

Bovina Independent School District
Bovina Elementary School
2023-2024 Campus Improvement Plan

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Bovina ISD employs a Comprehensive Needs Assessment annually, spanning from the district level down to individual campuses. The process kicks off with extensive data collection and analysis, delving into various metrics including academic performance, attendance, and demographic information. Stakeholder engagement is a paramount facet, involving students, parents, teachers, and community members through surveys, focus groups. The curriculum and instructional practices are meticulously reviewed, ensuring alignment with state standards and identifying areas for improvement. Additionally, physical facilities, resources, and technology are assessed to support a conducive learning environment. Special programs and support services are reviewed, catering to the unique needs of all students. The assessment extends to encompass community factors that may influence education. Professional development opportunities for staff are also examined. Strengths and weaknesses across various facets are pinpointed, forming the basis for setting specific improvement goals. These goals guide the implementation of targeted strategies and interventions, such as curriculum adjustments and additional support services. Progress towards these goals is continuously monitored and evaluated, allowing for adaptations as needed. This meticulous approach ensures that educational priorities are rooted in data, stakeholder input, and a comprehensive understanding of the distinct needs of Bovina ISD's students and community, setting the stage for sustained improvement and student success.

Demographics

Demographics Summary

Bovina Elementary School has witnessed consistent fluctuations in enrollment, mirroring shifts in local demographics and external influences. Recognizing and adapting to these evolving trends is paramount to ensuring the ongoing relevance and responsiveness of our educational offerings.

Furthermore, our observations reveal variations in attendance across different grade levels, suggesting that diverse factors may impact attendance rates. These factors span from seasonal considerations to parental involvement and community events. Our commitment to understanding these nuances empowers us to implement targeted strategies aimed at enhancing both attendance and engagement.

Through a meticulous examination of demographics, we aim to create a learning environment that is not only inclusive but also responsive and supportive of the unique needs and aspirations of each student. This comprehensive approach to demographics is foundational to fostering an environment where every student can excel academically and personally.

Demographics Strengths

Several notable strengths and considerations come to light at Bovina Elementary School. The potential for a close-knit community offers a strong foundation for building meaningful relationships between students, teachers, and families. Moreover, staying attuned to demographic shifts allows for the customization of educational programs, ensuring they align with the evolving needs of our students. This adaptability is a key asset.

The potential for increased parental involvement is another positive aspect, as research shows a positive correlation between parental engagement and student success. It also presents opportunities for unique educational initiatives tailored to the strengths and aspirations of our student population. In recognizing these strengths, Bovina Elementary School is poised to build upon its existing assets, creating an even more enriching and supportive educational experience for all students. By leveraging the unique characteristics of our demographics, we can further empower our students to succeed academically and personally.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Enrollment data over the past six years at Bovina ISD reveals a consistent decline, from 497 students in 2018-2019 to 448 students projected for 2023-2024. **Root Cause:** The declining enrollment at Bovina ISD may be attributed to a combination of demographic shifts, economic changes, and competitive pressure from neighboring districts with superior facilities. Shifting population trends, economic fluctuations, and the allure of better-equipped schools in neighboring areas may be influencing families' decisions regarding student enrollment.

Problem Statement 2: Attendance remains a critical concern at Bovina ISD, impacting student progress and overall academic success. A focused strategy is needed to enhance attendance rates. **Root Cause:** Feedback from parents during our CNA process indicated that the implemented incentives did not yield the anticipated benefits. This suggests a misalignment between the offered incentives and the factors influencing student attendance, which may be a root cause of our attendance challenges.

Problem Statement 3: Attendance data at Bovina ISD reveals grade-specific variations over six-week intervals. For instance, in the 3rd Six Weeks, Kindergarten had the lowest attendance at 89.51%. Conversely, 2nd grade exhibited the highest attendance at 97.17%. Across the whole year, 9th grade demonstrated the highest attendance at 97.95%, while 5th grade had the lowest at 91.62%. **Root Cause:** Variations in attendance may stem from seasonal factors, grade-specific challenges, parental involvement, health issues, transportation, community events, socio-economic factors, school programs, and student engagement.

