

# **Bowie Intermediate School**



# **Campus Plan 2007-2008**

# Mission Statement

The Mission of Bowie Intermediate School involves an ongoing commitment to provide an environment in which each individual student may reach his/her academic and social potential regardless of ethnicity, socio-economic status, gender, or disability. The primary instructional focus emphasizes student acquisition of basic and higher level thinking skills.

## Goal

The goal of Bowie Intermediate School is to exceed the state performance standards as measured by the AEIS indicator system by demonstrating exemplary performance in reading and writing the English language, and in the understanding of mathematics, science, and social studies.

**Bowie Intermediate School**  
**Faculty and Staff**  
**2007-2008**

**Steven Monkres, Principal**

Candy Stone, Secretary  
Brenda Palmer, Librarian  
Barbara Miller, Diagnostician  
Sherry Brown, Speech Therapist

**Fourth Grade**

Becky Meekins	4A (201)
Twyla Terry	4B (302)
Rie Miller	4C (304)
Laura Hopkins	4D (303)
Tina Roth	4E (301)
Holly Clamon	4F (202)

**Resource/Content Mastery**

Becky Scott	(502)
Stella Fowler	(503)
Laura Gostnell	(504)

**Dyslexia/At Risk**

Lacy Liberatore	(402)
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**Paraeducators**

Vicki Chappell	Title I
Jennifer Clement	Title I
Johnnie Laughlin	Title I
Socorro Del Rio	Migrant

**Custodians**

Annetta Bridges  
Lori Davis

**Cindy Benton, Counselor (102)**

Laurie Martin, PT  
Elesha Green, Nurse  
Candice Shaw, O T  
Amy Reynolds, VI

**Fifth Grade**

Randy Offield	5A (105)
Joyce Reed	5B (203)
Travis Barnes	5C (103)
Darlene Fry	5D (204)
Michael Strickland	5E (305)
Kelly Roth	5F (106)

**Computer/art**

Cindy Hedeman	(401)
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**Physical Education/Health**

William Pickett	Gym
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Michelle Moore	Special Ed.
Marla Price	Special Ed.
Cathy Reed	Special Ed.

**Bowie Intermediate School  
Committees 2007 - 2008**

**Site-Based Decision Making Committee  
(Campus Improvement Team)**

Stella Fowler (2)  
Lacy Liberatore (2)  
Kerry Wheeler (Parent)  
Cindy Benton

Holly Clamon (1)  
Kelly Roth (1)  
Ken Loveday (Community)  
Renee' Conyers(Business)

Travis Barnes (1)  
Jennifer Clement (Paraeducator)  
Elesha Green (Nurse)  
Steven Monkres (Chairman)

**District Improvement Team**

Rie Miller(1)  
Randy Offield (1)  
Steven Monkres  
Beckey Scott (2)

**Vertical Reading Committee**

Laura Gostnell  
Darlene Fry  
Holly Clamon  
Lacy Liberatore

**Vertical Math Committee**

Rie Miller  
Kelly Roth  
Stella Fowler  
Carrie Little (parent)

**Vertical Writing Committee**

Tina Roth  
Joyce Reed  
Laura Gostnell  
Lacy Liberatore

**Vertical English Committee**

Becky Meekins  
Darlene Fry  
Laura Gostnell

**Vertical Science Committee**

Tina Roth  
Michael Strickland  
Stella Fowler  
Beckey Scott

**Vertical Social Studies Committee**

Twyla Terry  
Travis Barnes  
Stella Fowler

**Accelerated Reader Contacts**

Brenda Palmer  
Vicki Chappell

**Catastrophic Sick Leave**

Michelle Moore  
Kelly Roth

**Gifted/Talented Committee**

Cindy Hedeman  
Kelly Roth  
Cindy Benton  
Steven Monkres(Chairman)

**Placement Review Committee**

Twyla Terry  
Michael Strickland  
Steven Monkres  
Laura Gostnell

**Technology Committee**

Cindy Hedeman(Chairman)  
Travis Barnes  
Brenda Palmer  
Laura Hopkins

**Attendance Committee**

Rie Miller  
Travis Barnes  
Steven Monkres  
Cindy Benton

**Flower Fund Committee**

Marla Price(Chair)  
Becky Meekins  
Kelly Roth  
Cindy Hedeman

**ESL/Migrant**

Twyla Terry  
Darlene Fry  
Joyce Reed  
Socorro Del Rio

**Violence/Safe Schools Committee**

Holly Clamon  
Randy Offield  
Lori Davis  
Steven Monkres  
Peggy Martin  
William Pickett

