

Irving Independent School District



Bowie Middle School

Accountability Rating: D

2025-2026 Campus Improvement Plan

Mission Statement

Bowie Mission Statement:

At Bowie Middle School, we grow minds and hearts — leaving positive prints and paving powerful paths to high school success.

Vision

Bowie Vision:

We envision a school where ALL are inspired to lead, empowered to grow, and equipped to leave a lasting, positive legacy.

Value Statement

Bowie Core Values (PAWS):

- **Positive Attitude**
- **Academic Achievement**
- **Wise Choices**
- **Show Respect**

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Comprehensive Needs Assessment

Demographics

Summary

School Overview Bowie Middle School, located in Irving and serving a part of West Dallas, serves approximately 800 students in grades 6 through 8. It is also the Regional School for the Deaf, accommodating students from Irving, Duncanville, and Grand Prairie. The school is characterized by a high level of economic disadvantage, with 90.9% of students considered economically disadvantaged. The student body is predominantly Hispanic (89.9%), with smaller percentages of White (3.7%), African American (4%), Asian (1.7%), and less than 1% Pacific Islander and Two or More Races.

Programs and Services Bowie offers various programs to support its diverse student population:

- **504 Program:** 6.8%
- **Special Education:** 18%
- **Gifted and Talented:** 17.49%
- **Bilingual/ESL:** 65%

The AVID program, which promotes college and career readiness for potential first-generation college-bound students, starts in 8th grade. Students can also participate in the National Junior Honor Society and Student Council.

Staff Composition The school employs a total of 83 staff members, including:

- 43 classroom teachers
- 7 special education teachers
- 2 counselors
- 1 Student Success Coach, 1 Math Interventionist, 1 Reading Interventionist, 1 EB Coach and 1 Academic Specialist

The administration team consists of a principal and 2 assistant principals. A Leadership Coalition of 13 staff members meets regularly to ensure alignment with the school's mission and vision.

Facilities and Enrollment Policy Bowie Middle School, with an enrollment of 789 students, features comprehensive facilities including a library, band, orchestra, choir, an art room, a dance studio, an outdoor education classroom, a practice gym, and a competition gym. The school is part of the Verizon Innovative Learning program and has a VILS Lab. Enrollment is determined by zoning through Irving ISD, with the school zone extending from both east and west sides of Loop 12, south from the Trinity Railway Express line to Interstate I-30.

District Information Irving ISD, established in 1909, comprises 1 collegiate academy, 5 high schools, 8 middle schools, and 18 elementary schools, serving around 33,000 students with approximately 4,000 employees. It is the 12th largest district in the DFW Metroplex.

Parent and Community Engagement Bowie has a Parent Liaison who operates the Parent Volunteer Center, organizing events like All Pro Dads and WonderMoms, and increasing family engagement opportunities. Communication is facilitated through various channels, including a growing Facebook page, the school newsletter (Bowie Nation News), School Messenger, and Kinolved. The surrounding community in South Irving zip code 75060 has nearly 50,000 residents, with a demographic composition of 48.2% Hispanic, 21.8% White, and 13.8% Black. The median household income in 2020 was \$57,320.

Key Trends and Changes

- **Stakeholder Involvement:** Increased parent and community engagement through new events and a student advisory council.
- **Programs and Services:** Introduction of new programs like dance and outdoor education, despite the loss of Kickstart karate.
- **Behavioral Trends:** Significant reduction in infractions from 1092 in the 2022-23 school year to 553 in the 2023-24 school year.
- **Mobility and Support:** 17.2% of students are considered mobile, with student council members providing tours for incoming students.
- **Class Size and Ratios:** The average student-to-teacher ratio is 25:1.
- **Attendance and Discipline:** Continuous efforts to improve attendance and reduce tardiness through strategic procedures and policies.

Student Demographics

- **Race/Ethnicity:** 89.9% Hispanic, 3.7% White, 4% African American, 1.7% Asian, and less than 1% Pacific Islander and Two or More Races.
- **Gender Distribution:** In 6th grade, there were 121 females and 136 males; in 7th grade, 123 females and 146 males; and in 8th grade, 120 females and 143 males.
- **Student Groups:** Bowie serves students in various programs, including 504 (10.8%), Special Education (10%), Gifted and Talented (18.3%), and 60% of students are Bilingual/ESL served.

Disciplinary Infractions: With a total of 553 infractions in the 2023-2024 school year, Bowie focuses on reducing disciplinary placements through programs like Capturing Kids' Hearts, PBIS, and student councils. These efforts have led to a 33.8% decrease in disciplinary placements from the previous year.

