

**Ector County Independent School District**

**Bowie Middle School**

**2024-2025 Campus Improvement Plan**



Table of Contents

Comprehensive Needs Assessment ..... 3

Demographics ..... 3

Student Learning ..... 5

School Processes & Programs ..... 8

Perceptions ..... 10

Priority Problem Statements ..... 12

Comprehensive Needs Assessment Data Documentation ..... 13

Board Goals ..... 15

Board Goal 1: Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas. .... 15

Board Goal 2: Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024. .... 29

Board Goal 3: Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024. .... 30

RDA Strategies ..... 39

Campus Funding Summary ..... 40

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

2024 Enrollment 880

Economically Disadvantaged 82.2%

EB Emergent Bilingual 22.8%

ESL English as a Second Language 29.7%

African American 3%, Hispanic 82%, White 11%,

Special education 12.8%

Expected Enrollment 2024-2025 880

2023 Enrollment at 863 as of August 18th and projected to be about 923.

Eco Dis projected 75%

ELL 20%

Sped 12%

Discipline Incidences lowest in secondary at 4.9% Focus disciplinary report.

2022-2023

Student Mobility 23%

Staff Retention beginning 2022 60% (includes all specials) Core changed 70% as RISE Teachers returned to jobs or retired.

Special Education is 12% the highest of the middle schools and high schools.

EcoDis 74% The highest secondary MS in the district.

Hispanic 82%

African American 3%

White 12%

MultiRace 1%

2022 Enrollment 993

Retention Rate – 75% to 31.40%

Eco Dis 73%

ELL 20%

Sped 11.45%

Mobility Rate 18%

Referrals 401 Male, 255 Female (female black 44/244) lowest MS

### **Demographics Strengths**

May 2024

TELPAS Exits for 2024 show an all time high at 22 students exiting from the program. 2023 were 2 exits. 2022 was 1 exit.

May 2024 shows closing gaps for our ESL students. New Comers have increased as first year in the United States.

2022

May 2022 STAAR data shows that Economically Disadvantaged students performed within 5 points of whole campus students.

May 2022 STAAR shows that Hispanic students outperformed the campus by 1-2 percentage points in Approaches, Meets and Masters

May 2022 our Current Emergent Bilingual students outperformed overall campus by 1 point in Approaches STAAR

May 2022 Our Second year monitored Emergent Bilinguals scored almost 43% points higher on Approaches STAAR

# Student Learning

## Student Learning Summary

STAAR 2024

6th Math highest STAAR in district. 8th Social Studies highest in the district. Campus for Math, second in district. Campus for RLA, third in the district.

Bowie	STAAR				draft 5/31									
Reading		2022	2023	GROWTH 23-24	2024			Bowie	Bonham	Crockett	Nimitz	WY		Ector
6th	2nd	67	64	68%	65	1		65	59	57	60	67		70
7th	4th	51	58	53%	54	-4		54	50	55	65	68		72
8th	3rd	56	67	72%	60	-7		60	59	60	75	73		83
Average	3rd			64%		Aver		59.67	56	57.33	66.67	69.33		75
Math		2022	2023	GROWTH 23-24	2024									
6th	1st	69	65	91%	73	8		73	55	61	60	66		67
7th	3rd	64	53	75%	51	-2		51	43	43	56	59		63
8th	4th	49	51	92%	53	2		53	69	62	46	66		73
Average	2nd			86%		Aver		59	55.667	55.33	54	63.67		67.67
Alg 1	5th	82	95		87	-8		87	100	100	99	99		100
SocSt	1st	23	30		37	7		37	23	27	35	25		41
Sci	4th	50	50		50	0		50	37	55	65	62		67
TELPAS	# exits	0	2		22									

2024 MAP

MAP Reading Spring 2024 35% of students Met Growth Projections, 2023 42% Met, 2022 40% Met

MAP Math Spring 2024 44% of students Met Growth Projections, 2023 53% Met, 2022 49% Met

2023 MAP Reading Spring 2022 to Spring 2023 show 34% of 6th, 42% of 7th and 42% of 8th graders met their MAP Reading growth of 1.5 years.

MAP Math Spring 2022 to Spring 2023 show 53% of 6th graders, 43% of 8th graders, and 60% of 8th graders met their MAP Math growth of 1.5 years of growth.

## 2023 STAAR

6 out of 9 areas in the preliminary STAAR data show growth in Meets from 2022-2023

2022

## STAAR

Bowie 63% approaches, 29% Meets, 11 Masters with Domain 1 score of 34.

