

Ector County Independent School District

Bowie Middle School

2025-2026 Campus Improvement Plan



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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

[Bowie TAP June 2025](#)

Demographics

Demographics Summary

2025-2026 Enrollment 887 (estimates to date Aug 1st)

Economically Disadvantaged 84.32%

EB Emergent Bilingual 26.2%

Sped Pop 15.21%

Retention rate 0-2 students each grade level.

Mobility Rate 17.68%

2024-2025 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

2023-2024 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.

Not able to find count of referral comparison due to the change in systems and loss of data matrix.

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.

Eco Dis 74% The highest secondary MS in the district.

Hispanic 82%

African American 3%

White 12%

Multi Race 1%

Discipline Referrals 40% lower from year before

2022-2023 Enrollment 993 (Russell 1st year as principal)

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, 44% lower from year before

Demographics Strengths

May 2025

TELPAS Exits for 2025 shows 20 which is continued steady growth and consistency and culture of excellence. 2024 show an all time high at 22 students exiting from the program. 2023 were 2 exits. 2022 was 1 exit.

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

2025 STAAR

7 out of 9 areas showed growth. 6th Grade math number 1 in district. 7th Math (when honors is taken out) is number 1 in the district of those who did not take 8th STAAR. 7th Grade reading number 1 in district.

Bowie		STAAR				draft 5/31											
Reading		2022	2023	2024	2025	Meets 2024	Meets 2023	Meets 2022	YtY	2025 District	2025 Bowie	2025 Bonham	2025 Crockett	2025 Nimitz	2025 WY	2025 Ector	
6th	3rd	67	64	65	64				-1	65	64	60>59<60	61>57<62	78>60<73	74>67<75	69<70>32	
7th	1st	51	58	54	69				15	63	69	51>50<66	60>55>53	68>65<66	68=68>67	77>72>60	
8th	4th	56	67	60	70				10	71	70	64>59<64	70>60<64	87>75<82	85>73<79	76<83>73	
Average	3rd										67.67	63.33	59.67	73.67	73.67	55	
Math		2022	2023	2024	2025												
6th	1st	69	65	73	72				-1	64	72	57>55<63	70>61>56	78>60>57	73>66<70	75>67>65	
7th	1st	64	53	51	55				4	29	55	49>43<48	46>43>32	58>56>48	57<59>51	70>63>42	
8th	2nd	49	51	53	66				13	66	66	72>69>63	66>62>47	68>46>52	59<66<72	71<73>43	
Average	1st tie										64.33	58	45	52	64.33	50	
Alg 1	5th	82	95	91	96				5		83	100	100	95	99	99	
SocSt	2nd	23	30	37	38				1	32	38	24>23>22	35>27>23	52>35>34	41>25<43	41<27	
Sci	4th	50	50	50	55				5	60	55	42>37<49	69>55>43	79>65<73	65>62<68	67>63	
												2 campuses (WY & Bowie) who grew in SocSt/Scie Used Reg18 support					
TELPAS	# exits	0	2	22	20												

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

Growth continues with consistency in principal leadership and culture of excellence across campus.

Social Studies and Science continue with steady growth. 2 campuses (WY & Bowie) who grew in SocSt/Scie Used Reg18 support

7 out of 9 areas showed growth. 6th Grade math number 1 in district. 7th Math (when honors is taken out) is number 1 in the district of those who did not take 8th STAAR.

7th Grade reading number 1 in district.

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): Although the campus has moved out of IR (Improvement Required), the campus is still mid to high C in accountability.

Root Cause: Sixty-one percent of Core Math and Reading are non-certified teachers, although 100% of them are actively in the pipeline certification process.

Problem Statement 2 (Prioritized): Campus has continued to move 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: Bowie Middle School has suffered five years straight turnover in two grade levels for reading teachers.

School Processes & Programs

School Processes & Programs Summary

2025-2025

Strengthening quality Tier 1 instruction through a systematic and campus wide tight PLC and PLT (professional learning Team) process. Admin attended Solutions Tree: Strong PLCs planning this summer so that the process would tighten more this year to ensure 100% of PLC will be implementing Strong PLCs The Bowie Way. Principal continues with Math, which has had the largest campus/district increase. Principal implemented coaching feedback sessions with APs, and used contracted service providers including the service center to strengthen the quality of APs coaching and feedback cycles to teachers.