**504/Dyslexia Committee**

Lacy Liberatore  
Michael Strickland  
Twyla Terry  
Cindy Benton  
Steven Monkres (Chairman)  
Student's parents & teacher(s)

**Parent Advisory Committee**

Tyra Reed-Special Education  
Mitzi McMurray-Gifted/Talented  
Linda Gaines-Dyslexia/504  
Carmelia Sanchez-ESL/Migrant  
Cindy Benton-Counselor  
Steven Monkres-Principal

**Student Success Team (SST)**

Laura Hopkins  
Darlene Fry  
Becky Scott  
Grade level teachers

**Bowie Intermediate School**  
**Campus Plan**  
**2007-2008**

**Goals and Objectives**

**Goal 1:** Bowie Intermediate students will be encouraged and challenged to meet their full educational potential as measured by at least proficient scores on the TAKS math, reading, writing, and science tests.

District Performance Objective: All subgroups of fourth and fifth grade will meet AYP in all TAKS testing areas.

District Performance Objective: Bowie Intermediate will become a recognized campus.

District Performance Objective: Technology will be integrated into all core curriculum courses.

**Goal 2:** Parents will be full partners with educators in the education of their children.

District Performance Objective: Parental attendance at PTO meetings will increase by at least 10%.

District Performance Objective: Parents will be informed of proven strategies on how to effectively assist in their child's learning.

District Performance Objective: 95% of our students' parents visit the school at least once during the 2007-2008 school year, and parents will be active and participating on the campus, district, and parent advisory committees.

**Goal 3:** Bowie Intermediate's Recruitment and Retention Policy insures that highly qualified staff will be recruited and retained, including professional development for all staff so that students receive the best possible instruction.

District Performance Objective: 100% of core area teachers and instructional paraprofessionals will be highly qualified by the end of the school year.

District Performance Objective: 100% of newly hired employees will meet highly qualified status prior to employment.

District Performance Objective: The percentage of teachers and paraprofessionals receiving high quality professional development will be 100%.

**Goal 4:** Bowie Intermediate will coordinate and integrate NCLB, federal, state, and local programs to insure compliance and provide services to all special populations.

District Performance Objective: In keeping with Title I goals, the at-risk and economically disadvantaged populations will have all scores on TAKS raised by 10%.

District Performance Objective: Students served under the 504 and/or dyslexia program will pass or make a 10% improvement on all TAKS tests.

District Performance Objective: ESL strategies will be used to raise TELPAS scores at least one level of proficiency for each ESL student.

District Performance Objective: Students in the migrant (Title I, Part C) program will maintain or attain grade level coursework in all subjects.

District Performance Objective: Sixty percent of special education students will be instructed in an inclusion classroom and take grade level assessments.

District Performance Objective: Students in the gifted and talented program will have an opportunity to experience differentiated curriculum in each core subject.

**Goal 5:** Bowie Intermediate School will strive to achieve a high attendance rate which is vital to student achievement.

District Performance Objective: Increase attendance rate to meet Texas Education Agency accreditation standards.

**Goal 6:** Bowie Intermediate School will promote a safe, healthy, and drug free environment is necessary to facilitate student learning.

District Performance Objective: Faculty, staff, and students will be trained in, practice and enforce required procedures to ensure a safe and healthy learning environment.

<b>Goal 1--math</b>	Bowie Intermediate students will be encouraged and challenged to meet their full educational potential as measured by at least proficient scores on the TAKS math test.
<b>Performance Objective</b>	<ol style="list-style-type: none"> <li>1. All subgroups of fourth and fifth grade students will meet AYP in TAKS math.</li> <li>2. All subgroups of fourth and fifth grade students will achieve recognized status in math.</li> <li>3. Technology will be integrated into the math program.</li> </ol>
<b>Summative Evaluation</b>	TAKS score reports