Bowie moved from F to D campus from 2021 to 2022

### Student Learning Strengths

Tremendous Campus Growth 2022-2024 with STAAR scores showing Bowie 2nd and 3rd in STAAR ranking: highlight 6th Math number one in district, 8th Social Studies number one in district,

RLA number three in STAAR in district., Math number two in STAAR in district.

Campus did grow from 2021 to 2022

However, they remain a D campus.

With 69% teacher turnover from 2021-2022, this brought high quality teachers to campus, mandated by district, to bring quality and vetted teachers to Bowie.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** MAP Reading end of year showed that 37% of 6th graders, 33% of 7th graders, and 34% of 8th graders met their MAP growth of 1.5 year of growth. **Root Cause:** A large turnover and new teachers who received Lack of quality ELAR Planning with Strong MCLs, and Lead Teacher replacements over the last two years.

**Problem Statement 2 (Prioritized):** MAP Math end of year showed that 52% of 6th graders, 46% of 7th graders, and 31% of 8th graders met their MAP growth of 1.5 year of growth. **Root Cause:** Campus is in Early implementation of quality Tier I instruction with Coaching Feedback Cycles, Math PLCs (Professional Learning Communities) with backwards planning and knows/shows chart planning, with MCL and LEAP leaders.

**Problem Statement 3 (Prioritized):** Early implementation of Quality Tier 1 RLA instructional strategies, with coaching and feedback cycles, and in quality RLA planning in PLCs (Professional Learning Communities) with LEAP and lead teachers has seen low (54% 7th grade and 60% 8th grade) reading STAAR scores in 2 grade levels. **Root Cause:** Bowie Middle School Reading has suffered five years straight turnover of over 80% of RLA teachers in all grade levels.

**Problem Statement 4 (Prioritized):** Early Implementation of Math instructional strategies, with coaching and feedback cycles, and year one implementation of quality planning in PLCs (Professional Learning Communities) in two grade levels has seen low ( 51% 7th grade and 53% 8th grade ) math STAAR scores in 2 grade levels. **Root Cause:** Bowie Middle School Math has suffered five years straight turnover in two grade levels.

**Problem Statement 5 (Prioritized):** Campus has began to move quickly back out of a steep accountability decline since it moved from choice school AP/IB to neighborhood school over the last 5-7 years. **Root Cause:** AP/IB students moving away from school caused high quality teachers to move to high school and other choice options, which is slowly recouping with grants, TIA, LEAP attracting teachers back to Bowie.

# School Processes & Programs

## School Processes & Programs Summary

2024-2025

### 1. Human Capital Leveraging is Priority

Campus believes and invests in Human Capital pipeline from para to teachers, from teachers to campus leaders, from campus leaders to future campus principals and district leaders.

LEAP Campus - Department of Education Grant awardee

All Math Reading teachers of record eligible for performance based incentive

Four LEAP members- AILT (Advanced Instructional Leadership Team) who meet with principal and with district monthly and set campus goals to grow Tier 1 instruction, conduct walkthroughs and conduct coaching and feedback cycles and work to improve High Yield Instructional Strategies and Practices.

Two LEAP members are on District ALTA team (cohort 1 meet monthly with district and national LEAP) to grow their interpersonal leadership skills.

TIA checks doubled from last year to this year.

2. Principal took over Math: Campus was second in district for Math STAAR Scores for 2024 Spring. 6th Grade Math 1st in district.

3. Campus was third in district for RLA STAAR Scores for 2024 Spring.

4. Principal hired new Assistant Principal for testing and Social Studies.

5. Campus begins year one implementation of Blended Learning in 6th-8th RLA

2023-2024

1. RISE - second year of implementation.

2. Istation reading all students

3. Math, Reading, Science, Social Studies district frameworks aligned to pacing calendar.

4. Summit k-12

5. FEV Tutoring

6. SEL curriculum

7. New Principal moved to Bowie who is a turnaround principal



8. New AP was added to be over Math core and assigned to 8th grade. She has experience at AEC (Alternative Education Center) and she will be able to assist with discipline.
9. Reorganization of the Admin team to clearly define role and responsibilities.

### **School Processes & Programs Strengths**

2024-2025 Continued re-alignment of roles and responsibilities of Principal, APs, Department chairs, MCLs, LEAP content leads.

1st year implementation of Blended Learning in 6th-8th Math and Reading, differentiated to teacher need, skill and background and based on student data to provide individualized learning paths to students.

Clearly defined lines of communication.

New communication links with parents.

Coaching model for teacher walkthrough and feedback.

Calibration of principal/APs and campus/district

Frameworks followed for all subjects.

SEL district implementation of new character lessons under John Maxwell.