The Discipline Infraction breakdown by demographics is as follows 88.6% were for Hispanic students, 5.3% for African American students, and 2.1% were for White students. Males made up 79.5% of the infractions and females made up 20.5% of the infractions. If we look at infractions by grade level, 6th grade had 21.4%, 7th grade had 52.8%, and 8th grade had 25.8% of the infractions.

- **Attendance and Engagement:**
 - Bowie has improved attendance rates from 92.6% to 93.9% over the last three years, nearing the pre-COVID average of 95%. Efforts to engage students and families through coordinated communication and support systems have been effective in enhancing attendance.
 - To combat students being out of the classroom for disciplinary reasons, the Student Culture Team continues to focus on Capturing Kids' Hearts, Student Council, and PBIS as a focus for fostering relationships with our students and staff.
 - 17% of students are chronically absent (missing more than 10% of the school year).

Staff Data

- **Gender and Ethnicity:** 42 female and 18 male teachers. The ethnic composition includes 1 American Indian/Alaska Native, 18 Asian, 20 African American/Black, and 20 White staff members.
- **Staff Retention Rate:** The school has a 76% retention rate, with many vacancies due to promotions.
- **New Staff Support:** New staff members are assigned a mentor and attend monthly support meetings during the first semester and bi-monthly meetings during the second semester.

Bowie Middle School is dedicated to fostering a supportive and inclusive environment that promotes academic excellence and community involvement. The school continuously adapts to meet the needs of its diverse student population and engages actively with parents and the broader community to ensure a collaborative and enriching educational experience.

Strengths

Rich Diversity and Cultural Assets

- Bowie serves a **predominantly Hispanic student population (89.9%)** with representation from African American (4%), White (3.7%), Asian (1.7%), and other ethnic groups.
- This provides opportunities for bilingualism, cultural awareness, and inclusive learning practices that prepare students for global competencies.

Regional School for the Deaf

- Bowie uniquely serves as the **Regional School for the Deaf** for Irving, Duncanville, and Grand Prairie.
- This inclusive model demonstrates the school's strength in meeting specialized student needs while fostering a culture of belonging.

Gifted & Talented Opportunities

- About **18% of students are identified as Gifted and Talented**, showing Bowie's capacity to serve advanced learners alongside at-risk populations.
- Programs such as **National Junior Honor Society, TSA, and Academic UIL** extend enrichment opportunities.

Family & Community Engagement

- Bowie has a **Parent Liaison and strong volunteer network** that coordinates programs such as **All Pro Dads, WonderMoms, and frequent parent engagement nights**.
- These structures create a foundation for sustained family-school partnerships.
- Discipline infractions have dropped **from 1,092 (2022–23) → 553 (2023–24) → continued reductions in 2024–25**, reflecting stronger Tier 1 behavior systems.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 A large percentage of English Learners (65%) continues to underperform in Reading and Writing, especially at the Meets and Masters levels.	Inconsistent implementation of EB instruction strategies and limited professional development for teachers on integrating language objectives into daily lessons.
2★ Bowie has a high concentration of economically disadvantaged students (90.9%), which contributes to gaps in academic performance compared to state averages.	Limited integration of real-world, culturally responsive, and enrichment opportunities within Tier 1 instruction reduces engagement and access to rigorous learning for all student groups.
3 Enrollment has declined from 799 (2023-24) - 752 (2024-25) - 712 (2025-26), with mid-year mobility still impacting instructional continuity.	While orientation supports exist, systematic academic and social integration structures for new and mobile students are not consistently implemented across grade levels.
4 Staff retention remains at 76%, resulting in frequent onboarding of new teachers and variability in instructional quality.	While mentorship exists, systematic coaching and job-embedded professional learning cycles are not consistently implemented to build teacher capacity and long-term commitment.

★ = Priority

Student Learning

Summary

Overall, Bowie Middle School continues to demonstrate both areas of progress and persistent challenges in student learning.

STAAR 2025 Performance

- **Reading/Language Arts (RLA):** 65% Approaches | 37% Meets | 13% Masters
- **Math:** 61% Approaches | 36% Meets | 14% Masters
- **Science:** 66% Approaches | 38% Meets | 10% Masters
- **Social Studies:** 37% Approaches | 13% Meets | 4% Masters

Compared to 2024, Math and Science showed growth at the Meets and Masters levels, while Reading held steady at Masters but dipped slightly at Meets. Social Studies declined across all levels and is now the lowest-performing subject.

MAP Growth (2024–2025)

- Only **38–45% of students met growth projections in Math** and **42–45% in Reading**, both below national norms.
- This shows students are progressing, but not quickly enough to close existing learning gaps, particularly for English Learners and economically disadvantaged students.