School wide Component	Strategy/Activity	Target Population	Person Responsible	Budget/Resources	Formative Assessment	Benchmark Timeline
CNA, AM, PD, HQ, RS, TIA, NCLB #1	All math teachers will be trained and implement the Sharon Wells instructional model and the appropriate manipulatives will be purchased to support the program.	All Bowie Intermediate students	All math teachers	TIA, Local money	TAKS benchmarks, Sharon Wells benchmark tests	Every 6 <sup>th</sup> week
CNA, HQ, RS, TIA, AM,RS	Tutorials, content mastery, & student success initiative will be provided daily as supplementary knowledge and help in math. Summer school will be provided as needed.	BI at risk students, all students as needed	All teachers, CM aides	OEYP, TIID, Local money	TAKS benchmarks, Sharon Wells benchmark tests	Every 6 <sup>th</sup> week  Every Friday in summer school
CNA,RS, HQ, TIA, AM	Investigate the possibility of creating a mentoring program which will provide additional support for struggling math students.	At risk math students	Counselor, volunteer mentors	Local money	TAKS benchmarks, Sharon Wells benchmark tests	Every 6 <sup>th</sup> week
CNA,RS, HQ, TIA, AM	All 4 <sup>th</sup> and 5 <sup>th</sup> grade students will attend TAKS math tutorials on a weekly rotating basis during Academic Enrichment period.	All math students	Principal, Math teachers	Local Money	Classroom observation	Weekly
CNA,RS, HQ, TIA, AM	Offer individual and small group tutoring before and after school for struggling math students.	At risk math students	Math teachers	Local Money	Observation	Weekly
CNA,RS, HQ, TIA, AM	Use Target Math program weekly with 4 <sup>th</sup> grade students and prior to TAKS with 5 <sup>th</sup> grade students.	All math students	Principal, Math teachers	Local Money	Classroom observation	Weekly
CNA,RS, HQ, TIA, AM	Investigate the purchase and implementation of research based math programs to assist in RTI.	At risk math students	Principal, Math teachers	Local Money	Observation	Weekly



<b>Goal 1-reading</b>	Bowie Intermediate students will be encouraged and challenged to meet their full educational potential as measured by at least proficient scores on the TAKS reading test.
<b>Performance Objective</b>	<ol style="list-style-type: none"> <li>1. All subgroups of fourth and fifth grade students will meet AYP in TAKS reading.</li> <li>2. All subgroups of fourth and fifth grade students will achieve recognized status in reading.</li> <li>3. Technology will be integrated into the reading program.</li> </ol>
<b>Summative Evaluation</b>	TAKS score reports

Schoolwide Component	Strategy/Activity	Target Population	Person Responsible	Budget/Resources	Formative Assessment	Benchmark Timeline
CNA, AM, PD, HQ, RS, TIA, NCLB #1	All reading teachers will be trained especially pertaining to reading rate and comprehension.	4 <sup>th</sup> & 5 <sup>th</sup> grade reading students	Reading teachers	TIA, Local money, TIID	TAKS benchmarks, reading tests	Oct., Nov. Dec.
CNA, AM, PD, ER, RS, TIA, NCLB #2	Implement a dyslexia program for dyslexic students. Continue the Open Book Program for ESL students.	4 <sup>th</sup> & 5 <sup>th</sup> grade dyslexic & ESL students	Lacy Liberatore & Twyla Terry	Local money, TIA	TAKS benchmarks, reading tests	Oct., Nov. Dec.
CNA, AM, PD, ER, RS, TIA, NCLB #2	Response to Intervention will be implemented by content Mastery, tutorials, and student success initiative instruction.	4 <sup>th</sup> & 5 <sup>th</sup> grade at risk students	Rebecca Scott, Content mastery aides and all teachers	Local money, TIA	TAKS benchmarks, reading tests	Oct., Nov. Dec.
CAN,RS, HQ	All 4 <sup>th</sup> grade students will attend TAKS Reading tutorials during Academic Enrichment period after the administration of the TAKS Writing test.	4 <sup>th</sup> grade Reading students	Principal, Reading teachers	Local money	Classroom observation	Weekly
CAN,RS, HQ	All 5 <sup>th</sup> grade students will attend TAKS Reading tutorials on a weekly rotating basis during Academic Enrichment period.	5 <sup>th</sup> grade Reading students	Principal, Reading teachers	Local money	Classroom observation	Weekly
CNA,RS, HQ, TIA, AM	Investigate the purchase and implementation of research based reading programs to assist in RTI.	At risk reading students	Principal, reading teachers	Local Money	Observation	Weekly