# Perceptions

## Perceptions Summary

2022-2024 As campus STAAR and MAP scores rise along with drastic decreases in discipline, the community is investing more in Bowie with parent volunteers and community engagement. Parent feedback more positive and Panorama shows up to double digit increases in Safety, belonging, connectedness, and relationships.

As campus replaced and hired high quality teachers, MCLs and leverages high value staff in key and targeted areas, along with staff to staff delivered professional development, teachers seem more open to change and readily implement just in time learning and PLC planning strategies, as is seen in higher scores in math and reading in most grade levels.

### 2021-2022

With 68% of the campus moved in for 2021-2022, there seemed to be bitterness and strife from teachers being forced to come to Bowie to work. Most of the 68% did not have a background in secondary education and pacing of 45 minute classes. There was not time for PD (professional development) for these teachers to grasp TEKS and concepts, nor did they bond with the culture at Bowie and its demographics.

The administrative team was new and three out of the four had no experience with an improvement required middle school campus.

### 2020-2021

There has been a regular dissonance between teacher culture and student/parent culture in the past years. As Bowie changed from an AP campus to a comprehensive school, the staff did not adjust accordingly. This led to conflict in the community and an adversarial relationship between staff and families. This resulted in a steadily decreasing parent and community involvement.

With our RISE realignment, and tied to our Title I project plans, we will be dedicating training, time, and resources to rebuild this situation. This includes part-time community liaison positions, additional resources for work with CIS (Community in schools), a reboot of the PTA program, development of parent school monthly events, and a comprehensive communications plan.

## Perceptions Strengths

The campus has the following to leverage in growing culture and family engagement.

LEAP teachers and LEAP Coaches

A-ILT team members working directly with principal and district leadership.

MCL coaches

VIPs chair

Our Parent buy-in to positive campus change.

Community in Schools person full time

SAS counselor full time

The new administrative team is united and ready to work the work with clearly defined roles and responsibilities.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Campus has began to move quickly back out of a steep accountability decline since it moved from choice school AP/IB to neighborhood school over the last 5-7 years. **Root Cause:** AP/IB students moving away from school caused high quality teachers to move to high school and other choice options, which is slowly recouping with grants, TIA, LEAP attracting teachers back to Bowie.

# Priority Problem Statements

**Problem Statement 1:** Early implementation of Quality Tier 1 RLA instructional strategies, with coaching and feedback cycles, and in quality RLA planning in PLCs (Professional Learning Communities) with LEAP and lead teachers has seen low (54% 7th grade and 60% 8th grade) reading STAAR scores in 2 grade levels.

**Root Cause 1:** Bowie Middle School Reading has suffered five years straight turnover of over 80% of RLA teachers in all grade levels.

**Problem Statement 1 Areas:** Student Achievement - Student Learning

**Problem Statement 2:** MAP Reading end of year showed that 37% of 6th graders, 33% of 7th graders, and 34% of 8th graders met their MAP growth of 1.5 year of growth.

**Root Cause 2:** A large turnover and new teachers who received Lack of quality ELAR Planning with Strong MCLs, and Lead Teacher replacements over the last two years.

**Problem Statement 2 Areas:** Student Achievement - Student Learning

**Problem Statement 3:** Campus has began to move quickly back out of a steep accountability decline since it moved from choice school AP/IB to neighborhood school over the last 5-7 years.

**Root Cause 3:** AP/IB students moving away from school caused high quality teachers to move to high school and other choice options, which is slowly recouping with grants, TIA, LEAP attracting teachers back to Bowie.

**Problem Statement 3 Areas:** Student Learning - Perceptions

**Problem Statement 4:** MAP Math end of year showed that 52% of 6th graders, 46% of 7th graders, and 31% of 8th graders met their MAP growth of 1.5 year of growth.

**Root Cause 4:** Campus is in Early implementation of quality Tier I instruction with Coaching Feedback Cycles, Math PLCs (Professional Learning Communities) with backwards planning and knows/shows chart planning, with MCL and LEAP leaders.

**Problem Statement 4 Areas:** Student Achievement - Student Learning

**Problem Statement 5:** Early Implementation of Math instructional strategies, with coaching and feedback cycles, and year one implementation of quality planning in PLCs (Professional Learning Communities) in two grade levels has seen low ( 51% 7th grade and 53% 8th grade ) math STAAR scores in 2 grade levels.