Student Learning

Student Learning Summary

Bovina Elementary School places a central focus on achieving consistent, high-level student learning within Bovina ISD. To attain this objective, implementing targeted interventions and strategies is imperative to either meet or exceed grade-level expectations and establish an inclusive learning environment. Recognized challenges encompass curriculum alignment, tutorial support, and vocabulary development.

An analysis of STAAR results and proficiency data highlights areas requiring improvement. Root causes may be attributed to curriculum effectiveness, instructional methods, and socio-economic factors. Noteworthy disparities in reading and math proficiency across grade levels and demographic groups emphasize the necessity for tailored support. Various factors influencing proficiency rates include resource availability, teacher training, and parental involvement.

Tackling these challenges necessitates a comprehensive approach involving targeted support, enhanced curriculum alignment, improved teacher training, and equitable resource allocation. Bovina Elementary School is dedicated to strategically addressing these aspects with the ultimate goal of elevating student learning experiences and outcomes.

Student Learning Strengths

Bovina Elementary School demonstrates commendable strengths. Its proactive approach to challenges, exemplified by targeted interventions and strategic strategies, underscores a commitment to enhancing educational outcomes. The school's keen awareness of critical factors like curriculum alignment, tutorial support, and vocabulary development showcases a dedicated effort to identify and rectify areas for improvement. Moreover, its data-driven decision-making process, evidenced by the comprehensive analysis of STAAR results and proficiency data, positions the school to make informed, impactful changes. Recognizing disparities in proficiency rates among diverse demographic groups further exemplifies an inclusive mindset, ensuring tailored support for every student.

School Processes & Programs

School Processes & Programs Summary

Bovina Elementary School identifies several critical challenges in the field of education. These challenges include ensuring competitive teacher pay, especially for seasoned educators, implementing effective recruitment strategies, and providing ample professional development opportunities. Additionally, the campus recognizes the importance of aligning student aspirations with the pursuit of associate degrees.

In an effort to further support their staff, Bovina Elementary deems it essential to prioritize daycare services for employees and offer tuition assistance. Furthermore, the district emphasizes the enhancement of Special Education services as a cornerstone of its initiatives. Acknowledging the significance of competitive teacher salaries for both retention and motivation, Bovina ISD is actively working towards addressing this issue.

As the educational landscape evolves, the campus is proactively adapting its programs. This transition has brought to light areas requiring improvement, particularly in teacher compensation, recruitment, and professional development. By strengthening these aspects, the district aims to empower educators and effectively meet the diverse needs of their students.

School Processes & Programs Strengths

Bovina Elementary School's adaptability and willingness to evolve programs in response to a changing educational landscape showcase a forward-thinking mindset. The emphasis on aligning student aspirations with the pursuit of associate degrees reflects a student-centered approach. Additionally, exploring ideas such as daycare for employees, tuition assistance, and strengthening Special Ed services underscores a commitment to supporting both staff and students.

Perceptions

Perceptions Summary

Perceptions at Bovina Elementary School have identified key areas for improvement. Concerns encompass an outdated website, limited campus tours, insufficient parent meetings, staff approachability, and the need for more comprehensive orientations, particularly regarding bilingual resources, safety protocols, and parent portal access. To address these issues, a thorough overhaul of communication channels is necessary to foster a more positive and inclusive school-community relationship.

Recognizing the challenges associated with these perceptions, Bovina Elementary School is prioritizing enhanced communication efforts to bridge the gap and strengthen connections between the school and the community. This proactive approach is fundamental to nurturing a positive and collaborative educational environment.