TELPAS & English Language Proficiency

- TELPAS results indicate many EL students remain at **Intermediate or Advanced** levels, with fewer advancing to **Advanced High**, which is needed for success on STAAR.
- This aligns with persistent challenges in integrating language development into core instruction (per Domain 3 “Closing the Gaps” data).

Accountability Ratings (2025)

- **Domain 1 – Student Achievement:** 65 (D)
- **Domain 2 – School Progress:** 75 (C)
 - Part A Academic Growth: 58 (scaled to 65, D)
 - Part B Relative Performance: 75 (C, aligned to 89% Eco. Dis.)
- **Domain 3 – Closing the Gaps:** 57 (F), largely driven by underperformance of EL and economically disadvantaged students.
- **Overall 2025 Rating:** 69 (D) – Identified for Comprehensive Support & Improvement (CSI).

Special Populations

- **Special Education (18%):** Growth lags behind peers, with inconsistent success in co-teach and inclusion models.
- **Gifted & Talented (18%):** Students meet Approaches but are underrepresented at Masters.
- **Deaf/Hard-of-Hearing:** Outcomes are inconsistent compared to peers, highlighting a need for stronger general education inclusion support.

Behavior, Attendance, and Engagement

- **Discipline referrals have dropped significantly:** 1,092 (2022–23) → 553 (2023–24) → continued decline in 2024–25.

- **Attendance improved** to 94% in 2024–25, the highest since before COVID disruptions.
- Student participation in **UIL Academics, Technology Student Association, and HOPE Squad** reflects increasing opportunities for enrichment, leadership, and engagement.

Student learning at Bowie Middle School reflects **incremental progress in Math and Science achievement**, steady performance in Reading, and **declines in Social Studies**. While discipline and attendance trends are improving, **academic growth remains below state targets**, with **ELL, Special Education, and economically disadvantaged students** performing significantly below peers. Bowie's accountability results (Overall 69, Domain 3 = F) underscore the urgent need to accelerate learning for subgroups while continuing to leverage student leadership programs, family engagement, and improved attendance as strengths to build upon.

Strengths

Growth in Math and Science Achievement

- STAAR 2025 Math improved to **61% Approaches, 36% Meets, and 14% Masters**, up from 31% Meets and 10% Masters in 2024.
- STAAR 2025 Science improved to **66% Approaches, 38% Meets, and 10% Masters**, showing stronger rigor compared to 2024 (30% Meets, 7% Masters).

Steady Performance in Reading Masters

- STAAR 2025 Reading achieved **65% Approaches, 37% Meets, and 13% Masters**, maintaining the same percentage of students at Masters as 2024, showing a consistent group of high performers.

Improved Attendance Rates

- Campus-wide attendance increased to **93–96% in 2024–25** compared to 92–93% in 2022–23.
- This marks the **highest attendance rate since before COVID disruptions**.

Significant Reduction in Discipline Referrals

- Discipline incidents dropped **from 1,092 in 2022–23 → 553 in 2023–24 → 329 in 2024–25**, exceeding campus reduction goals of 30%.
- This reflects a **70% overall reduction in three years**, resulting in more time for teaching and learning.

Strong Participation in Advanced & Enrichment Programs

- **18% of students are identified as Gifted & Talented (GT)**.
- Student engagement in **Academic UIL, TSA, and HOPE Squad** continues to grow, with TSA sending **two students to nationals in 2025**.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ Only 37% of students met grade level in Reading/ Language Arts on STAAR 2025, with 13% at Masters.	Inconsistent implementation of reading comprehension strategies and limited focus on academic vocabulary development across content areas reduce rigor and support for EB's.
2★ In Math, 36% of students met grade level and 14% achieved Masters in 2025, leaving nearly two-thirds below Meets.	Tier 1 math instruction does not consistently provide conceptual depth, multiple representations, and daily problem-solving aligned to STAAR rigor.
3★ Social Studies is the lowest performing content area, with only 37% Approaches, 13% Meets, and 4% Masters in STAAR 2025.	Social Studies instruction lacks structured literacy integration and academic writing strategies, limiting students' ability to analyze primary sources and demonstrate higher-order thinking.
4 Science performance remains uneven, with 66% Approaches, but only 38% Meets and 10% Masters in STAAR 2025.	Inconsistent use of hands-on labs, inquiry-based strategies, and academic language supports limits student mastery of science concepts and vocabulary.
5 MAP Growth data shows only 38-45% of students met growth projections in Math and 42-45% in Reading in 2024-25, below national norms.	PLCs are not consistently using MAP and formative assessment data to adjust Tier 1 instruction, reteach, or provide small-group intervention.
6★ Emergent Bilinguals (65% of student population) continue to underperform in Domain 3 "Closing the Gaps," with fewer progressing to Advanced High on TELPAS.	EB scaffolds and language objectives are not consistently embedded into lesson design and delivery across all content areas.

