographics (Minimum 2 Areas)				
Area Examined	Data Sources	Problem Statements and Root Causes		
Student Behavior	Behavior Referral System	PS DE-1	95% of discipline referrals come from middle school.	
		RC DE-1	<ul style="list-style-type: none"> Lack of consistent behavioral expectations. 	
Student Attendance	Attendance Rosters/ ADA	PS DE-2	Our average daily attendance rate is 87.1%.	
		RC DE-2	<ul style="list-style-type: none"> Lack of attendance monitoring process and procedures. 	
		PS DE-3		
		RC DE-3		
		PS DE-4		
		RC DE-4		
Data Determinations	<p>In 2022-2023 we had x discipline referrals</p> <p>Behavioral expectations vary widely from teacher to teacher resulting in inconsistent and confusing expectations for students. There is a lack of systems in place for cohesive classroom management which has impacted the Middle School culture. Out of classroom learning opportunities enhanced the student experience.</p> <p>Lack of attendance tracking systems and motivational strategies resulted in low attendance rate.</p>			

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment			
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.			
Student Learning (Minimum 2 Areas)			
Area Examined	Data Sources	Problem Statements and Root Causes	
Intervention/Tier 1 instruction	STAAR Results, MAP data, campus assessments , intervention supports, coaching and feedback	PS SL-1	Student STAAR ELAR growth score dropped 17% from 2022 to 2023.
		RC SL-1	<ul style="list-style-type: none"> Lack of consistent tier 2 interventions and small group instruction and Lack of consistent coaching & feedback.
Intervention/Tier 1 instruction	STAAR Results, MAP data, campus assessments , intervention supports	PS SL-2	Student STAAR Math growth score dropped 17% from 2022 to 2023.
		RC SL-2	<ul style="list-style-type: none"> Lack of consistent tier 2 interventions and small group instruction and lack of consistent coaching & feedback.
		PS SL-3	
Data Determinations	<p>Based on preliminary STAAR data and MAP EOY, more than half of Bowden students are below grade level. More than 70% Most data points show that Bowden students consistently show significant gaps in their learning. The STAAR redesign in the 22-23 school year has been a challenge for our students and data is trending behind the previous school year. Preliminary 22-23 STAAR data demonstrates that the campus has regressed to an anticipated F rating.</p> <p>Students who received small group instruction showed the most growth.</p>		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment			
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.			
Perceptions (Minimum 2 Areas)			
Area Examined	Data Sources	Problem Statements and Root Causes	
Family Engagement	Event sign in sheets, volunteers at events	PS PE-1	Bowden Academy parent involvement is low. On average, about 5% of families volunteer consistently at Bowden and attend campus events.
		RC PE-1	<ul style="list-style-type: none"> Lack of parent outreach, notices/invitations for events, and events centered on parent needs, and culturally relevant topics
Student behaviors	Discipline data, student surveys	PS PE-2	Bowden Academy has a high rate of student placement in DAEP, OSS, and ISS.
		RC PE-2	<ul style="list-style-type: none"> Lack of consistent and effective positive behavior supports, and Lack of consistent messaging from administration to teacher expectations
		PS PE-3	
		RC PE-3	
		PS PE-4	
		RC PE-4	
Data Determinations	2022-2023: (605 DAEP days, 256 OSS days, 118 ISS days)		

ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment

The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

Processes and Programs (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Professional development	DSE, TTESS, IFT	PS PP-1	60% of Teachers voiced that they feel that professional development has not been a priority or differentiated. 75% of teachers further stated that the current professional development plan does not address their instructional needs.
		RC PP-1	<ul style="list-style-type: none"> PD is only happening once monthly
MTSS	Branching Minds MAP Data Staar data	PS PP-2	72% Bowden students are At Risk, compared to the state 53.5% and district 69.3%.
		RC PP-2	<ul style="list-style-type: none"> Lack of consistent and effective interventions
		PS PP-3	
		RC PP-3	
		PS PP-4	
		RC PP-4	
Data Determinations	<p>The elimination of weekly half days for professional development and data analysis has required that some of the work that was traditionally accomplished during that time be moved. Daily demands were extremely high leading to a lack of focus on instruction, and teachers have received less instructional support than needed. Less professional development time has made it difficult to gain traction on any one topic in adult learning.</p> <p>Based on Insight Data:</p> <p>56% ESF 2: Provided me with regular, positive feedback (this percentage decreased from last school year)</p> <p>56% ESF 5: I am satisfied with the support I receive at my school for instructional planning. (this percentage is below the district's)</p>		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Demographics Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	1	By the end of the 23-24 SY, Bowden Academy will have 20% less discipline referrals.	The leadership team will conduct a needs assessment to identify behavioral/SEL concerns in order to create school-wide expectations. The team will create a tiering systems for behavioral infractions.	Erica Castillo, MS Assistant Principal	
		Quarterly KPIs	By the end of Quarter 1 professional development provided to teachers on Bobcat Block/Middle School Minute. Common area expectations will be created and presented to students during PE classes. Students with zero infractions for the grading period will be highlighted. By the end of Quarter 2 student discipline referrals will decrease by 10%. Students with zero infractions for the grading period will be highlighted. By the end of Quarter 3 student discipline will decrease by 15%. Students with zero infractions for the grading period will be highlighted. By the end of the year a decrease of 20% of student discipline referrals. Students with zero infractions for the grading period will be highlighted.		
DE-2	1	By the end of the year, the campus attendance rate will average 90%.	Implement an attendance committee. The Director of Operations will engage with families of chronically absent students using multiple means to include phone calls, emails, and home visits.	Marigel De Leon, Ops Coord.	
		Quarterly KPIs	By the end of Quarter 1, the attendance plan will be communicated to staff and families. The attendance committee will have created a calendar of incentives, and designed a tracking system. The campus attendance rates will be at 88%. By the end of Quarter 2, high leverage families will be identified and the attendance committee will determine appropriate interventions. Campus attendance rates will increase to 89%. By the end of quarter 3, the number of tier 3 attendance families will have decreased and the campus attendance rate will increase to 90%. By the end of quarter 4, the campus attendance rate will maintain at 90%.		
DE-3					
		Quarterly KPIs			
DE-4					
		Quarterly KPIs			

2.1 - Campus Improvement Plan (CIP)

The CAC will create **Student Learning** Performance Objectives based on Problem Statements and Strategies based on Root Causes

#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1	40% of all students 3rd - 8th will score Meets on Reading STAAR. 75% of all students in grades 3rd-8th will show growth on STAAR from previous year. 5th & 8th: 55% of all students will score Approaches on Science and Social Studies STAAR tests. Student Learning 1	We will design and deliver STAAR aligned interim assessments every 6 weeks. We will disaggregate the data to make informed decisions.	Venus Davis, Principal Instructional Coach Gabriela Gonzalez	210/ CRT Supplemental Pay/ \$30,000 Intervention materials Tutoring Title-1 Transportation and entry fees \$10,000
		Quarterly KPIs	By the end of Quarter 1, 10% of all students in 3rd-8th grade will score Meets on the Reading Interim, 20% of students in grades 3rd-8th will show growth and 20% of students in 5th and 8th grade will score Approaches on the Science Interim, 20% of 8th graders will score Approaches on the Social Studies Interim. By the end of Quarter 2, 20% of all students in 3rd-8th grade will score Meets on the Reading Interim, 35% of students in grades 3rd-8th will show growth and 30% of students in 5th and 8th grade will score Approaches on the Science Interim, 30% of 8th graders will score Approaches on the Social Studies Interim. By the end of Quarter 3, 30% of all students in 3rd-8th grade will score Meets on the Reading Interim, 50% of students in grades 3rd-8th will show growth and 35% of students in 5th and 8th grade will score Approaches on the Science Interim, 35% of 8th graders will score Approaches on the Social Studies Interim. By the end of Quarter 4 40% of all students 3rd - 8th will score Meets on Reading STAAR. 75% of all students in grades 3rd-8th will show growth on STAAR from previous year. 5th & 8th: 55% of all students will score Approaches on Science and Social Studies STAAR tests.		
SL-2	1	K: 60% of students will score on grade level on end of year mClass. 1st: 26% of students will score on grade level on end of year mClass. 2nd: 55% of students will score on grade level on end of year mClass. Student Learning 1	Hiring certified retired teachers to provide small group and tier 2 interventions. Create schedules of interventions to monitor interventions. Leverage a campus PLC culture and instructional coaching and district resources to maximize implementation of quality instruction.	Venus Davis, Principal Instructional Coach Gabriela Gonzalez	282-ESSER 210/ CRT Supplemental Pay/ \$30,000 Title 1-211 Transportation and entry fees \$15,000
		Quarterly KPIs	By the end of Quarter 1, BOY mClass will be administered and mClass intervention training will be provided to staff. The data will be used to form strategic groups for CRTs. By the end of Quarter 2, small group instruction will be delivered and progress monitoring will determine growth. By the end of Quarter 3, 30% of students will score on grade level on MOY mClass, 13% of 1st graders will score on grade level on MOY mClass and 28% of 2nd graders will score on grade on MOY mClass. By the end of Quarter 4, 60% of students will score on grade level on end of year mClass. 1st: 26% of students will score on grade level on end of year mClass. 2nd: 55% of students will score on grade level on end of year mClass.		
		Quarterly KPIs			