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

[Bowie TAP June 2025](#)

2025-2026 Continue High Expectations tenet with APs as this will be the second year with same administrative team, and addition of an admin fellow to the campus.

The Bowie Way continues across campus with 30 Day Strong Start at the campus. 30 Day, 60 Day and 90 Day plan for the campus with the TAP, TEA required plan.

Strengthening quality Tier 1 instruction through a systematic and campus wide tight PLC and PLT (professional learning Team) process. Admin attended Solutions Tree: Strong PLCs planning this summer so that the process would tighten more this year to ensure 100% of PLC will be implementing Strong PLCs The Bowie Way. Principal continues with Math, which has had the largest campus/district increase.

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.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Social Studies and Science scores have lagged behind the rapid increase in math STAAR scores.

Root Cause: Students move into secondary with little to no emphasis on Social Studies and Sciences in the elementary grades.

Problem Statement 2 (Prioritized): 2025 STAAR scores show that the campus is still below other campuses in reading, science and social studies.

Root Cause: Strong PLC processes were not implemented with fidelity and monitored by the administrative team campus-wide.

Priority Problem Statements

Problem Statement 1: Although the campus has moved out of IR (Improvement Required), the campus is still mid to high C in accountability.

Root Cause 1: Sixty-one percent of Core Math and Reading are non-certified teachers, although 100% of them are actively in the pipeline certification process.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Campus has continued to move 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 2: Bowie Middle School has suffered five years straight turnover in two grade levels for reading teachers.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Social Studies and Science scores have lagged behind the rapid increase in math STAAR scores.

Root Cause 3: Students move into secondary with little to no emphasis on Social Studies and Sciences in the elementary grades.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: 2025 STAAR scores show that the campus is still below other campuses in reading, science and social studies.

Root Cause 4: Strong PLC processes were not implemented with fidelity and monitored by the administrative team campus-wide.

Problem Statement 4 Areas: School Processes & Programs

Board Goals


Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.


Performance Objective 1: By May 2026, the percentage of students achieving or exceeding their READING RIT goal will increase from 61% to 66%.

Indicators of Success:

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: MAP 2025 end of year results compared to MAP 2026 end of year results.

Strategy 1 Details	Reviews			
<p>Strategy 1: Admin will place students into high-quality READING teaching classrooms based on STAAR data, some of which are double blocked to provide extended practice time and intervention time in order to close gaps.</p> <p>Strategy's Expected Result/Impact: By May 2026, the percentage of students achieving or exceeding their READING RIT goal will increase from 61% to 66%.</p> <p>Staff Responsible for Monitoring: Principal, admin team, counselors.</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			

Strategy 2 Details	Reviews			
<p>Strategy 2: All teaching staff will attend quality back to school professional development training on HQIM, high quality instructional materials, to be used in the READING classroom.</p> <p>Strategy's Expected Result/Impact: By May 2026, the percentage of students achieving or exceeding their READING RIT goal will increase from 61% to 66%.</p> <p>Staff Responsible for Monitoring: Principal, admin team, MCLs, Dept chairs</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Although the campus has moved out of IR (Improvement Required), the campus is still mid to high C in accountability. Root Cause: Sixty-one percent of Core Math and Reading are non-certified teachers, although 100% of them are actively in the pipeline certification process.</p>


Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.


Performance Objective 2: By May 2026, the percentage of students achieving or exceeding their MATH RIT goal will increase from 50% to 55%.

Indicators of Success:

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: MAP 2025 end of year results compared to MAP 2026 end of year results.

Strategy 1 Details	Reviews			
<p>Strategy 1: Admin will place students into high-quality MATH teaching classrooms based on STAAR data, some of which are double blocked to provide extended practice time and intervention time in order to close gaps.</p> <p>Strategy's Expected Result/Impact: By May 2026, the percentage of students achieving or exceeding their MATH RIT goal will increase from 50% to 55%.</p> <p>Staff Responsible for Monitoring: Principal, admin team, counselors.</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Moderate Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: All teaching staff will attend quality back to school professional development training on HQIM, high quality instructional materials, to be used in the MATH classroom.</p> <p>Strategy's Expected Result/Impact: By May 2026, the percentage of students achieving or exceeding their MATH RIT goal will increase from 50% to 55%.</p> <p>Staff Responsible for Monitoring: Principal, admin team, MCLs, Dept chairs</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Moderate Progress</p>			

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Although the campus has moved out of IR (Improvement Required), the campus is still mid to high C in accountability. Root Cause: Sixty-one percent of Core Math and Reading are non-certified teachers, although 100% of them are actively in the pipeline certification process.</p>


Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.