**Root Cause 5:** Bowie Middle School Math has suffered five years straight turnover in two grade levels.

**Problem Statement 5 Areas:** Student Achievement - Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

- Discipline records
- Class size averages by grade and subject
- School safety data

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Equity data

#### **Parent/Community Data**

- Parent surveys and/or other feedback

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

# Board Goals

**Board Goal 1:** Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

**Performance Objective 1:** Students Meeting or Exceeding individual growth projections on Math MAP will increase from 2024 44% Math to District Goal of 60% MAP by May 2025.

**High Priority**

**Indicators of Success:**

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

**Evaluation Data Sources:** MAP 2024 fall and MAP 2025 EOY

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May

**Strategy 1:** Teachers will use 2024 Math EOY MAP data for data tracking, and update with Math BOY EOY (Beginning of Year, and End of Year). Teachers and students will chart this progress electronically and in display form so that teachers and students know their data and keep it in the forefront of instructional planning and delivery. Students will set goals and teachers and students will celebrate growth.

**Strategy's Expected Result/Impact:** Students will show growth and track their own data for successes.

**Staff Responsible for Monitoring:** Campus Admin, MCLs, content leads, and students tracking their own data.

**Title I:**  
2.4, 2.6

- **TEA Priorities:**  
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**  
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will engage parents in the process by communicating with parents about Beginning of the Year Math MAP data, to set goals and talk about student progress on Math MAP goals. Parents will have input on and be a partner with improving student achievement through frequent and quality feedback from the school with Math data reports and progress reports to parents through the School Status software and phone calls.</p> <p><b>Strategy's Expected Result/Impact:</b> 60% of students will meet their EOY Math MAP targeted growth.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, Admin,</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				



**Board Goal 1:** Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

**Performance Objective 2:** Students Meeting or Exceeding individual growth projections on Reading MAP will increase from 2024 35% to District Goal of 60% Reading MAP by May 2025.

**High Priority**

**Indicators of Success:**

Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

**Evaluation Data Sources:** MAP 2025 EOY

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will use 2024 Reading EOY MAP data for data tracking, and update with BOY EOY (Beginning of Year, and End of Year). Teachers and students will chart this progress electronically and in display form so that teachers and students know their data and keep it in the forefront of instructional planning and delivery. Students will set goals and teachers and students will celebrate growth.  <b>Strategy's Expected Result/Impact:</b> Students will show growth and track their own data for move up. <b>Staff Responsible for Monitoring:</b> Campus Admin, MCLs, content leads, and students tracking their own data.  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Results Driven Accountability</b>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will engage parents in the process by communicating with parents at Beginning of the Year Reading MAP data, to set goals and talk about student progress on Reading MAP goals. Parents will have input on and be a partner with improving student achievement through frequent and quality feedback from the school with Reading data reports and progress reports to parents through the School Status software and phone calls.</p> <p><b>Strategy's Expected Result/Impact:</b> 60% of students will meet their EOY Reading MAP targeted growth.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, Admin,</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Results Driven Accountability</b></p>	Formative			Summative
	Oct	Jan	Mar	May
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

**Board Goal 1:** Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

**Performance Objective 3:** Students in grade 6 through 8 (reading) will close learning gaps by showing a 22% increase in STAAR Meets in reading. We will reach 60% Meets in Reading STAAR 2025.  
(2024 STAAR Meets 38% Reading).

**High Priority**

**Indicators of Success:**

6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

**Evaluation Data Sources:** 2025 State STAAR Accountability will show that Bowie increased 22% in each of Reading and to move to A or B status with accountability for 2025.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Bowie has 2 Reading LEAP grant teachers, and 1 Reading MCL to broaden our reach among and across reading grade levels to ensure job-embedded PD, Data Process Protocols, observation/feedback cycles and modeling of rigorous Tier 1 teaching.  <b>Strategy's Expected Result/Impact:</b> Students will show increased scores on Reading SCA, MAP and 2024 STAAR accountability <b>Staff Responsible for Monitoring:</b> IC, MCL and admin team  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Funding Sources:</b> Teacher Lead Stipend for leading and coaching team (2 not eligible for other stipends) - Title One School-wide - \$8,000, 1 Reading MCL - Title One School-wide - \$17,000, Parent Engagement Funds for Content night - Title One School-wide - \$3,300, Instructional Coach (not used by MCL funds 2024 2025) - Title One School-wide - \$80,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Year one implementation of ECISD Blended Learning 6th - 8th Reading with individualized learning paths for students focused on rigor and data tracking which will occur in the single block, as well as the extended blocks for filling gaps. Bowie Blended Learning Team will work with district and follows the progress of Reading from Planning, PLCs, classroom observations through to Data meetings and Data Response meetings. This partnership will allow growth in student content knowledge, and will allow the team to work closely on targeted and individualized student learning paths. The Blended Learning and leadership team will conduct walkthroughs to measure depth and quality of implementation of Blended Learning in the RLA classrooms, and they will provide professional development, meaningful and quality feedback and coaching cycles to the teachers and leadership team in a timely manner.</p> <p><b>Strategy's Expected Result/Impact:</b> 2025 STAAR results will show 60% Meets in Reading.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Blended Learning Team, Campus Leadership Team, District Blended Learning Team.</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Professional Development including Reading for teachers, Admin, MCL, Leads (Coaching and Feedback - JobEmbedded) - Title One School-wide - \$40,000</p>	Formative			Summative
	Oct	Jan	Mar	May
<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div></div>				