2.1 - Campus Improvement Plan (CIP) The CAC will create Processes and Programs Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	1	By the end of the year, 80% of professional development reflection data will demonstrate that teachers feel as though Professional Development is prioritized, differentiated and addressed their instructional needs.	Needs assessments, interest inventories, and T-TESS data will inform professional development topic decisions.	Venus Davis, Principal Laura Halvorson, Assistant Principal Erica Castillo, Assistant Principal Gabriela Gonzalez, Instructional Coach	211-13-6119-Instructional Coach Position 89,133
		Quarterly KPIs	By the end of Quarter 1, needs assessment, interest inventories, and PD calendar through the end of the school year will have been designed. By the end of Quarter 2, 40% of teachers will have demonstrate PD is prioritized, differentiated and addressed their instructional needs. By the end of Quarter 3, 60% of teachers will have demonstrate PD is prioritized, differentiated, and addressed their instructional needs. By the end of Quarter 4, 80% of teachers will have demonstrate PD is prioritized, differentiated, and addressed their instructional needs.		
PP-2	1	By the end of the year, 85% of teachers will be coached utilizing the coaching cycle.	Implement a clear coaching cycle that provides feedback to positively impact student outcomes. The coaching cycle will consist of the following four components: goal setting, planning (coaching actions for implementing and monitoring the plan), observation, and reflection.	Venus Davis, Principal Laura Halvorson, Assistant Principal Erica Castillo, Assistant Principal	211-13-6119-Instructional Coach Position 89,133
		Quarterly KPIs	By the end of Quarter 1, 85% of teachers will be assigned a coach. By the end of Quarter 2, 40% of teachers will have completed a coaching cycle. By the end of Quarter 3, 60% of teachers will have completed a coaching cycle. By the end of Quarter 4, 85% of teachers will have completed a coaching cycle.		
PP-3					
		Quarterly KPIs			
PP-4					
		Quarterly KPIs			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create Perceptions Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	1	During the 2023-2024 school year, we will increase active parent volunteers and community engagement by 50%.	Implement a minimum of two parent led meetings for each semester, focused on recruiting volunteers and providing parent training/education.	FACE Specialist	
		Quarterly KPIs	Q1= Identify one to three parent leaders to establish campus parent advisory group that will lead parent meetings. Q2= One parent co-led meeting during Cafecito. Establish a daily volunteer check-in system and volunteer station to assist with tasks for volunteers. Q3: attendance at parent events will increase by 25% Q4 attendance will increase by 35%, Q4.		
PE-2	1				
		Quarterly KPIs			
PE-3					
		Quarterly KPIs			
PE-4					
		Quarterly KPIs			

2.2 – First Quarterly Review Meeting

The CAC will use artifacts and data to check KPI progression for all strategies.