Perceptions Strengths

Bovina Elementary School demonstrates an acute awareness of areas that require enhancement, showcasing a commitment to continuous improvement. Moreover, the proactive acknowledgment of concerns related to the website, campus tours, parent meetings, staff approachability, and orientation comprehensiveness highlights a willingness to address these issues head-on. The emphasis on inclusivity, particularly in bilingual resources, safety protocols, and parent portal access, underscores a dedication to meeting the diverse needs of the community. By recognizing and actively working to improve these aspects, Bovina Elementary School is well-positioned to foster a more positive and collaborative relationship between the school and the community. This commitment to open and effective communication is a cornerstone of a thriving educational environment.

Priority Problem Statements

Goals

Goal 1: Bovina Elementary School will increase all students' academic progress by developing instruction that meets the individual needs of all students and all populations. Elementary students will be challenged with high expectations in academics and appropriate social behavior.

Performance Objective 1: Improve overall STAAR test performance levels in Reading to 40% meets grade level or above, Math to 45% meets Grade Level or Above, and Science to 35% meets grade level or above and for the Campus Report Card overall performance to be Met Standard or Above in the three domains of Student Achievement, School Progress, and Closing the Gaps.

Evaluation Data Sources: STAAR test Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue program/services to address the needs of identified G/T students</p> <p>Policy/procedures for parents</p> <p>Screening / testing</p> <p>Offer campus curriculum and Advanced programs and opportunities</p> <p>Field Trips</p> <p>Staff Responsible for Monitoring: Principal, Staff, District Curriculum Coordinator</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative		Summative	
	Nov	Jan	Mar	June
	N/A	N/A		

Strategy 2 Details	Reviews			
<p>Strategy 2: Continue services to identified Special Education students ARD's, annual and as needed Multilingual assessment Classroom modifications Assistive technology, if needed Implement RTI model. Continue with Transitional Planning Initial testing / placement Least restrictive environment Related services Annual evaluation/ follow-up Speech Inclusion Resource room Self-Contained unit OT/ PT Content Mastery STAAR M and STAAR ALT. PPCD OHI related services CPI training</p> <p>Staff Responsible for Monitoring: Diagnostician, classroom teacher, speech pathologist, intervention teacher, and principal.</p> <p>Title I: 2.6</p>	Formative		Summative	
	Nov	Jan	Mar	June
	N/A	N/A		

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide services for identified ESL students</p> <p>Home Language Survey Consultation with parents Screening / testing Pre IPT, IPT, Pre ITP Spanish, IPT Spanish, IPT Early Literacy, IPT 1, ITBS levels 7-11. LPAC (Language Proficiency Assessment Committee) Board Approved Trained Translations Follow-up (Exited Students) Small group instruction Title 3 Summer School ELPS standards implemented at all grade level</p> <p>Staff Responsible for Monitoring: ESL/Bi-Lingual Program Director, Principal, ESL Staff. and ESC staff LPAC committee ESL teachers</p> <p>Title I: 2.6</p>	Formative		Summative	
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 4 Details	Reviews			
<p>Strategy 4: Work with the ESC Region 16 in the identification/recruitment of Migrant students in the school wide migrant program.</p> <p>Forms (English/Spanish) Monitoring (Program & Retention) Intervention Strategies Stepping Stones Identify students for priority for services Summer school</p> <p>Staff Responsible for Monitoring: Principal Staff Migrant Coordinator</p> <p>Title I: 2.6</p>	Formative		Summative	
	Nov	Jan	Mar	June
	N/A	N/A		

Strategy 5 Details	Reviews			
<p>Strategy 5: Continue programs/services for students identified with Dyslexic tendencies providing dyslexic evaluation, modifications and referral to 504 program for evaluation and programming as needed.</p> <p>Flexible grouping One-on-One Tutoring, Small Student/Teacher Ratio Direct Instruction Implement Mind Play DynEd</p> <p>Staff Responsible for Monitoring: Principal, Staff, Program Director, Special Education Director</p> <p>Title I: 2.6</p>	Formative		Summative	
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide programs/activities to serve identified At-Risk students</p> <p>Flexible grouping One-on-One Tutoring Small Student/Teacher Ratio Counseling Services Direct Instruction Three Tier Model Intervention Study Island Implement Mind Play STAAR Master for reading, math for grades 3-5 Supplemental Programs</p> <p>Staff Responsible for Monitoring: Principal. Staff Special Education Teachers, Migrant coordinator</p> <p>Title I: 2.6</p>	Formative		Summative	
	Nov	Jan	Mar	June
	N/A	N/A		