**Board Goal 1:** Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

**Performance Objective 4:** Students in grade 6 through 8 Math will close learning gaps by showing a 30% increase in STAAR Meets in math. We will reach 60% Meets in Math. STAAR 2025.

**High Priority**

**Indicators of Success:**

6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

**Evaluation Data Sources:** 2025 State STAAR Accountability will show that Bowie increased 30% in Math to move to A or B status with accountability for 2025

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p><b>Strategy 1:</b> Bowie has two high quality Math MCLs (Multi Classroom Leads) who have earned Teacher Incentive Allotment status. These Multi Classroom Leads are on our LEAP team and work closely with teachers within and outside of their grade level daily in their PLC (Professional Learning Communities). They provide quality coaching/feedback cycles and model quality Tier 1 instruction, and provide job-embedded professional development. They follow YAG (Year at A Glance), pacing, backward planning, and lead data informed instruction discussions.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show increased scores on Math SCA, MAP and 2025 STAAR accountability</p> <p><b>Staff Responsible for Monitoring:</b> IC, MCL and admin team</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> 2 Math MCLs (one 6th and one 7th) - Title One School-wide - \$34,000, Contracted Services - Coaching PLC and teachers - Title One School-wide - \$30,000, Software Services for Intervention and Filling Gaps 6-8 Math - Title Two Professional Development - \$19,000, High Impact Tutoring (FEV) - Title One School-wide - \$125,000</p>				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Principal assigned to Math content again this year and follows the progress of Math from Planning, PLCs, and through Data meetings and Data Response meetings. The principal will attend and support high quality planning and lesson planning design, and will attend each PLC at least twice weekly. This alignment will allow the principal to assign leads and/or assistant principal to become more engaged and familiar with the content and work more closely with campus content teachers and district content coordinators to improve content rigor and depth in the instructional classroom. The principal and assistant principals will conduct walkthroughs on the same content teachers and provide meaningful and quality feedback to the teachers in a timely manner.</p> <p><b>Strategy's Expected Result/Impact:</b> 2025 STAAR results will show 60% Meets in Math.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

**Board Goal 1:** Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

**Performance Objective 5:** By May of 2025, the % of students performing at the MEETS level on Algebra 1 EOC will increase from 34% to 50%.

**High Priority**

**HB3 Board Goal**

**Indicators of Success:**  
English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

**Evaluation Data Sources:** STAAR 2025 will show in crease from 34% of meets to 50% on Algebra 1 EOC.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<b>Strategy 1:</b> 8th Grade Algebra 1 Teacher teachers will meet in daily PLCs with MCL, LEAP Team Coach to plan rigorous, and targeted lesson plans using backward planning and using district resources. <b>Strategy's Expected Result/Impact:</b> STAAR 2025 will show in crease from 34% of meets to 50% on Algebra 1 EOC. <b>Staff Responsible for Monitoring:</b> Alg 1 Teacher, MCL LEAP Team Coach, Principal  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Principal and MCL LEAP Team member assigned to Algebra content and follows the progress of Algebra 1 instruction from Planning, PLCs, and through Data meetings and Data Response meetings. Students not meeting progress in Algebra by the 6th week will have parent meeting, discussion, and be placed on probationary status for possible removal before week 12 if no improvement is made to passing as measured by classwork, homework, SCAs and data checks.</p> <p><b>Strategy's Expected Result/Impact:</b> The classroom Algebra 1 teacher will understand expectations, and feel supported and grow students to 100% passing of the STAAR 2025 STAAR test., and have 50% meets.</p> <p><b>Staff Responsible for Monitoring:</b> Alg 1 Teacher, MCL LEAP Team Coach, Principal</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				



**Board Goal 1:** Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

**Performance Objective 6:** By May of 2025, the % of students performing at the MEETS level on 8th Science STAAR will increase from 19% to 40%