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE1	By the end of Quarter 1 professional development provided to teachers on Bobcat Block/Middle School Minute. Common area expectations will be created and presented to students during PE classes. Students with zero infractions for the grading period will be highlighted.	MT	Teachers were provided professional development for the Middle School Minute and it is implemented during Pride Time Monday-Thursday. Common area expectations were designed and posters were created and displayed across the campus. Assistant Principals met with all grade levels to explain the expectations. Middle School students who had zero infractions were highlighted at an after school event. Discipline referrals have decreased 32% in the first quarter.
DE2	By the end of Quarter 1, the attendance plan will be communicated to staff and families. The attendance committee will have created a calendar of incentives, and designed a tracking system. The campus attendance rates will be at 88%.	MT	The attendance plan was communicated to staff at a faculty meeting and to families at a Cafecito. The Attendance Committee was created and generated a calendar of incentives and designed a tracking system. The campus attendance rate is currently is 91.2%.
SL-1	By the end of Quarter 1, 10% of all students in 3rd-8th grade will score Meets on the Reading Interim, 20% of students in grades 3rd-8th will show growth and 20% of students in 5th and 8th grade will score Approaches on the Science Interim, 20% of 8th graders will score Approaches on the Social Studies Interim.	MT	38% of all students 3rd -8th scored Meets on the Reading Interim #1; 63% of students in grades 3rd - 8th grade showed growth on IA #1 69% reading, 57% math; 28% of students in 5th and 8th grade scored Approaches on the Science Interim (13% for 5th and 42% for 8th); 55% of 8th graders scored Approaches of the Social Studies Interim.
SL-2	By the end of Quarter 1, BOY mClass will be administered and mClass intervention training will be provided to staff. The data will be used to form strategic groups for CRTs.	MT	BOY mClass was administered during the district window. Professional Development on mClass intervention was provided to staff by Sara Santagata. The data was used to form intervention groups supported by the CRTs.
PP-1	By the end of Quarter 1, needs assessment, interest inventories, and PD calendar through the end of the school year will have been designed.	MT	The teachers were provided with a needs assessment and interest inventories which was then used to design a PD calendar to meet the needs of the staff to include teacher presentations.
PP-2	By the end of Quarter 1, 85% of teachers will be assigned a coach.	MT	Teachers have been assigned a coach that is supporting them through DSEs weekly.
PE-1	Identify one to three parent leaders to establish campus parent advisory group that will lead parent meetings.	MT	We have 4 parents that have been consistent in attending these year's cafecito, additionally we have one parent who has the idea of doing a school wide play.
PE-2	Provide opportunities for families to identify parent training topics and where resources will be housed for parents that support student learning and achievement, through feedback and surveys in cafecito	MT	A feedback survey is constantly given out at Cafecitos, and parents have shared topics that they are interested in. the FACE specialist has reached out to organizations that are experts in the topics parents are requesting.

2.2 – Second Quarterly Review Meeting The CAC will use artifacts and data to check KPI progression for all strategies.			
GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps

2.2 – Third Quarterly Review Meeting The CAC will use artifacts and data to check KPI progression for all strategies.			
GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps

2.2 – Fourth Quarterly Review Meeting The CAC will use artifacts and data to check KPI progression for all strategies.			
GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps

3.1 - Annual Summative Assessment - Summative Evaluation of Performance Objectives The CAC will use artifacts and data to evaluate all Performance Objectives.		
Performance Objective	Q4 Rating	Findings / Next Steps

District Purchases					
Whenever a district-level department makes purchases for your campus using ESSER or State Comp Ed funds, those purchases must be “pushed in” into your Improvement Plan. The campus is not responsible for monitoring or evaluating this page's strategies and performance objectives.					
Multiple Measure		Problem Statement & Root Cause			
Always Learning GPS					
#	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount

Campus Improvement Plan Quality Checklist							
Comprehensive Needs Assessment - Problem Statements and Root Causes							
All are based on the analysis of data and we have listed all sources.				All are based on the success criteria of the ESF.			
All are based on issues that the campus can control and improve on.				All talk to adult systems and behaviors.			
Improvement Plan – Performance Objectives							
All are in SMART format				All are tied to at least one problem statement.			
All are measured by a data source.							
Improvement Plan – Strategies							
All are in BEST format.				All strategies are targeted to eliminate at least one root cause.			
All are measured by quarterly KPI outcomes.				Entire plan has been checked for spelling and grammar.			
Federally Required Strategies – Do we have strategies that address -							
Accelerated Learning	X	Support for Special Populations	X	Parent & Family Engagement	X	Students Not On Grade Level	X
Recruiting/Retaining Teachers	X	Violence Prevention/Intervention		Professional Development	X	Dropout Prevention / Enrollment	
Physical Activity		Social and Emotional Support	X	Student Attendance	X	Transition PK to Elementary	
Quality of Learning Environment	X	CCMR - Secondary		MTSS – Behavioral Interventions	X		
Equitable Availability of the Campus Improvement Plan to Parents				Equitable Availability of the School-Parent Compact to Parents			
Physical Locations of the Plan	Printed in Front Office Binder			Physical Locations of the Plan	Printed in Front Office Binder, posted in Family Bulletin Board, distributed during fall parent-teacher conferences.		
Languages Available	English and Spanish upon request			Languages Available	English and Spanish		
URL to Online Version	https://schools.saisd.net/upload/page/0095/docs/147_01_bowden_cip_2023-2024.pptx.pdf			URL to Online Version	https://schools.saisd.net/page/147.homepage		
Equitable Availability of Parent-Family Engagement Policy to Parents							
Physical Locations of the Policy	Front Office Binder, posted in Family Bulletin Board,			How and When was the PFE Policy Distributed			
Languages Available	English and Spanish			Distributed during fall parent-teacher conferences, and available in our school website			
URL to Online Version	https://schools.saisd.net/page/147.homepage						