<b>Goal 1-science</b>	Bowie Intermediate students will be encouraged and challenged to meet their full educational potential as measured by at least proficient scores on the TAKS math, reading, writing, and science tests.
<b>Performance Objective</b>	<ol style="list-style-type: none"> <li>1. All subgroups of fifth grade students will meet AYP in TAKS science.</li> <li>2. All subgroups of fifth grade students will achieve recognized status in science.</li> <li>3. Technology and laboratory work will be integrated into the science program.</li> </ol>
<b>Summative Evaluation</b>	TAKS score reports for fifth graders. Fourth graders' scores on TAKS released test taken in May.

School wide Component	Strategy/Activity	Target Population	Person Responsible	Budget/Resources	Formative Assessment	Benchmark Timeline
CNA, AM, PD, HQ, RS, TIA, NCLB #1, CIS	All science teachers will be trained and implement the newest scientific teaching methods.	All science students	Principal and science teachers	TIA, TIID, Local money	5 <sup>th</sup> grade TAKS benchmarks in science and 4 <sup>th</sup> grade on line field test in science.	Aug., Nov., Jan. March
CNA, HQ, PI, PD	Hands on experiments, internet research reports, and laboratory work will be conducted frequently.	All science students	Science teachers, parent volunteers	TIA, TIID, Local money	Classroom work, Lab results, research papers, and chapter tests.	Twice per six weeks
CNA, RS, HQ, PD, TIA	Training for science teachers in specific areas shown to be a need by TAKS results will be coordinated through and by North Central Texas College and Region 9 Service Center.	Science teachers	Principal, science teachers	TIA, Local money	Lesson plans, classroom observations, training certificates	June, Aug., Sept., Oct., Nov., Dec., Jan.
CNA, HQ	Science tutorials will be required on a weekly rotating basis for all students during Academic Enrichment period. Students will complete daily TAKS bell ringer activities.	All Science students	Principal, Science teachers	Local Money	Classroom observation	Weekly

<b>Goal 1-Writing</b>	Bowie Intermediate students will be encouraged and challenged to meet their full educational potential as measured by at least proficient scores on the TAKS math, reading, writing, and science tests.
<b>Performance Objective</b>	<ol style="list-style-type: none"> <li>1. All subgroups of fourth grade students will meet AYP in TAKS writing.</li> <li>2. All subgroups of fourth grade students will achieve recognized status in writing.</li> <li>3. Technology and laboratory work will be integrated into the writing program.</li> </ol>
<b>Summative Evaluation</b>	TAKS score reports for fourth graders. Fifth graders' scores on TAKS released test taken in May.

School wide Component	Strategy/Activity	Target Population	Person Responsible	Budget/Resources	Formative Assessment	Benchmark Timeline
CNA, AM, PD, HQ, RS, TIA, NCLB #3	All teachers and aides will be trained and implement the 6 +1 Traits of Writing in writing class and all writing assignments in other classes.	4 <sup>th</sup> & 5 <sup>th</sup> grade writing students	All teachers and aides.	TIA, Local Money, T II D	TAKS benchmarks and classroom writing assignments evaluations.	Benchmarks in Nov. & Feb. Classroom writing assignments each six weeks
CNA, AM, PD, ER, RS, TIA, NCLB #2	Composition and grammar intervention is extended in dyslexia and ESL classes.	4 <sup>th</sup> & 5 <sup>th</sup> grade dyslexic and ESL students	Lacy Liberatore and Twyla Terry	TIA, Local money	TAKS benchmarks and classroom writing assignments evaluations.	Benchmarks in Nov. & Feb. Classroom writing assignments each six weeks
CNA, AM, PD, ER, RS, TIA, NCLB #2	Tutorials, content mastery, & student success initiative will be provided daily as supplementary knowledge and help in writing. Summer school will be provided as needed.	BI at risk students, all students as needed	All teachers, CM aides	OEYP, . TIA, Local money	TAKS benchmarks and classroom writing assignments evaluations.	Benchmarks in Nov. & Feb.  Every Friday in summer school
CNA, AM, HQ,RS	All 4 <sup>th</sup> grade students will attend at least 2 days of TAKS Writing tutorials each week during Academic Enrichment period until the TAKS testing date.	4 <sup>th</sup> grade Writing students	Principal, 4 <sup>th</sup> grade Writing teachers	Local money	Classroom evaluations	Weekly