Performance Objective 3: By May of 2026, the percentage of students performing at the MEETS level on 6th-8th MATH STAAR will increase from 33.7% to 41%.





Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: STAAR 2025 end of year results compared to STAAR 2026 end of year results.

Strategy 1 Details	Reviews			
<p>Strategy 1: Admin team attended summer PD with Solutions Tree, PLCs at Work, in order to align PLC expectations across campus contents and grade levels including the MATH classrooms.</p> <p>Strategy's Expected Result/Impact: By May of 2026, the percentage of students performing at the MEETS level on 6th-8th MATH STAAR will increase from 33.7% to 41%.</p> <p>Staff Responsible for Monitoring: Admin, MCLs, Instructional leadership team.</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Moderate Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Admin and instructional leads will role out, lead and monitor, the implementation of PLCs The Bowie Way Protocol including pacing calendars, built in checkpoint data reviews, and lesson planning, using Solutions Tree, Leveraged Leadership and Get Better Faster protocols in order to produce high quality instruction planning PLCs to improve Tier I instruction in the Math classrooms.</p> <p>Strategy's Expected Result/Impact: By May of 2026, the percentage of students performing at the MEETS level on 6th-8th MATH STAAR will increase from 33.7% to 41%.</p> <p>Staff Responsible for Monitoring: Admin, MCLs, Instructional leadership team.</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Moderate Progress</p>			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Although the campus has moved out of IR (Improvement Required), the campus is still mid to high C in accountability. Root Cause: Sixty-one percent of Core Math and Reading are non-certified teachers, although 100% of them are actively in the pipeline certification process.</p>


Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.


Performance Objective 4: By May of 2026, the percentage of students performing at the MEETS level on 6th-8th READING STAAR will increase from 37.6%. to 45%.





Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: STAAR 2025 end of year results compared to STAAR 2026 end of year results.

Strategy 1 Details	Reviews			
<p>Strategy 1: Admin team attended summer PD with Solutions Tree, PLCs at Work, in order to align PLC expectations across campus contents and grade levels including the Reading classrooms.</p> <p>Strategy's Expected Result/Impact: By May of 2026, the percentage of students performing at the MEETS level on 6th-8th READING STAAR will increase from 37.6%. to 45%.</p> <p>Staff Responsible for Monitoring: Admin, MCLs, Instructional leadership team.</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Moderate Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Admin and instructional leads will role out, lead and monitor, the implementation of PLCs The Bowie Way Protocol including pacing calendars, built in checkpoint data reviews, and lesson planning, using Solutions Tree, Leveraged Leadership and Get Better Faster protocols in order to produce high quality instruction planning PLCs to improve Tier I instruction in the Reading classrooms.</p> <p>Strategy's Expected Result/Impact: By May of 2026, the percentage of students performing at the MEETS level on 6th-8th READING STAAR will increase from 37.6%. to 45%.</p> <p>Staff Responsible for Monitoring: Admin, MCLs, Instructional leadership team.</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Moderate Progress</p>			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: 2025 STAAR scores show that the campus is still below other campuses in reading, science and social studies. Root Cause: Strong PLC processes were not implemented with fidelity and monitored by the administrative team campus-wide.</p>


Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.


Performance Objective 5: By May of 2026, the percentage of students performing at the MEETS level on ALGEBRA 1 STAAR will increase from 39%. to 46%.





Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: STAAR 2025 end of year results compared to STAAR 2026 end of year results.