Strategy 7 Details	Reviews			
<p>Strategy 7: Reading / Writing: Provide background/extension to the textbooks Provide flexible group instruction of no more than four students for intensive reading instruction for identified students who are at-risk of reading difficulties Tutorials Curriculum Guides will be developed per teacher for reading and writing Continue to provide sustained research based staff development in differentiated instruction Staff Responsible for Monitoring: Principal Staff</p> <p>Title I: 2.4, 2.6</p>	Formative		Summative	
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 8 Details	Reviews			
<p>Strategy 8: Math Provide background/extension to the textbooks Use of manipulatives to enhance retentions of skills Purchase STAAR practice materials Continue to use TEKS Math boards Tutorials Benchmark testing Use Dreambox for reinforcement of the lessons, benchmarking, and progress monitoring. Curriculum Guides will be developed per teacher for math. Implement Supplemental Instruction Curriculum Guides will be developed per teacher for math. Implement Supplemental instruction Staff Responsible for Monitoring: Principal Staff</p> <p>Title I: 2.4</p>	Formative		Summative	
	Nov	Jan	Mar	June
	N/A	N/A		

Strategy 9 Details	Reviews			
Strategy 9: Social Studies: Provide background/ extension to the textbooks Purchase Weekly Reader to use for current events. Tutorials Staff Responsible for Monitoring: Principal Staff Title I: 2.4	Formative		Summative	
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 10 Details	Reviews			
Strategy 10: Science: Provide background/ extension to the textbooks Application and lab activities, projects and student products Purchase consumable materials for lab activities Tutorials Field trips Continue to use STAAR practice materials for benchmarking and progress monitoring Staff Responsible for Monitoring: Principal Staff Title I: 2.4	Formative		Summative	
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 11 Details	Reviews			
Strategy 11: 1 Continue to provide opportunities for students not mastering required objectives to acquire needed skills: Tutorials Summer School Small group instruction Content Mastery Reading/Math Interventions Tier 2 and 3 Intervention Dreambox Mind Play Staff Responsible for Monitoring: Principal Staff Title I: 2.4, 2.6	Formative		Summative	
	Nov	Jan	Mar	June
	N/A	N/A		

Strategy 12 Details	Reviews			
<p>Strategy 12: Designation and implementation of policies and practices ensuring all special populations of students will meet state proficiency levels by 2022</p> <p>Staff Responsible for Monitoring: Principal, Special Education staff, Co-op Director</p> <p>Title I: 2.4, 2.6</p>	Formative		Summative	
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 13 Details	Reviews			
<p>Strategy 13: 3 Provide appropriate research based staff development to meet the needs of all staff such as:</p> <p>At-risk Prevention/Intervention Differentiated Instruction Data-Driven Instruction Classroom Mngt. Conflict Resolution/Bullying Safe Schools Technology STAAR workshops in all areas Conferencing with Parents Confidentiality Training RTI Model CPI Training TELPAS ELPS Importance of Parent Involvement Crisis Intervention</p> <p>Staff Responsible for Monitoring: Principal Staff Special Education Coordinator</p> <p>Title I: 2.6</p>	Formative		Summative	
	Nov	Jan	Mar	June
	N/A	N/A		