<b>Goal 2-Parent Involvement</b>	Parents will be full partners with educators in the education of their children.					
<b>Performance Objective</b>	<ol style="list-style-type: none"> <li>1. Parental attendance at PTO meetings will increase by at least 10%.</li> <li>2. Parents will be informed of proven strategies on how to effectively assist in their child's learning.</li> <li>3. To have 95% of our students' parents visit the school at least once during the 2007-2008 school year, and to have parents active and participating on the campus, district, and parent advisory committees.</li> </ol>					
<b>Summative Evaluation</b>						
School wide Component	Strategy/Activity	Target Population	Person Responsible	Budget/Resources	Formative Assessment	Benchmark Timeline
CNA, RS, PI	PTO meetings will be publicized by the newspaper, Parent Newsletters, notes home, and via email.	BI parents	PTO president, principal	PTO money. Local money	Increased numbers of parents at PTO meetings	Oct. 25, Dec. 13, Feb. 7, May 2
CNA, RS, PI	Frequent dates will be set for parents to come to school, such as PTO meetings, parent/teacher conferences, orientation, open house, book fairs, etc.	BI parents	PTO president, principal, BI faculty	PTO money. Local money	Sign in sheets from each event	Monthly August through May
CNA, RS, PI	Investigate the possibility of involving parents in a mentoring program where mentors/volunteers are trained in teaching methods.	BI parents, students	Principal, counselor, teachers	PTO money. Local money	Mentoring sign in sheets	Nov., Feb. May
CAN,RS,PI	Hold parent involvement days at least twice each semester	BI parents, students	Principal, counselor, teachers	Local money	Sign in sheets from each event	January, 2008 May, 2008

<b>Goal 3-Retention &amp; Recruitment of Personnel</b>	The Recruitment and Retention Policy at Bowie Intermediate insures that highly qualified staff will be recruited and retained, including professional development for all staff, so that students receive the best possible instruction.
<b>Performance Objective</b>	<ol style="list-style-type: none"> <li>1. 100% of core area teachers and instructional paraprofessionals will be highly qualified by the end of the school year.</li> <li>2. 100% of newly hired teachers and paraprofessionals will meet highly qualified status prior to employment.</li> <li>3. The percentage of teachers and paraprofessionals receiving high quality professional development will be 100%.</li> </ol>
<b>Summative Evaluation</b>	Personnel files, highly qualified worksheets, professional development certificates, principal attestations

School wide Component	Strategy/Activity	Target Population	Person Responsible	Budget/Resources	Formative Assessment	Benchmark Timeline
HQ, ER, NCLB 3.2	Conduct recruitment activities to ensure highly qualified personnel in all positions, including participating in job fairs posting vacancies in multiple sites/organizations, & maintaining an active webpage.	All prospective staff	Principal	T II A, Local Money	Number of positions posted Number of applications completed Number of hits on school's web page.	Sept. 1, 2007 Feb. 1, 2008 June 1, 2008
HQ, ER, NCLB 3.2	Establish an effective teacher mentoring program in order to retain highly qualified staff.	New & mentor teachers	Principal	T II A, Local Money	Mentor assignments and log books. Mentor conferences with principal	Aug. 15, 2007 Dec. 16, 2008 Apr. 3, 2008
HQ, ER, NCLB 3.2	Analyze data from all teachers' & paraprofessionals' certifications, staff development, and service records to ensure that all meet highly qualified status.	All staff members	Principal, Assistant superintendent	T II A, Local Money	Personnel files, Professional development records	Aug. 15, 2007 May 15, 2008
HQ, PD	Require any instructional aides not considered highly qualified to complete TOP training.	Newly hired aides	Principal	T II A, Local Money	Certificates of aides who have attended TOP training.	Aug. 15, 2007 May 15, 2008
HQ, PD	Provide incentives and professional development for teachers to attain ESL &/or G/T certification.		Superintendent	T II A, Local Money	Personnel files, Professional development records	Aug. 15, 2007 May 15, 2008