Strategy 1 Details	Reviews			
<p>Strategy 1: Admin will recruit a High Quality Algebra 1 teacher with a record of high performance on STAAR tests. Strategy's Expected Result/Impact: By May of 2026, the percentage of students performing at the MEETS level on ALGEBRA 1 STAAR will increase from 39%. to 46%. Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			

Strategy 2 Details	Reviews			
<p>Strategy 2: Admin and instructional leads will role out, lead and monitor, the implementation of PLCs The Bowie Way Protocol including pacing calendars, built in checkpoint data reviews, and lesson planning, using Solutions Tree, Leveraged Leadership and Get Better Faster protocols in order to produce high quality instruction planning PLCs to improve Tier I instruction in the Algebra 1 classrooms.</p> <p>Strategy's Expected Result/Impact: By May of 2026, the percentage of students performing at the MEETS level on ALGEBRA 1 STAAR will increase from 39%. to 46%.</p> <p>Staff Responsible for Monitoring: Admin and Math MCL</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 5 Problem Statements:

Student Learning
<p>Problem Statement 1: Although the campus has moved out of IR (Improvement Required), the campus is still mid to high C in accountability. Root Cause: Sixty-one percent of Core Math and Reading are non-certified teachers, although 100% of them are actively in the pipeline certification process.</p>


Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.


Performance Objective 6: By May of 2026, the percentage of students performing at the MEETS level on Social Studies STAAR will increase from 13%. to 20%





Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: STAAR 2025 end of year results compared to STAAR 2026 end of year results.

Strategy 1 Details	Reviews			
<p>Strategy 1: 8th Grade Social Studies teachers will engage in Professional Development from Region 18 including Coaching Feedback Cycles (observation and coaching) in order to increase Tier 1 High Yield Instructional Strategies</p> <p>Strategy's Expected Result/Impact: By May of 2026, the percentage of students performing at the MEETS level on Social Studies STAAR will increase from 13%. to 20%</p> <p>Staff Responsible for Monitoring: Admin, Dept Chair, teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Moderate Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Admin and instructional leads will role out, lead and monitor, the implementation of PLCs The Bowie Way Protocol including pacing calendars, built in checkpoint data reviews, and lesson planning, using Solutions Tree, Leveraged Leadership and Get Better Faster protocols in order to produce high quality instruction planning PLCs to improve Tier I instruction in the Social Studies classrooms.</p> <p>Strategy's Expected Result/Impact: By May of 2026, the percentage of students performing at the MEETS level on Social Studies STAAR will increase from 13%. to 20%</p> <p>Staff Responsible for Monitoring: Admin, Dept Chair, teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Moderate Progress</p>			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 6 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Social Studies and Science scores have lagged behind the rapid increase in math STAAR scores. Root Cause: Students move into secondary with little to no emphasis on Social Studies and Sciences in the elementary grades.</p>
<p>Problem Statement 2: 2025 STAAR scores show that the campus is still below other campuses in reading, science and social studies. Root Cause: Strong PLC processes were not implemented with fidelity and monitored by the administrative team campus-wide.</p>


Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.


Performance Objective 7: By May of 2026, the percentage of students performing at the MEETS level on Science STAAR will increase from 24% to 31%





Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: STAAR 2025 end of year results compared to STAAR 2026 end of year results.

Strategy 1 Details	Reviews			
<p>Strategy 1: 8th Grade Science teachers will engage in Professional Development from Region 18 including Coaching Feedback Cycles (observation and coaching) in order to increase Tier 1 High Yield Instructional Strategies</p> <p>Strategy's Expected Result/Impact: By May of 2026, the percentage of students performing at the MEETS level on Science STAAR will increase from 24%. to 31%</p> <p>Staff Responsible for Monitoring: Admin, Dept Chair, teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Moderate Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Admin and instructional leads will role out, lead and monitor, the implementation of PLCs The Bowie Way Protocol including pacing calendars, built in checkpoint data reviews, and lesson planning, using Solutions Tree, Leveraged Leadership and Get Better Faster protocols in order to produce high quality instruction planning PLCs to improve Tier I instruction in the Science classrooms.</p> <p>Strategy's Expected Result/Impact: By May of 2026, the percentage of students performing at the MEETS level on Science STAAR will increase from 24%. to 31%</p> <p>Staff Responsible for Monitoring: Admin, Dept Chair, teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Moderate Progress</p>			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 7 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Social Studies and Science scores have lagged behind the rapid increase in math STAAR scores. Root Cause: Students move into secondary with little to no emphasis on Social Studies and Sciences in the elementary grades.</p>
<p>Problem Statement 2: 2025 STAAR scores show that the campus is still below other campuses in reading, science and social studies. Root Cause: Strong PLC processes were not implemented with fidelity and monitored by the administrative team campus-wide.</p>

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.



Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 1: Bowie will increase average daily attendance from 91.9% to 93% by May 2025.

Indicators of Success:

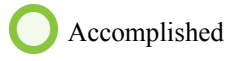
Attendance - % of student daily attendance - 2026 Goal: 92.5%

Evaluation Data Sources: Weekly attendance dashboard and daily Focus monitoring.

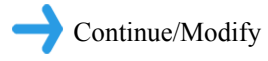
Strategy 1 Details	Reviews			
<p>Strategy 1: Bowie will work with district truancy committee and campus Counselors, assigned AP, teachers, who will work weekly on attendance, look at data, and make a plan to increase campus attendance.</p> <p>Strategy's Expected Result/Impact: Bowie will increase daily attendance from 91.9% to 93% by May 2025.</p> <p>Staff Responsible for Monitoring: Assigned AP, counselors, teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Incentive Reward items for attendance - Local - \$2,500</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Moderate Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will receive back to school Counselor training from counselors including Trauma informed, Child Abuse/Mandatory Reporting, referral process, community and family outreach support. as well as iLead classroom curriculum modules to use with students.</p> <p>Strategy's Expected Result/Impact: Bowie will increase daily attendance from 91.9% to 93% by May 2025.</p> <p>Staff Responsible for Monitoring: Counselors, Admin</p> <p>Title I: 2.51, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Moderate Progress</p>			



No Progress



Accomplished



Continue/Modify



Discontinue



Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 2: Exclusionary disciplinary infractions, dis-proportionality of special education students who receive out of school or alternative education placement, will decrease to zero at Bowie.


Indicators of Success:


College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%

Evaluation Data Sources: District and campus Focus discipline reports.

Strategy 1 Details	Reviews			
<p>Strategy 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 was rolled out in the district in 2024-2025.</p> <p>Strategy's Expected Result/Impact: Focus campus overall "incidence report" disciplinary infractions will decrease by 5% from 2025 to 2026 school year.</p> <p>Staff Responsible for Monitoring: Assistant Principals, classroom teachers, department chairs, counselors.</p> <p>Title I: 2.51, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus will continue our effective and successful Bowie's Pre-Referral Checklist processes and procedures in order to lower classroom discipline issues while increasing classroom student engagement.</p> <p>Strategy's Expected Result/Impact: 100% of Bowie will use the Pre-Referral Checklist processes and procedures to reduce instances of students being removed from the Tier 1 classroom.</p> <p>Staff Responsible for Monitoring: Counselors, Assistant Principals, classroom teachers, department chairs.</p> <p>Title I: 2.51, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 3: 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 2026.


Indicators of Success:


College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%

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 2025.)

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus will utilize 8th grade counselor to bring awareness and opportunity for all students to have equitable access to choice schools, and assist with application and parent awareness.</p> <p>Strategy's Expected Result/Impact: 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 2025.)</p> <p>Staff Responsible for Monitoring: Principal, AP, 8th Grade Counselor</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Moderate Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Bowie new AVID Site lead will attend summer training in order to provide campus PD bimonthly across campus with a lead team.</p> <p>Strategy's Expected Result/Impact: 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 2025.)</p> <p>Staff Responsible for Monitoring: Bowie AVID site team, admin</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Moderate Progress</p>			

 No Progress

 Accomplished



 Continue/Modify

 Discontinue

Board Goal 4: Classroom Excellence


Performance Objective 1: Bowie will strive to decrease the percent of non-certified teachers in Reading and Math from 61% to 55% by May 2025.

Evaluation Data Sources: Certifications and staffing will show what percent are certified in their content SBEC.