7
★

Special Education students (18%) are not meeting growth at the same rate as their peers, as shown in STAAR and MAP performance.

Co-teach and inclusion practices are inconsistent, with limited structured collaboration between general education and special education teachers during planning.

★ = Priority

School Processes & Programs

Summary

Bowie Middle School continues to strengthen instructional systems, leadership structures, and student supports, while also expanding enrichment opportunities for students.

Curriculum & Instruction

- Bowie implements Irving ISD's **district-provided scope and sequence, unit plans, and assessments** across all content areas.
- Teachers receive training on **internalization protocols** and use PLCs to review student work, adjust lesson pacing, and ensure alignment to TEKS.
- Despite progress, Tier 1 instruction remains **inconsistent in rigor and language supports**, particularly for Emergent Bilinguals (65% of students) and Special Education students (10%).

Professional Development

- All new teachers are paired with a mentor and supported through the district's **First Class induction program**, as well as monthly campus PD on **classroom management, curriculum internalization, and best practices**.
- Ongoing coaching is provided by administrators and instructional leaders, with structured feedback cycles aligned to T-TESS.
- Staff retention remains a challenge (**76% retention**), highlighting the need for stronger long-term coaching and leadership pathways.

Leadership & Decision-Making

- Placement of teachers is **data-driven**, ensuring the strongest educators are assigned to the highest-need students.
- Teacher voice is considered through surveys, but final decisions are guided by campus performance data and student needs.
- A **Leadership Coalition** and Student Success Coach provide additional instructional leadership, focusing on results-oriented decision-making.

Communication & Organization

- Families and staff are connected through multiple platforms: **Bowie Family Newsletter, Kinolved, SchoolMessenger, and social media**.
- Parent engagement events occur **at least twice a month per department**, supporting strong school-family partnerships.
- A Parent Liaison coordinates volunteers and outreach programs such as **All Pro Dads and WonderMoms**.

Support Services

- Bowie serves as the **Regional School for the Deaf**, providing specialized services and inclusion supports.
- The campus implements the district's **RISE program** as part of the MTSS framework, requiring all teachers to submit **Classroom Success Plans** to standardize Tier 1 behavior systems.
- Additional supports include **Alongside (digital mental health platform), HOPE Squad (suicide prevention and peer leadership), Youth180 mentoring, and All Things Made New family support services**.

Extracurricular & Co-Curricular Opportunities

- Students have access to a wide range of enrichment, including **band, orchestra, choir, art, dance, outdoor education, NJHS, Academic UIL, and Technology Student Association (TSA)**.
- TSA achieved notable success in 2025, with **two students advancing to nationals**.
- These programs promote **leadership, STEM innovation, creativity, and student connection to school**.

Technology Integration

- Bowie houses a **Verizon Innovative Learning Lab (VILS)** to support STEAM integration and digital learning.
- Technology is used for academic purposes (digital curriculum, formative assessments) and communication (HAC for families to track grades and STAAR results).

Bowie Middle School has strong systems for **curriculum alignment, teacher placement, and student support services**, paired with robust **family engagement and enrichment programs**. Strengths include the VILS lab, RISE implementation, and the success of programs like TSA and HOPE Squad. Areas needing continued focus include **increasing rigor and language supports in Tier 1 instruction, strengthening co-teach practices, and improving staff retention through sustained professional development and coaching**.

Strengths

Data-Driven Teacher Placement

- Teacher assignments are based on **student performance data (STAAR, MAP, course failures)** and teacher effectiveness, ensuring the strongest educators are placed with the highest-need students.

Strong Induction & Mentorship for New Teachers

- All new teachers participate in Irving ISD's **First Class program**, plus **campus-based mentorship, monthly PD, and ongoing coaching**, helping accelerate teacher growth and support student learning.

Consistent Professional Learning & Coaching Cycles

- Monthly professional learning focuses on **classroom management, curriculum internalization, and instructional best practices**, supported by **coaching and feedback cycles** from administrators.

Family & Community Engagement Systems

- Families are engaged through **at least two parent events per department per semester**, plus ongoing communication via **Bowie Family Newsletter, Kininvolved, SchoolMessenger, and social media**.
- A **Parent Liaison** coordinates volunteer programs like **All Pro Dads and WonderMoms**.