<b>Goal 4-Federal, State, &amp; Local Programs</b>	Bowie Intermediate will coordinate and integrate NCLB, federal, state, and local programs to insure compliance and provide services to all special populations.					
<b>Performance Objective</b>	<ol style="list-style-type: none"> <li>1. In keeping with Title I goals, the at-risk and economically disadvantaged populations will have all scores on TAKS raised by 10%.</li> <li>2. Students served in the 504 &amp;/or dyslexia programs will pass or make a 10% improvement on all TAKS tests.</li> <li>3. ESL strategies will be used to raise TELPAS scores at least one level of proficiency for each ESL student.</li> <li>4. Students in the migrant (Title I Part C) program will maintain or attain grade level course work in all subjects.</li> <li>5. 60% of special education students will be instructed in an inclusion and take grade level assessments.</li> <li>6. Students in the gifted and talented program will have an opportunity to experience differentiated curriculum in each core subject.</li> </ol>					
<b>Summative Evaluation</b>	TAKS scores, AEIS data, report card grades					
School wide Component	Strategy/Activity	Target Population	Person Responsible	Budget/Resources	Formative Assessment	Benchmark Timeline
CNA, AM, RS, HQ, TIA, NCLB #2	Response to Intervention for at-risk and economically disadvantaged students we be implemented by Content Mastery, tutorials, and Student Success Initiative instruction during Academic Enrichment period.	All at-risk and economically disadvantaged students.	Content Mastery aides & all teachers	TIA, SCE-1 FTE \$35,585.00, Local money	TAKS benchmarks, classroom testing grades	Oct., Dec. & Feb.
CNA, AM, RS, HQ, TIA, NCLB #2	504 &/or dyslexic students will attend additional dyslexia classes &/or have supplemental instruction as per their individual accommodation plans.	All 504 and dyslexic students	Content Mastery aides & Lacy Liberatore	TIA, Local money	TAKS benchmarks, classroom testing grades	Oct., Dec. & Feb.
CNA, AM, RS, HQ, TIA, NCLB #2	ESL students will receive 40 minutes a day in Open Book for additional help in becoming proficient in reading and writing the English language.	All ESL students	Twyla Terry	TIA, Local money, T III	Progress through the Open Book program.	Open Book assessments at each six week period
CNA, AM, RS, HQ, TIA, CIS, NCLB #2	Using the Priority of Service Report, migrant students will be sent as needed to Content Mastery for additional help in deficient subjects.	All migrant students	Content Mastery aides, Mrs. Del Rio	T IC, TIII, Local Money	Six weeks report card grades, end of year grades, Priority of Service report (names coming off report)	Report card dates, ESC monthly reports
CNA, TIA, AM, RS, NCLB #2	Inclusion will be utilized to the fullest extent possible to insure that all special education students are exposed and tested at grade level.	All special education students	Diagnostician, all special education teachers	Federal special education funds, Local Money	IEP sheets for SE students, PBMAS documentation	Aug. 2007, Feb., 2008, May, 2008
CNA, TIA, AM, RS, NCLB #2	Teachers will utilize a differentiated curriculum for G/T students at least once a six week period.	All gifted/ talented students	All core area teachers	State G/T money, Local money	Lesson plans, student products.	Report card dates

<b>Goal 5 - Attendance</b>	Bowie Intermediate School will strive to achieve a high attendance rate which is vital to student achievement.					
<b>Performance Objective</b>	Increase attendance rate according to the Texas Education Agency's accreditation standards.					
<b>Summative Evaluation</b>	End of year attendance rate.					
Schoolwide Component	Strategy/Activity	Target Population	Person Responsible	Budget/Resources	Formative Assessment	Benchmark Timeline
RS	Send form letters home to students who are in danger of having excessive absences.	4 <sup>th</sup> and 5 <sup>th</sup> Grade Students	Principal	Local	Attendance Checks at 3 <sup>rd</sup> and 6 <sup>th</sup> week of each six weeks grading period.	3 <sup>rd</sup> and 6 <sup>th</sup> week of each grading period
RS	Teachers and administrator call parents of students who are absent for an extended period of time.	4 <sup>th</sup> and 5 <sup>th</sup> Grade Students	Principal, Teachers	Local	Telephone Log	Aug. 2007-May 2008
RS	Require written explanations for student absences.	4 <sup>th</sup> and 5 <sup>th</sup> Grade Students	Principal, Nurse	Local	Student Records	Aug. 2007-May 2008
RS	Create an incentive program for students with perfect attendance.	4 <sup>th</sup> and 5 <sup>th</sup> Grade Students	Principal, Teachers	Local	Each Six Weeks	Aug. 2007-May 2008
RS	Utilize the School Resource Officer in cases of extreme absenteeism.	4 <sup>th</sup> and 5 <sup>th</sup> Grade Students	Principal, School Resource Officer	Local	Attendance Records	Aug. 2007-May 2008