Strategy 14 Details	Reviews			
<p>Strategy 14: Continue to expand the use of technology for instruction and educational management E-mail/Internet Access/Web Promethean Interactive boards Attendance Grades Teach Technology TEKS Staff Responsible for Monitoring: Principal Staff</p> <p>Title I: 2.6</p>	Formative		Summative	
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 15 Details	Reviews			
<p>Strategy 15: Continue activities to transition students successfully through the educational process From PK age and each grade level to Middle School Campus Core Instruction Staff Responsible for Monitoring: Principal Staff</p> <p>Title I: 2.4</p>	Formative		Summative	
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 16 Details	Reviews			
<p>Strategy 16: Provide opportunities for students to join clubs and organizations for student involvement and leadership development and exercise. Staff Responsible for Monitoring: Principal Staff Local Religious Organizations</p>	Formative		Summative	
	Nov	Jan	Mar	June
	N/A	N/A		

Strategy 17 Details	Reviews			
<p>Strategy 17: Utilize support / technical assistance from sources listed below: School Support Team Region 16 Service Center CRCG Catholic Family Services Plainview Rehabilitation Center Staff Responsible for Monitoring: Principal Staff</p> <p>Title I: 2.6</p>	Formative		Summative	
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 18 Details	Reviews			
<p>Strategy 18: Continue multiple approaches to improve communication on the campus and within the community. Notes home Positive Phone Calls Teacher/Parent Conferences Staff Planning Session Student/ Teacher Conferences Web Page Newspaper Open House Daily take home folders LED sign E-mail Parent portal Family Reading and Math Nights Campus Facebook Page Staff Responsible for Monitoring: Principal Staff</p> <p>Title I: 4.1, 4.2</p>	Formative		Summative	
	Nov	Jan	Mar	June
	N/A	N/A		

Strategy 19 Details	Reviews			
<p>Strategy 19: Develop a plan and a timeline to add the following needs.</p> <p>Highly Qualified Core Teachers Additional Certifications added to teachers' licenses Recruit and maintain highly qualified teachers and paraprofessionals. Provide sustained research based staff development Recruit and maintain certified teachers and highly qualified paraprofessionals. Provide sustained research based staff development</p> <p>Staff Responsible for Monitoring: Principal Staff</p> <p>Title I: 2.4</p>	Formative		Summative	
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 20 Details	Reviews			
<p>Strategy 20: Develop a plan and a timeline to attract/maintain certified staff.</p> <p>Certified Core Teachers Additional Certifications added to teachers' licenses Recruit and maintain certified teachers Provide sustained research based staff development</p> <p>Staff Responsible for Monitoring: Principal Administration</p> <p>Title I: 2.4</p>	Formative		Summative	
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 21 Details	Reviews			
<p>Strategy 21: Provide various opportunities for the staff and others to be involved in planning for campus improvements</p> <p>SBDM committees Staff Meetings Curriculum Planning Grade Level Meeting Classroom Teachers Association Comprehensive Needs Assessment committees Weekly PLCs</p> <p>Staff Responsible for Monitoring: Principal Staff</p>	Formative		Summative	
	Nov	Jan	Mar	June
	N/A	N/A		

Strategy 22 Details	Reviews			
Strategy 22: Disseminate a survey to evaluate the campus planning process Student Survey Staff Survey Parent/ Community Survey SBDM Summary Evaluation Title I: 4.2	Formative		Summative	
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 23 Details	Reviews			
Strategy 23: Continue strategies/activities to assure high student attendance Phone Calls Counseling Conferences Awards for Attendance Letters to parents Staff Responsible for Monitoring: Principal Staff	Formative		Summative	
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 24 Details	Reviews			
Strategy 24: Ensure compliance with the requirements of Title IX (Sexual Discrimination) Posted Notice Student/ Staff Handbooks Annual Training in Law Staff Responsible for Monitoring: Principal Staff	Formative		Summative	
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 25 Details	Reviews			
Strategy 25: Ensure compliance with the requirements of Title VI (Civil Rights/ Equal Opportunity) Posted Notice Application Form Student/Staff Handbooks Section 504 Programming Staff Responsible for Monitoring: Principal Staff	Formative		Summative	
	Nov	Jan	Mar	June
	N/A	N/A		



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: All parents, community members, and educators affiliated with Bovina Elementary School will actively collaborate as partners in the education and positive behavior support of our students.