**High Priority**

**Evaluation Data Sources:** STAAR 2025 will show that Bowie increased MEETS level on 8th Science STAAR will increase from 19% to 40%.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> 8th Grade Science teachers will meet in daily PLCs with MCL, and with assigned Assistant Principal to plan rigorous, and targeted lesson plans using backward planning and using district resources. <b>Strategy's Expected Result/Impact:</b> STAAR 2025 will show that Bowie increased MEETS level on 8th Science STAAR will increase from 19% to 40%. <b>Staff Responsible for Monitoring:</b> Assistant Principal, MCL, principal,  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 8th Grade Science teachers will engage in Coaching Feedback Cycles (observation and coaching) in order to increase Tier 1 High Yield Instructional Strategies  <b>Strategy's Expected Result/Impact:</b> STAAR 2025 will show that Bowie increased MEETS level on 8th Science STAAR will increase from 19% to 40%. <b>Staff Responsible for Monitoring:</b> Assistant Principal, MCL, principal,  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Funding Sources:</b> Contract Services Observation, Coaching Feedback cycles for Science - Title One School-wide - \$40,000	Formative			Summative
	Oct	Jan	Mar	May
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

**Board Goal 1:** Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

**Performance Objective 7:** By May of 2025, the % of students performing at the MEETS level on 8th Social Studies STAAR will increase from 9% to 25%.

**High Priority**

**Evaluation Data Sources:** STAAR 2025 will show that Bowie increased MEETS level on 8th Social Studies STAAR will increase from 9% to 25%.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 8th Grade Social Studies teachers will meet in daily PLCs with Department Chair, and with assigned Assistant Principal to plan rigorous, and targeted lesson plans using backward planning and using district resources. <b>Strategy's Expected Result/Impact:</b> STAAR 2025 will show that Bowie increased MEETS level on 8th Social Studies STAAR will increase from 9% to 25%. <b>Staff Responsible for Monitoring:</b> Assistant Principal, Department Chair, Principal  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 8th Grade Social Studies teachers will engage in Coaching Feedback Cycles (observation and coaching) in order to increase Tier 1 High Yield Instructional Strategies <b>Strategy's Expected Result/Impact:</b> STAAR 2025 will show that Bowie increased MEETS level on 8th Social Studies STAAR will increase from 9% to 25%. <b>Staff Responsible for Monitoring:</b> Assistant Principal, Department Chair, Principal  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Funding Sources:</b> Contract Services Observation, Coaching Feedback cycles for Social Studies - Title One School-wide - \$40,000	Formative			Summative
	Oct	Jan	Mar	May
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

**Board Goal 2:** Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

**Board Goal 3:** Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

**Performance Objective 1:** Bowie Middle School will increase college and career readiness by creating equitable opportunities for students to develop instructional routines that support secondary academic success which leads to post-secondary and career readiness which will increase the number of students accepted into choice school by 5% by May 2025.

**Indicators of Success:**  
Postsecondary enrollment - % of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date - 65%

**Evaluation Data Sources:** The number of students who are accepted into choice high schools will increase from 20% to 25%. ( 20% of our 8th graders were accepted into a choice high school in May 2024.)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Bowie new AVID Site lead will attend bimonthly professional development on AVID organization with cross grade level consistency.  <b>Strategy's Expected Result/Impact:</b> The number of students who are accepted into choice high schools will increase from 20% to 25%. ( 20% of our 8th graders were accepted into a choice high school in May 2024.) <b>Staff Responsible for Monitoring:</b> Bowie AVID site team, admin  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will make sure that the majority of Exit slips and daily summative assessments incorporate student purposeful talk, student discussion and open-ended responses. <b>Strategy's Expected Result/Impact:</b> Bowie will show an increase of students, Emerging Bilinguals, who exit ESL increase by 10% from May 2024 to May 2025 <b>Staff Responsible for Monitoring:</b> MCLs, Admin team, content leads  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

No Progress

Accomplished

Continue/Modify

Discontinue

**Board Goal 3:** Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

**Performance Objective 2:** Bowie Middle School will increase School Connectedness - Panorama results from 35% to 50% for the 2024-2025 school year.