Strategy 1 Details	Reviews			
<p>Strategy 1: Non-certified teachers will meet with Dept Chair and Principal at MOY and EOY to show progress on certification.</p> <p>Strategy's Expected Result/Impact: Non-certified teachers in Reading and Math will decrease from 61% to 55% by May 2025.</p> <p>Staff Responsible for Monitoring: Dept Chair Principal</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Pipeline - Teacher Resident (1/2 half semester) - Title One School-wide - \$16,500</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Bowie will work with Alt-Certification Entities and ECISD HR department such as OPT, to provide needed PD classes, and PD for pipeline teachers to work toward certification this school year.</p> <p>Strategy's Expected Result/Impact: Non-certified teachers in Reading and Math will decrease from 61% to 55% by May 2025.</p> <p>Staff Responsible for Monitoring: Principal, Dept Chairs, MCL</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:







Student Learning

Problem Statement 1: Although the campus has moved out of IR (Improvement Required), the campus is still mid to high C in accountability. **Root Cause:** Sixty-one percent of Core Math and Reading are non-certified teachers, although 100% of them are actively in the pipeline certification process.

Board Goal 4: Classroom Excellence

Performance Objective 2: Bowie will ensure Classroom Excellence across the campus by delivering High Quality Tier One Instruction in every classroom.

Evaluation Data Sources: Admin and Coaching walkthroughs, TTESS And STAAR data 2025

Strategy 1 Details	Reviews			
<p>Strategy 1: Bowie Admin Team will attend summer PD: Solutions Tree, PLCs at Work conference.</p> <p>Strategy's Expected Result/Impact: Admin team will have a quality understanding of what PLCs should and will look like at Bowie MS.</p> <p>Staff Responsible for Monitoring: Principal and Admin Team, MCLs, Dept Chairs.</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: Travel for admin Summer Professional development - Local - \$6,500</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Bowie will provide Back to School high quality professional development to entire campus staff and support aides on productive and effective PLCs the Bowie Way.</p> <p>Strategy's Expected Result/Impact: Teachers, PLC leads will implement and lead high quality PLCs that will improve checkpoint and EOY data gathered.</p> <p>Staff Responsible for Monitoring: Teachers, PLC leads, Admin, MCLs, Dept Chairs</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
<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>				

Performance Objective 2 Problem Statements:


School Processes & Programs
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Problem Statement 2: 2025 STAAR scores show that the campus is still below other campuses in reading, science and social studies. Root Cause: Strong PLC processes were not implemented with fidelity and monitored by the administrative team campus-wide.





Board Goal 4: Classroom Excellence

Performance Objective 3: Bowie will ensure Classroom Excellence across the campus by delivering Job-Embedded PD (Professional Development).

Evaluation Data Sources: Admin and Coaching walkthroughs, TTESS And STAAR data 2025 and 2026

Strategy 1 Details	Reviews			
<p>Strategy 1: Bowie will implement Learning Walks across the campus to increase teacher capacity.</p> <p>Strategy's Expected Result/Impact: Tier 1 instruction will increase as teachers attend the scheduled Learning Walk Observation, Action Cycle.</p> <p>Staff Responsible for Monitoring: Admin, MCLs, Dept Chairs.</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Moderate Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Bowie Admin and instruction leadership team will have job-embedded Coaching cycles to build capacity in the Leadership Team.</p> <p>Strategy's Expected Result/Impact: Tier 1 instruction will increase Admin and instructional leadership team increase their capacity to lead quality observation and coaching cycles with their classroom teachers.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Instructional Coach - Title One School-wide - \$75,000, Contract Services Observation, Coaching Feedback cycles for Admin Team Math/RLA - Title One School-wide - \$30,000, Contract Services for Observation, Coaching Feedback cycles for Science - Title One School-wide - \$30,000, Contract Services for Observation, Coaching Feedback cycles for Soc Studies - Title One School-wide - \$30,000, Title 1 Lead for Admin Intern (Title 1 Crate) - Title One School-wide - \$3,500, Title 1 Lead for PE/Athletics (Grade Check - PreAthletics) - Title One School-wide - \$3,500</p>	Formative			Summative
	Oct	Jan	Mar	May
	<div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">Moderate Progress</div> </div>			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue



Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Although the campus has moved out of IR (Improvement Required), the campus is still mid to high C in accountability. Root Cause: Sixty-one percent of Core Math and Reading are non-certified teachers, although 100% of them are actively in the pipeline certification process.</p>
<p>Problem Statement 2: Campus has continued to move 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: Bowie Middle School has suffered five years straight turnover in two grade levels for reading teachers.</p>
School Processes & Programs
<p>Problem Statement 2: 2025 STAAR scores show that the campus is still below other campuses in reading, science and social studies. Root Cause: Strong PLC processes were not implemented with fidelity and monitored by the administrative team campus-wide.</p>

Board Goal 5: Culture of Excellence


Performance Objective 1: Bowie's School Connectedness Panorama's Connectedness Indicator will increase from 35% to 40% by May 2026.