Performance Objective 1: Increase parent and community involvement





Evaluation Data Sources: Benchmark Checks:

- 1) Number of hits on web page
- 2) Number of documented phone calls
- 3) Number of returned, signed notes home
- 4) Number of parents attending meetings
- 5) Monthly newsletter
- 6) Number of parents attending family night activities.

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue numerous approaches to assure open communication (Desired increased performance) between the school, home and community</p> <p>Web Page Local Newspaper Parent/Teacher Conferences Notes home Phone Calls Grade Level parent meetings Monthly Newsletter Texas Public Schools Week Parent Nights</p> <p>Staff Responsible for Monitoring: Principal Staff</p> <p>Title I: 4.2</p>	Formative		Summative	
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct teacher/parent conferences as needed or upon request.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Principal</p> <p>Title I: 4.2</p>	Formative		Summative	
	Nov	Jan	Mar	June
	N/A	N/A		

Strategy 3 Details	Reviews			
<p>Strategy 3: Continue opportunities for parents and community members to be actively involved in the programs of the school</p> <ul style="list-style-type: none"> Mentors (Teachers & Students) Campus Volunteers Tutors Visiting Teachers/lecturers Speakers Interns Family Math and Reading Nights Campus Improvement Team LPAC CIP Team <p>Title I: 4.2</p>	Formative		Summative	
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide numerous opportunities for sharing information or training with parents</p> <ul style="list-style-type: none"> Parent Night Mentor Training <p>Staff Responsible for Monitoring: Principal</p> <ul style="list-style-type: none"> Staff Head Start Staff Head Start Coordinator <p>Title I: 4.1, 4.2</p>	Formative		Summative	
	Nov	Jan	Mar	June
	N/A	N/A		





Strategy 5 Details	Reviews			
<p>Strategy 5: Provide numerous campus projects / activities to encourage parent and community involvement such as: Extended day and yearly opportunities for involvement in activities Christmas and Spring Band Concerts Open House Kindergarten Graduation Transition Day Track and Field Day Reading Month Building Bridges Holiday parties Early Release for parent conference Family Fiesta Night Family Ice Cream Social Family Reading and Math Nights</p> <p>Title I: 4.1, 4.2</p>	Formative		Summative	
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 6 Details	Reviews			
<p>Strategy 6: Continue / expand partnerships with local businesses and organizations City Council Newspaper Cargill Corporation Lion's Club City of Bovina Volunteer Fire Department Chamber of Commerce Sweet Bran</p> <p>Title I: 2.6</p>	Formative		Summative	
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 7 Details	Reviews			
<p>Strategy 7: Ensure that parents and students are informed of their rights and responsibilities Student Handbook Parental Involvement Policy Title 1 School/Parent Compact G/T Policy and Procedures Special Education Rights Student Code-of-Conduct Health and Wellness Policy</p>	Formative		Summative	
	Nov	Jan	Mar	June
	N/A	N/A		

Strategy 8 Details	Reviews			
Strategy 8: Disseminate surveys to collect information /input for planning and school improvement	Formative		Summative	
	Nov	Jan	Mar	June
	N/A	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Bovina Elementary will have a safe, orderly environment that promotes successful student learning.

Performance Objective 1: A safe, orderly environment at Bovina Elementary School will be evident by gains in student achievement as indicated in Goal 1 and with a 25% reduction in the total number of student discipline reports.