**Indicators of Success:**

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

**Evaluation Data Sources:** Spring 2025 survey data will show School Connectedness move from a 35% to a 50%.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Assistant Principal's roles and responsibilities realigned so that each is assigned one grade level. One assigned as the 6th Grade principal, one assigned as the 7th grade principal, and one assigned as the 8th grade principal. These principals will work with their grade level to build positive relationships to improve students campus experiences. <b>Strategy's Expected Result/Impact:</b> Student connectedness results in fall of 2024 and spring of 2025 will showed marked increase as the grade level principal works closely with students and families to build positive relationships. We expect to move from a 35% to a 50% School Connectedness. <b>Staff Responsible for Monitoring:</b> Admin, assistant principals  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Bowie teachers will use the Pre-Referral checklist which tiers behavior, which includes specific classroom strategies for the teacher to employ to strengthen positive classroom management, in redirecting students to engage in the classroom learning environment. <b>Strategy's Expected Result/Impact:</b> Classroom referrals will decrease 5% from May 2024 to May 2025. <b>Staff Responsible for Monitoring:</b> classroom teachers, administration  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Mar	May





No Progress



Accomplished



Continue/Modify



Discontinue

**Board Goal 3:** Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

**Performance Objective 3:** Bowie Middle School will increase student Sense of Belonging - Panorama results from 30% to 45% for the 2025 school year.

**Indicators of Success:**

School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

**Evaluation Data Sources:** Panorama Spring 2025 survey data will show Sense of Belonging will increase to 45% for the school year.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Campus will realign the two counselors to be Grade Level Counselors so that they each work with a grade level community instead of random assistance.  <b>Strategy's Expected Result/Impact:</b> Students will feel an increased sense of belonging that an adult cares about them per the Panorama survey, and will increase Sense of Belonging to 50% of the Spring Panorama survey. <b>Staff Responsible for Monitoring:</b> grade level counselors, admin, teachers  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>- Results Driven Accountability</b>		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> 100% of Teachers will each write and post their individual teaching Vision Statements outside their classroom door and embed the vision in their classroom culture. (This is based on school PD with Hearne and Hearne, using their "why" statement and commitment in building their legacy each and every day via their personal Vision statement.  <b>Strategy's Expected Result/Impact:</b> Teachers will work more closely with students in a positive manner as evidenced with an increase in Panorama student belonging results Spring 2025 to 50% for the 2025 school year. <b>Staff Responsible for Monitoring:</b> classroom teachers, admin, counselors  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> School Wide Positive Postings Throughout the Building - Local - \$1,500		Formative			Summative
		Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

**Board Goal 3:** Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

**Performance Objective 4:** Campus will work diligently to increase campus attendance rate from 91% to 95% by May 2025.

- High Priority**
- Indicators of Success:**  
Attendance - % of student daily attendance - 2024 Goal: 95%
- Evaluation Data Sources:** Weekly attendance from Attendance Dash board and daily School Status attendance rate.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus will continue to broaden our Attendance committee made up of Counselors, Grade Level APs, teachers, and work weekly on attendance, look at data, and make a plan to increase campus attendance. <b>Strategy's Expected Result/Impact:</b> Campus will work diligently to increase campus attendance rate from 91% to 95% by May 2025. <b>Staff Responsible for Monitoring:</b> Grade Level Principals, Teachers, clerks, Attendance committee, Principal, SAS liaison  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Funding Sources:</b> Incentive reward items for attendance - Local - \$2,500, Parent/Family communication training for 5 grade level and office clerks - Title One School-wide - \$1,750	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will receive back to school intense training in the TTESS rubric to make note and highlight the "opportunity" features listed in each of the dimensions, paying attention to "academic and social emotional success" listed in the rubric, and will choose an area from Domain II (instruction) to incorporate into their individual TTESS goals for growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus will work diligently to increase campus attendance rate from 91% to 95% by May 2025.</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Principals, Teachers, clerks, Attendance committee, Principal, SAS liaison</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>- <b>Results Driven Accountability</b></p>	Formative			Summative
	Oct	Jan	Mar	May
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

**Board Goal 3:** Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 56% to 65% by May 2024.

**Performance Objective 5:** Exclusionary disciplinary infractions, disproportionality of special education students who receive out of school or alternative education placement, will decrease at Bowie.

**Evaluation Data Sources:** District and campus Focus discipline reports.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus will receive back to school PBIS Tiered discipline training across campus with preventive measures to decrease classroom disturbances, including training in MTSS (Multi Tiered System of Support) which is being rolled out in the district in 2024-2025.  <b>Strategy's Expected Result/Impact:</b> Focus campus "incidence report" disciplinary infractions will decrease from 4.9% to 4.5% of all middle school campuses. <b>Staff Responsible for Monitoring:</b> Assistant Principals, classroom teachers, department chairs, counselors.  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>- Results Driven Accountability</b>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus will implement Bowie's Pre-Referral Checklist processes and procedures in order to lower classroom discipline issues while increasing student engagement, which will include MTSS (Multi Tiered System of Support) which is being rolled out in the district in 2024-2025.  <b>Strategy's Expected Result/Impact:</b> Focus campus "incidence report" disciplinary infractions will decrease from 4.9% to 4.5% of all middle school campuses. Disproportional reports (sped and two or more races,)will show Bowie well below the state standard. for out of school and alternative education placement centers. <b>Staff Responsible for Monitoring:</b> Counselors, Assistant Principals, classroom teachers, department chairs.  <b>Results Driven Accountability</b>	Formative			Summative
	Oct	Jan	Mar	May
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