Expanded Student Support Services

- Implementation of the **RISE program** within MTSS ensures consistent Tier 1 behavior systems, supported by required **Classroom Success Plans** for every teacher.
- Additional supports include **HOPE Squad (student-led suicide prevention), Youth180 (mentoring), Alongside (mental health check-ins), and All Things Made New (family assistance)**.

Extracurricular & Enrichment Success

- Students benefit from diverse opportunities including **band, orchestra, choir, dance, outdoor education, UIL Academics, and NJHS**.
- The **Technology Student Association (TSA)** achieved national recognition in 2025, with **two students advancing to the national competition**.

Technology Integration & STEAM Innovation

- Bowie leverages its **Verizon Innovative Learning Lab (VILS)** to integrate STEAM and digital tools into instruction.

- Families use **Home Access Center (HAC)** to track grades and STAAR data, promoting academic accountability at home.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ In 2024-25, the campus Academic Growth score was 58 (scaled 65, D) in Domain 2A.	PLCs are not fully guided by structured protocols for analyzing student work, reteaching, and monitoring intervention effectiveness. PLCs functioned in 2024-25 but did not consistently use assessment data (STAAR, MAP, TELPAS) to drive instructional adjustments.
2★ In 2024-25, 38-45% of students met Math MAP growth targets and 42-45% met Reading MAP growth targets, below norms.	In 2024-25, teachers regularly engaged in PD, but transfer of strategies into classroom practice varied widely. PD follow-up systems (coaching, observation, and accountability loops) are not consistently aligned to ensure new learning is implemented and sustained.
3 While Bowie has strong family engagement events, attendance and impact of parent programs vary by subgroup.	Communication and outreach are not fully differentiated for families of Emergent Bilinguals and economically disadvantaged students, limiting equitable participation.
4★ Although discipline infractions declined from 1,092 in 2022-23 to 329 in 2024-25, ISS and OSS disproportionately impact Emergent Bilinguals, African American students, and Special Education students, resulting in lost instructional time.	Tier 1 classroom management systems and culturally responsive behavior strategies are not consistently implemented across all classrooms, leading to inequities in discipline referrals.
5★ In 2024-25, campus attendance averaged 93-96% by grade--below the pre-COVID benchmark (~95%)--and Hispanic and African American students attended at slightly lower rates than White and Asian peers.	Campus early-warning and tiered attendance interventions were not implemented consistently by grade and subgroup--daily monitoring, same-day two-way outreach in families' home language, and rapid problem-solving (passes, schedule/routine supports, classroom incentives) varied across teams, resulting in delayed re-engagement for students with emerging attendance risk.

★ = Priority

Perceptions

Summary

Bowie Middle School has made notable progress in improving school culture, family engagement, and student connectedness over the past three years. Attendance and discipline trends show strong improvements, and families consistently describe Bowie as welcoming and supportive. However, perception gaps remain between staff and student experiences, and disproportionality in discipline continues to impact equity.

Student Engagement & Attendance

- **Attendance has steadily improved:**
 - 2022–23 → 92–93%
 - 2023–24 → 92.6%
 - 2024–25 → 93–96%
- **Subgroup differences remain:** Hispanic and African American students show slightly lower attendance than White and Asian peers. Since Hispanic students make up **≈90% of enrollment**, their attendance patterns drive campus-wide averages.
- **Trend:** Targeted interventions have been effective in raising overall attendance, but **equity gaps** among subgroups persist.

Behavior & Discipline

- **Infractions decreased sharply:**
 - 2022–23 → 1,092
 - 2023–24 → 553
 - 2024–25 → 328.
- **Discipline disproportionality remains:**
 - 88.6% of infractions were Hispanic (≈90% of enrollment).
 - African American students (≈4% of enrollment) represented 5.3% of infractions.
 - Male students made up 79.5% of infractions.

Conflict Reduction & Student Belonging

- Conflict decreased with **mentoring, HOPE Squad, Student Council, and Alongside (mental health platform)**.
- **HOPE Squad expansion** provided peer-to-peer leadership in wellness and suicide prevention, strengthening Tier 1 & Tier 2 supports.
- Student survey ratings (**3.2/5**) were significantly lower than staff (4.3–4.4/5) and parents (3.9/5), showing a **perception gap** between student experiences and adult perspectives.

Parent/Guardian & Community Engagement

- **Structures in place:** Parent Liaison, Volunteer Center, All Pro Dads, WonderMoms, bi-monthly department events, HAC, newsletters, Kinolved, Facebook, and SchoolMessenger.
- **Event consistency:** In 2024–25, each department hosted six family events (one per grading period), ensuring **12+ structured opportunities per semester campus-wide**.