Strategy 1 Details	Reviews			
Strategy 1: Revise/improve the campus: Discipline Plan Student Code of Conduct Student Handbook Orientation Counseling Detention	Formative		Summative	
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 2 Details	Reviews			
Strategy 2: Identify/maintain Crisis Response Team Crisis Management/Response Plan Bullying Prevention and Intervention Strategies Orientation/Practice Drills CPI training for CRT	Formative		Summative	
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 3 Details	Reviews			
Strategy 3: Update the Emergency Plan to ensure the building is secure Technology Uses Library/Media area Office Space Classrooms Surveillance cameras Outside doors to remain locked with a buzz in entrance for parents	Formative		Summative	
	Nov	Jan	Mar	June
	N/A	N/A		

Strategy 4 Details	Reviews			
Strategy 4: Continue the expansion/ purchasing/ networking of campus technology in order to meet current needs by following the district technology plan and developing timeline to do the following: Internet Access E-Mail Distance Learning Technology Grants Campus Security camera	Formative		Summative	
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 5 Details	Reviews			
Strategy 5: Continue to administer surveys regarding facility and safe environment Student Teacher/Staff Parent/Community	Formative		Summative	
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 6 Details	Reviews			
Strategy 6: Ensure student safety by contacting parents when a child is absent/sick First Aid Training for Staff AED training for all staff	Formative		Summative	
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 7 Details	Reviews			
Strategy 7: Ensure student safety by contacting parents when a child is absent/sick First Aid Training for Staff AED training for all staff	Formative		Summative	
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 8 Details	Reviews			
Strategy 8: Health and Fitness Continue with SHAC committee Continue using the Fitness Gram 45-minute Physical education class daily	Formative		Summative	
	Nov	Jan	Mar	June
	N/A	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Title I

1.1: Comprehensive Needs Assessment

On October 10th, 2023, Bovina ISD convened a pivotal Comprehensive Needs Assessment (CNA) meeting, bringing together a diverse array of stakeholders. This inclusive gathering featured district administrators, teachers, students, parents, the school nurse, community and business representatives, and a translator. The meeting thoroughly explored various critical aspects, all instrumental in shaping the Bovina Independent School District and Bovina Elementary School Improvement Plans. These topics included an evaluation of the TEA strategic plan, a continuous improvement cycle, enrollment trends, and insights into special programs for At-Risk, Special Education, Gifted and Talented, and Emergent Bilingual students. The assessment also scrutinized attendance trends for the 2022-2023 school year, State Report Card ratings for 2021-2022 (with 2022-2023 yet to be determined), trends in reading and math, as well as insights from parent surveys, student surveys, and staff retention trends.

Feedback from the stakeholders neatly categorized into four main areas: Demographics, Programs and Processes, Perceptions, and Student Learning. This comprehensive approach ensures that the resulting Campus Improvement Plan will be both well-informed and specifically tailored to address the unique needs and aspirations of Bovina Elementary School.

2.1: Campus Improvement Plan developed with appropriate stakeholders

After finalizing the District Improvement Plan, the campus principals at Bovina ISD took the crucial step of refining the district's goals into focused campus improvement plans. This protocol empowers principals to be deliberate in their approach, clearly outlining the precise actions required at each campus to ensure the district's overarching objectives are successfully achieved. This targeted planning process ensures a unified effort across all campuses towards the realization of the district's goals.

Furthermore, the strategic use of State Comp Ed funds plays a pivotal role in supporting these plans. By allocating resources to hire additional teachers and Educational Assistants, the district ensures that at-risk students and those facing challenges in state assessments receive the necessary attention and resources. This strategic allocation of funds maximizes their impact, effectively addressing the specific needs of these students and enhancing their chances of success. It demonstrates the district's commitment to providing equal opportunities for every student to excel academically.

2.2: Regular monitoring and revision

At Bovina Elementary School, we acknowledge the dynamic nature of the school improvement plan. It functions as a dynamic, living document that will be regularly employed and evaluated throughout the year. Essential review sessions are planned for November, January, March, and culminate in a final review in June. This organized process ensures our commitment to adhering to the plan and consistently enhancing both school-wide and campus-specific initiatives. Through rigorous adherence to this review schedule, we are committed to the continuous improvement of our school and the initiatives outlined within it.