<b>Goal 6 – Safe and Drug Free Schools and Violence Prevention</b>	Bowie Intermediate School will promote a safe, healthy, and drug free environment is necessary to facilitate student learning.					
<b>Performance Objective</b>	Faculty, staff, and students will be trained in, practice and enforce required procedures to ensure a safe and healthy learning environment.					
<b>Summative Evaluation</b>	Improved student and staff awareness for safety procedures.					
Schoolwide Component	Strategy/Activity	Target Population	Person Responsible	Budget/Resources	Formative Assessment	Benchmark Timeline
CNA, RS, TIV	Conduct safety training such as fire, tornado, lockdown, and school bus evacuation drills on a monthly basis as noted in the BISD Crisis Management Plan.	4 <sup>th</sup> and 5 <sup>th</sup> Grade students	Principal, teachers	Local	Practice Logs	August 2007-May 2008
RS, TIV	Provide drug and alcohol prevention training through Red Ribbon week and the D.A.R.E. program.	4 <sup>th</sup> and 5 <sup>th</sup> Grade students	Counselor, Officer Guy Green	Local	Observation	October, 2007 January-May 2007
RS, TIID	Provide internet safety training in computer classes.	4 <sup>th</sup> and 5 <sup>th</sup> Grade students	Counselor	Local	Classroom Observation	October, 2007
TIV, RS	Maintain one unlocked entrance to school complex and require all visitors to sign in and wear a visitor's badge.	4 <sup>th</sup> and 5 <sup>th</sup> Grade students	Principal, Staff	Local	Visitor Logs	August 2007-May 2008
TIV, RS	Students will participate in Fire Prevention Week activities.	4 <sup>th</sup> and 5 <sup>th</sup> Grade students	Principal	Local	Observation	October, 2007
TIV, RS, CNA	Develop a discipline management plan to reduce discipline referrals, prevent bullying and intervene in instances of conflict. The School Resource Officer will conduct campus walk-throughs.	4 <sup>th</sup> and 5 <sup>th</sup> Grade students	Principal, teachers, counselor, SRO	Local	Discipline Referrals	August 2007-May 2008
RS	Provide instruction in health and hygiene as well as basic school health services such as vision and hearing screening.	4 <sup>th</sup> and 5 <sup>th</sup> Grade students	Teachers, Counselor, School Nurse	Local	Observation	August 2007-May 2008
T	Develop a transition plan for students moving from 4 <sup>th</sup> grade to 5 <sup>th</sup> grade and from 5 <sup>th</sup> grade to 6 <sup>th</sup> grade.	4 <sup>th</sup> and 5 <sup>th</sup> Grade students	Principal, Counselor	Local	Planning Meetings	May, 2008



**Bowie Intermediate School  
Campus Plan  
2007-2008**

**Component, Program, and Budget Codes**

<b>Title I Schoolwide Components</b>			
1. CNA	Comprehensive Needs Assessment	6. PI	Parent Involvement
2. RS	School Reform Strategies	7. T	Transition
3. HQ	Highly Qualified Staff	8. TIA	Teacher Input in Assessments
4. PD	Professional Development	9. AM	Assistance for Mastery
5. ER	Employee Recruitment	10. CIS	Coordination/Integration of Services

<b>Program Budget Codes</b>			
Local	Local	T IV	Title IV (Safe & Drug Free)
T IA	Title I, Part A	T V	Title V (Innovative Schools)
T IC	Title I, Part C (Migrant)	SCE	State Compensatory Ed.
T IIA	Title II, Part A (TPTR)	OEYP	Optional Extended Year
T IID	Title II, Part D (Technology)	AMI/ARI	Accelerated Math/Reading
T III	Title III (Bilingual/ESL)	Other	Other