# RDA Strategies

Board Goal	Objective	Strategy	Description
1	2	1	Teachers will use 2024 Reading EOY MAP data for data tracking, and update with BOY EOY (Beginning of Year, and End of Year). Teachers and students will chart this progress electronically and in display form so that teachers and students know their data and keep it in the forefront of instructional planning and delivery. Students will set goals and teachers and students will celebrate growth.
1	2	2	Teachers will engage parents in the process by communicating with parents at Beginning of the Year Reading MAP data, to set goals and talk about student progress on Reading MAP goals. Parents will have input on and be a partner with improving student achievement through frequent and quality feedback from the school with Reading data reports and progress reports to parents through the School Status software and phone calls.
1	3	2	Year one implementation of ECISD Blended Learning 6th - 8th Reading with individualized learning paths for students focused on rigor and data tracking which will occur in the single block, as well as the extended blocks for filling gaps. Bowie Blended Learning Team will work with district and follows the progress of Reading from Planning, PLCs, classroom observations through to Data meetings and Data Response meetings. This partnership will allow growth in student content knowledge, and will allow the team to work closely on targeted and individualized student learning paths. The Blended Learning and leadership team will conduct walkthroughs to measure depth and quality of implementation of Blended Learning in the RLA classrooms, and they will provide professional development, meaningful and quality feedback and coaching cycles to the teachers and leadership team in a timely manner.
1	4	1	Bowie has two high quality Math MCLs (Multi Classroom Leads) who have earned Teacher Incentive Allotment status. These Multi Classroom Leads are on our LEAP team and work closely with teachers within and outside of their grade level daily in their PLC (Professional Learning Communities). They provide quality coaching/feedback cycles and model quality Tier 1 instruction, and provide job-embedded professional development. They follow YAG (Year at A Glance), pacing, backward planning, and lead data informed instruction discussions.
3	3	1	Campus will realign the two counselors to be Grade Level Counselors so that they each work with a grade level community instead of random assistance.
3	4	2	Teachers will receive back to school intense training in the TTESS rubric to make note and highlight the "opportunity" features listed in each of the dimensions, paying attention to "academic and social emotional success" listed in the rubric, and will choose an area from Domain II (instruction) to incorporate into their individual TTESS goals for growth.
3	5	1	Campus will receive back to school PBIS Tiered discipline training across campus with preventive measures to decrease classroom disturbances, including training in MTSS (Multi Tiered System of Support) which is being rolled out in the district in 2024-2025.
3	5	2	Campus will implement Bowie's Pre-Referral Checklist processes and procedures in order to lower classroom discipline issues while increasing student engagement, which will include MTSS (Multi Tiered System of Support) which is being rolled out in the district in 2024-2025.

# Campus Funding Summary

Local					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	2	School Wide Positive Postings Throughout the Building		\$1,500.00
3	4	1	Incentive reward items for attendance		\$2,500.00
Sub-Total					\$4,000.00
Title One School-wide					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Parent Engagement Funds for Content night		\$3,300.00
1	3	1	Teacher Lead Stipend for leading and coaching team (2 not eligible for other stipends)		\$8,000.00
1	3	1	Instructional Coach (not used by MCL funds 2024 2025)		\$80,000.00
1	3	1	1 Reading MCL		\$17,000.00
1	3	2	Professional Development including Reading for teachers, Admin, MCL, Leads (Coaching and Feedback - JobEmbedded)		\$40,000.00
1	4	1	2 Math MCLs (one 6th and one 7th)		\$34,000.00
1	4	1	High Impact Tutoring (FEV)		\$125,000.00
1	4	1	Contracted Services - Coaching PLC and teachers		\$30,000.00
1	6	2	Contract Services Observation, Coaching Feedback cycles for Science		\$40,000.00
1	7	2	Contract Services Observation, Coaching Feedback cycles for Social Studies		\$40,000.00
3	4	1	Parent/Family communication training for 5 grade level and office clerks		\$1,750.00
Sub-Total					\$419,050.00
Title Two Professional Development					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Software Services for Intervention and Filling Gaps 6-8 Math		\$19,000.00
Sub-Total					\$19,000.00