2.3: Available to parents and community in an understandable format and language

The Bovina Elementary School Improvement Plan will be easily accessible to the public, demonstrating our commitment to transparency and parent involvement. Following approval by the board, the plan will be presented at the earliest Parent Engagement event. Furthermore, to promote inclusivity, the plan will be provided in Spanish or any other requested languages to accommodate the diverse linguistic preferences of our parents. This approach highlights our commitment to encouraging open communication and collaboration between the school and our esteemed parent community.

2.4: Opportunities for all children to meet State standards

At Bovina Elementary School, we are dedicated to providing opportunities for all students to excel. This commitment extends to specialized support through Special Education, 504 plans, and programs for at-risk students, as well as those in the Emergent Bilingual and Gifted and Talented categories. We closely monitor the progress of each student, tailoring our approach to support their achievement. Throughout the day, we offer focused tutorials for accelerated learning, with additional sessions available before and after school. By diligently tracking students' grades through progress reports and report cards, we ensure they receive the necessary resources and attention to thrive academically. Furthermore, we are devoted to preparing our students for their future life choices, whether it be higher education, career pursuits, or military service. Our goal is to equip each student with the skills and knowledge needed to succeed in their chosen path. This approach reflects our unwavering commitment to the success and well-being of every individual in our school community.

2.5: Increased learning time and well-rounded education

Bovina ISD implements effective methods and instructional strategies to enhance the academic program, optimizing learning time Bovina Elementary School employs effective methods and instructional strategies to enhance its academic program, optimizing learning time for students to meet rigorous State standards. The school also provides an enriched and accelerated curriculum, which includes diverse programs, activities, and courses essential for a comprehensive education. This holistic approach ensures that students at Bovina Elementary School have every opportunity to excel in their academic pursuits.

2.6: Address needs of all students, particularly at-risk

Bovina Elementary School adopts a comprehensive approach to support At-Risk students in Texas, providing specialized services and tailored assistance based on individual circumstances. The school offers early intervention for students encountering challenges with pre-K through 3rd-grade readiness testing. For students consistently struggling in grades 4-5, additional tutorials, and continuous monitoring are implemented. Tailored interventions for retained students involve intensive tutoring and monitoring. Students facing difficulties with state exams receive targeted instruction and specific exam preparation. The school's dedicated social worker offers additional support for pregnant or parenting students. Specialized programs and resources are provided for students in alternative education placement, those previously expelled, on probation, or at risk of dropping out. This approach extends to preparing these students for future pursuits in higher education, careers, or military service. Bovina Elementary School is committed to the success of every At-Risk student, including those who are Emergent Bilingual, in the custody of Child Protective Services, homeless, or in foster care.

3.1: Annually evaluate the schoolwide plan

Bovina Elementary School conducts a Comprehensive Needs Assessment annually, covering both the school district and individual campuses. The process begins with thorough data collection and analysis, examining various metrics such as academic performance, attendance, and

demographic information. Stakeholder engagement is crucial, involving students, parents, teachers, and community members through surveys and focus groups. The curriculum and instructional practices undergo meticulous review to ensure alignment with state standards and identify areas for improvement. Additionally, the assessment includes a review of physical facilities, resources, and technology to support a conducive learning environment. Special programs and support services are also scrutinized to cater to the unique needs of all students. The assessment extends to consider community factors that may influence education. Professional development opportunities for staff are also assessed. Strengths and weaknesses across various facets are identified, forming the basis for specific improvement goals. These goals guide the implementation of targeted strategies and interventions, such as curriculum adjustments and additional support services. Progress towards these goals is continuously monitored and evaluated, allowing for adaptations as needed. This meticulous approach ensures that educational priorities are rooted in data, stakeholder input, and a comprehensive understanding of the distinct needs of Bovina Elementary School's students and community, setting the stage for sustained improvement and student success.

Campus Improvement Plan Advisory Committee

Committee Role	Name	Position
Administrator	Jason Anaya	Elementary Principal
Classroom Teacher	Terri Stratton	1st Grade Teacher 2023-2025
Paraprofessional	Marlena Garcia	Campus Secretary 2023-2025