- **Community partnerships:**
 - **Irving Schools Foundation** (uniforms, food bags, grants, orchestra equipment).
 - **Youth180** (mentorship for DAEP students).
 - **All Things Made New** (family support with uniforms/furniture).
- **Trend:** Participation opportunities have increased, but **families of EBs and economically disadvantaged students remain less consistently engaged.**

Staff Perceptions

- **Staff survey ratings (4.3–4.4/5)** reflect high collaboration, safety, and support.
- Retention remains a challenge ($\approx 24\%$ turnover in 2024–25), though mentoring and coaching have stabilized classroom systems.
- Teachers believe in high expectations and rigor, but slow academic growth (MAP: $\sim 40\%$ meeting targets) signals the need for stronger alignment between perception and student outcomes.

Student & Parent Perceptions

- **Parents:** Report feeling welcomed (3.9/5 survey rating), safe sending children to school, and confident in communication and support structures.
- **Students:** Express pride in programs like **TSA, UIL, and HOPE Squad**, but their survey ratings (3.2/5) reveal a need for **greater empowerment, recognition, and rigor.**

Community Perceptions

- Bowie is described as a **long-standing, diverse, and innovative anchor** for South Irving.
- Programs like **TSA (state and national competition), UIL, HOPE Squad, and Dance** expanded Bowie's visibility and community pride.
- Enrollment continues to decline (799 $\rightarrow$ 752 $\rightarrow$ 712), but **Day 1 stability improved to 93.5% in 2025–26** (vs. 77.4% in 2024–25), showing stronger trust at the start of the year.

Bowie Middle School is perceived as a welcoming and supportive campus with strong family engagement systems, improved attendance (96–97%), and declining discipline infractions (< 500 in 2024–25). Staff feel supported and collaborative, and families rate the school positively. Students benefit from leadership and enrichment opportunities like TSA, UIL, and HOPE Squad, but report lower satisfaction than staff and parents. Persistent challenges include **equity gaps in attendance and discipline, declining enrollment, and a student perception gap (3.2 vs. staff 4.3/5)**. These remain areas for continued growth as Bowie builds on its progress.

Strengths

Major reduction in discipline incidents

- Discipline referrals **fell sharply over three years: 1,092 (2022–23) $\rightarrow$ 553 (2023–24) $\rightarrow$ 328 in 2024–25**—evidence that Tier 1 systems are working.

Stronger Tier 1 behavior systems (Capturing Kids' Heart)

- CKH ensures consistency and expectations schoolwide.

Positive adult culture and collaboration

- **Staff climate ratings average 4.3–4.4/5**, reflecting strong perceptions of safety, support, and teamwork among teachers and staff.

Family perception is favorable and engagement is consistent

- **Family climate ratings average 3.9/5** and the campus delivers **regular, department-led family events** with multiple communication channels (newsletter, SchoolMessenger, Kininvolved, Facebook).

Expanded student leadership, wellness, and enrichment

- **HOPE Squad** (peer-led wellness) and **Alongside** (digital mental health) strengthen belonging; **UIL Academics** and **TSA** broaden leadership and pride—TSA participation reached **state/national levels** in 2025.

Community partnerships provide tangible support

- Ongoing help from **Irving Schools Foundation** (uniforms, food bags, grants), **Youth180** (mentoring), and **All Things Made New** (family supports) bolsters safety nets and parent confidence.

Clear, multi-platform communication and transparency

- Families access grades and STAAR via **HAC** and receive regular updates through the **Bowie Family Newsletter**, **SchoolMessenger**, **Kinvolved**, and social media—improving access and trust.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ Student survey ratings averaged 3.2/5 in 2024-25, much lower than staff (4.3-4.4/5) and family (3.9/5) ratings.	Students had limited authentic opportunities for voice, recognition, and involvement in decision-making.
2 Families rated Bowie's climate positively (3.9/5), but gaps in participation persisted, particularly for Emergent Bilingual and economically disadvantaged families (90.9% of campus).	Engagement events were consistent but not always accessible due to language, scheduling, and transportation barriers.
3 Staff retention was 76% in 2024-25, with high turnover in core content areas, affecting consistency in student culture and support.	Systems for recognizing and retaining teachers beyond mentoring (career pathways, incentives, reduced workload) were not fully developed.
4 Although Bowie hosted twice-monthly parent engagement events in 2024-25, attendance varied, and the same families often participated.	Outreach strategies were not fully differentiated to bring in harder-to-reach families (e.g., high-mobility, EB, or SPED).
5 Enrollment continued to decline (799 in 2023-24 - 752 in 2024-25), despite stronger communication and community partnerships.	Recruitment and retention systems were not targeted to address family concerns about academic performance and long-term feeder patterns.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
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In 2024-25, the campus Academic Growth score was 58 (scaled 65, D) in Domain 2A.