Evaluation Data Sources: Panorama Connectedness BOY and EOY

Strategy 1 Details	Reviews			
<p>Strategy 1: All classrooms will post The Bowie Way tenets: High Expectations, Strong Instruction, Opportunity as well as in the hallways, (which is included in our Emergent Tree implementation, a pilot for the district).</p> <p>Strategy's Expected Result/Impact: Panorama's Connectedness Indicator will increase from 35% to 40% by May 2026.</p> <p>Staff Responsible for Monitoring: Admin, MCLs, Dept Chairs</p> <p>Title I: 2.51, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Results Driven Accountability</p> <p>Funding Sources: School Wide The Bowie Way posters Throughout the Building and classrooms - Local - \$500</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: The Principal will add to daily announcements a purposed The Bowie Way tenets: High Expectations, Strong Instruction, Opportunity and APs will embed in common areas and all areas from discipline to instruction.</p> <p>Strategy's Expected Result/Impact: Panorama's Connectedness Indicator will increase from 35% to 40% by May 2026.</p> <p>Staff Responsible for Monitoring: Principal, Admin team</p> <p>Title I: 2.51, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			

 No Progress

 Accomplished







 Continue/Modify

 Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 2: Bowie's School Connectedness Panorama's Rigorous Expectations Indicator will increase from 57% to 63% by May 2026

Evaluation Data Sources: Panorama Connectedness BOY and EOY

Strategy 1 Details	Reviews			
<p>Strategy 1: High Quality PLCs will occur daily in all STAAR tested areas, and weekly in non-tested areas to ensure classroom excellence across the campus and across all contents.</p> <p>Strategy's Expected Result/Impact: Panorama's Rigorous Expectations Indicator will increase from 57% to 63% by May 2026</p> <p>Staff Responsible for Monitoring: Admin Team, MCLs, Department chairs</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: 6th Grade all Reading and all Math classes will be double block to ensure a high quality foundation of excellence as students move to 7th and 8th and then are ready for high school transition.</p> <p>Strategy's Expected Result/Impact: Panorama's Rigorous Expectations Indicator will increase from 57% to 63% by May 2026</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Moderate Progress</p>			
<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>				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Although the campus has moved out of IR (Improvement Required), the campus is still mid to high C in accountability. **Root Cause:** Sixty-one percent of Core Math and Reading are non-certified teachers, although 100% of them are actively in the pipeline certification process.

RDA Strategies

Board Goal	Objective	Strategy	Description
5	1	1	All classrooms will post The Bowie Way tenets: High Expectations, Strong Instruction, Opportunity as well as in the hallways, (which is included in our Emergent Tree implementation, a pilot for the district).
5	1	2	The Principal will add to daily announcements a purposed The Bowie Way tenets: High Expectations, Strong Instruction, Opportunity and APs will embed in common areas and all areas from discipline to instruction.

Campus Funding Summary

Local					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Incentive Reward items for attendance		\$2,500.00
4	2	1	Travel for admin Summer Professional development		\$6,500.00
5	1	1	School Wide The Bowie Way posters Throughout the Building and classrooms		\$500.00
Sub-Total					\$9,500.00
Title One School-wide					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Pipeline - Teacher Resident (1/2 half semester)		\$16,500.00
4	3	2	Title 1 Lead for PE/Athletics (Grade Check - PreAthletics)		\$3,500.00
4	3	2	Contract Services for Observation, Coaching Feedback cycles for Science		\$30,000.00
4	3	2	Contract Services for Observation, Coaching Feedback cycles for Soc Studies		\$30,000.00
4	3	2	Title 1 Lead for Admin Intern (Title 1 Crate)		\$3,500.00
4	3	2	Contract Services Observation, Coaching Feedback cycles for Admin Team Math/RLA		\$30,000.00
4	3	2	Instructional Coach		\$75,000.00
Sub-Total					\$188,500.00