Title I Compliance Documentation and Submissions			
Comprehensive Needs Assessment, Campus Improvement Plan, and Quarterly Checks (ESSA Title I SWE 1.1, 2.1, 2.2, 2.3, and 3.1)			
Action	Documentation	CIP Location / Upload Location	Done
Comprehensive Needs Assessment	Description of the CNA process, data sources used, and outcomes from the Summative Evaluation	CIP - CNA Process	
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting		
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
	The CIP is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	Google Shared Folder	
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # __) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Summative Review	Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued.	CIP - Summative Review	
	Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), and has the principal's initials or signature	Google Shared Folder	
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

Title I Compliance Documentation and Submissions			
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
Documentation	Description	CIP Location / Upload Location	Done
PFE Distribution	Answered how and when was your PFE Policy distributed	CIP - Quality Checklist	
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website		
PFE Meetings	Upload at <u>least 4 invitations/notices</u> representing family engagement meetings and trainings on different days and times	Google Shared Folder	
School-Parent-Compact (ESSA Sec. 1116(d))			
School-Parent Compact	A copy of the Compact in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), has the principal’s initials or signature, and a scanned, signed copy of the School-Parent Compact Certification	Google Shared Folder	
	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
School-Parent Compact Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		
Annual Title I Meeting (ESSA Sec. 1116(D)(c)(1) / Value and Utility of Parents (ESSA Sec. 1116(e)(3))			
Title I Meetings	Dated invitations/notices of a minimum of 2 meetings	Google Shared Folder	
	Presentation/Slide Deck and agendas for both meetings		
	CIP was presented to parents & families during Title I meeting presentation as noted on agenda		
	Campus Parents Right to Know information was included in Title I meeting presentation/slide deck		
	Dated sign-in sheets that include printed names,roles, and signatures for <u>both</u> meetings		
Staff Training: Value & Utility of Parents	Presentation/Slide Deck and agenda		
	All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures		

Assurances and Approval Information**Assistant Superintendent Assurance**

As Assistant Superintendent for this campus, I will provide or facilitate the necessary district-level support mechanisms to support the principal in successfully implementing this Campus Improvement Plan. I also understand I am responsible for ensuring the principal carries out the plan elements as required by ESSA Title I and State Compensatory Education (SCE) guidelines.

Campus Principal Assurance

As principal for this campus, I will coordinate with my Assistant Superintendent to use district-provided services and support mechanisms to successfully implement the Campus Improvement Plan. I understand I am responsible for fulfilling all ESSA Title I and State Compensatory Education (SCE) requirements. I agree to carry out the plan elements as indicated herein.

Campus Name	Campus Number
Bowden Elementary	15907- 147
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	
Principal	SAISD Board Approval Date
Venus Davis	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders
Summer 2023	January 2023

Committee Members

Listed below are the members who were part of developing the Campus Improvement Plan

Name	Role		Name	Role
Venus Davis	Principal			
Laura Halvorson	Assistant Principal			
Erica Castillo	Assistant Principal			
Patricia Washington	Counselor			
Lucia Medina Garcia	Parent			
Sarai Flores	Parent			
Pam Duesing, Ella Austin	Community Member			
Trashauna Collins	Instructional Assistant			
Isabel Zapata	Kinder Teacher			
Jonathan Moran	1st Grade Teacher			
Clarissa Lopez	2nd Grade Teacher			
Carla Sanchez	3rd Grade Teacher			
Laura Ruiz	5th Grade Teacher			
Jennifer Casasola	ELAR Department Lead			
Michael Ring	Math Department Lead			
Dawn Barrera	Science Department Lead			