PLCs are not fully guided by structured protocols for analyzing student work, reteaching, and monitoring intervention effectiveness. PLCs functioned in 2024-25 but did not consistently use assessment data (STAAR, MAP, TELPAS) to drive instructional adjustments.

2
★

Emergent Bilinguals (65% of student population) continue to underperform in Domain 3 "Closing the Gaps," with fewer progressing to Advanced High on TELPAS.

EB scaffolds and language objectives are not consistently embedded into lesson design and delivery across all content areas.

3
★

In 2024-25, campus attendance averaged 93-96% by grade--below the pre-COVID benchmark (~95%)--and Hispanic and African American students attended at slightly lower rates than White and Asian peers.

Campus early-warning and tiered attendance interventions were not implemented consistently by grade and subgroup--daily monitoring, same-day two-way outreach in families' home language, and rapid problem-solving (passes, schedule/routine supports, classroom incentives) varied across teams, resulting in delayed re-engagement for students with emerging attendance risk.

4
★

Only 37% of students met grade level in Reading/ Language Arts on STAAR 2025, with 13% at Masters.

Inconsistent implementation of reading comprehension strategies and limited focus on academic vocabulary development across content areas reduce rigor and support for EB's.

5
★

In Math, 36% of students met grade level and 14% achieved Masters in 2025, leaving nearly two-thirds below Meets.

Tier 1 math instruction does not consistently provide conceptual depth, multiple representations, and daily problem-solving aligned to STAAR rigor.

6
★

Social Studies is the lowest performing content area, with only 37% Approaches, 13% Meets, and 4% Masters in STAAR 2025.

Social Studies instruction lacks structured literacy integration and academic writing strategies, limiting students' ability to analyze primary sources and demonstrate higher-order thinking.

7
★

Special Education students (18%) are not meeting growth at the same rate as their peers, as shown in STAAR and MAP performance.

Co-teach and inclusion practices are inconsistent, with limited structured collaboration between general education and special education teachers during planning.

8
★

In 2024-25, 38-45% of students met Math MAP growth targets and 42-45% met Reading MAP growth targets, below norms.

In 2024-25, teachers regularly engaged in PD, but transfer of strategies into classroom practice varied widely. PD follow-up systems (coaching, observation, and accountability loops) are not consistently aligned to ensure new learning is implemented and sustained.

9
★

Bowie has a high concentration of economically disadvantaged students (90.9%), which contributes to gaps in academic performance compared to state averages.

Limited integration of real-world, culturally responsive, and enrichment opportunities within Tier 1 instruction reduces engagement and access to rigorous learning for all student groups.

10
★

Student survey ratings averaged 3.2/5 in 2024-25, much lower than staff (4.3-4.4/5) and family (3.9/5) ratings.

Students had limited authentic opportunities for voice, recognition, and involvement in decision-making.

11
★

Although discipline infractions declined from 1,092 in 2022-23 to 329 in 2024-25, ISS and OSS disproportionately impact Emergent Bilinguals, African American students, and Special Education students, resulting in lost instructional time.

Tier 1 classroom management systems and culturally responsive behavior strategies are not consistently implemented across all classrooms, leading to inequities in discipline referrals.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework 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
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data

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
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ Tobacco, alcohol, and other drug-use data
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ State certified and high quality staff data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ T-TESS data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Community surveys and/or other feedback

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation



Goals

Goal 1

In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 1 High Priority HB3 Goal

Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 46% to 65% by May 2026.
Increase the percentage of SPED students from 38% to 65% by May 2026.

Evaluation Data Source: MOY and EOY Data, Lesson Plans, Artifact Trackers, Walkthroughs during Tier I, Tier II, and WIN time instruction

Strategy 1

RLA teachers will implement the Irving ISD 6-12 RLA Planning Protocol during weekly team time to internalize lessons. Administrators and instructional leaders will join PLCs to analyze core texts, anticipate misconceptions, and plan scaffolds for SPED and EB students. Leaders will then conduct weekly classroom walkthroughs to provide feedback on alignment to the district RLA Framework and the use of IISD's instructional strategies (Think-Pair-Share, Chunking, Stop and Jot, Sentence Stems, Active Monitoring).

Strategy's Expected Result/Impact: Teachers will deliver rigorous, aligned lessons with built-in supports, resulting in increased student engagement and higher percentages of students overall and SPED meeting MAP Growth projections in Reading. Collaboration during team time, paired with targeted walkthrough feedback, will strengthen Tier I instruction and ensure fidelity of both the RLA Framework and RBIS implementation.

Staff Responsible for Monitoring: Team Leads for RLA 6 (EB Coach), RLA 7 (Interventionist), RLA 8 (Principal) and Eng 1 (Academic Specialist)

Problem Statements: School Processes & Programs 1

Funding Sources: Academic Specialist 211 - Title I-A, , Emergent Bilingual Coach 199 - General Funds, , RLA Interventionist 199 - General Funds: SCE,

Title I: 2.5.1, 2.5.3

TEA Priorities: 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

Formative Reviews

Moderate Progress

Considerable Progress

November

February

April

July

Strategy 2

During Cub Connection Time (RTI Block), students will be flexibly grouped using MAP

instructional area RIT scores and STAAR strand data to engage in Tier II instruction that reinforces academic vocabulary, comprehension strategies, and grade-level text application. Students performing below the 15th percentile on MAP or identified through HB1416 will participate in daily Tier III interventions focused on foundational reading skills. Teachers will use Amira and IXL Diagnostics to track student growth, supplemented with teacher-created lessons and 3-week pre/post assessments to monitor and adjust instruction.

Strategy's Expected Result/Impact: Tier II instruction during Cub Connection will close skill gaps, build vocabulary, and improve comprehension, resulting in more students overall and in SPED meeting MAP Growth projections. Daily Tier III interventions with layered progress monitoring will accelerate growth for the most at-risk readers, directly increasing the percentage of SPED students and the overall population achieving MAP Growth targets and MEETS or above on STAAR Reading.

Staff Responsible for Monitoring: Academic Specialist, Reading Interventionist, EB Coach

Problem Statements: Student Learning 1, 3, 6

Funding Sources: Reading Interventionist 199 - General Funds: SCE, , Academic Specialist 211 - Title I-A, , Emergent Bilingual Coach 211 - Title I-A,

Title I: 2.5.1, 2.5.3

TEA Priorities: 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

Formative Reviews

Moderate Progress

November

Considerable Progress

February

April

July

Strategy 3

Before MOY and EOY MAP testing, teachers will facilitate student goal-setting conferences where students review their BOY/MOY RIT scores, set individual growth targets, and record action steps in their writers journals. An incentive system (e.g., MAP Growth Parties) will be implemented to celebrate students who meet or exceed their MAP Growth goals.

Strategy's Expected Result/Impact: Proactive goal-setting will increase student ownership and motivation. Incentives tied to achievement will further encourage effort, leading to higher percentages of students overall and in SPED meeting or exceeding MAP Growth projections.

Staff Responsible for Monitoring: RLA Teachers, EB Coach, Interventionist

Problem Statements: Perceptions 1

Funding Sources: Materials and Supplies 199 - General Funds, \$400, Pizza for Growth Parties 199 - General Funds, \$1,000

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Considerable Progress

February

April

July

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Only 37% of students met grade level in Reading/Language Arts on STAAR 2025, with 13% at Masters.

Inconsistent implementation of reading comprehension strategies and limited focus on academic vocabulary development across content areas reduce rigor and support for EB's.

3

Social Studies is the lowest performing content area, with only 37% Approaches, 13% Meets, and 4% Masters in STAAR 2025.

Social Studies instruction lacks structured literacy integration and academic writing strategies, limiting students' ability to analyze primary sources and demonstrate higher-order thinking.

6

Emergent Bilinguals (65% of student population) continue to underperform in Domain 3 "Closing the Gaps," with fewer progressing to Advanced High on TELPAS.

EB scaffolds and language objectives are not consistently embedded into lesson design and delivery across all content areas.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

In 2024-25, the campus Academic Growth score was 58 (scaled 65, D) in Domain 2A.

PLCs are not fully guided by structured protocols for analyzing student work, reteaching, and monitoring intervention effectiveness. PLCs functioned in 2024-25 but did not consistently use assessment data (STAAR, MAP, TELPAS) to drive instructional adjustments.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Student survey ratings averaged 3.2/5 in 2024-25, much lower than staff (4.3-4.4/5) and family (3.9/5) ratings.

Students had limited authentic opportunities for voice, recognition, and involvement in decision-making.

Performance Objective 2 High Priority HB3 Goal

Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 37% to 45% by May 2026.
Increase the percentage of SPED students from 11% to 19% by May 2026.

Evaluation Data Source: Campus Common Assessments in RLA Classes, Lesson Plans, Artifact Trackers, Walkthroughs during Tier I and Tier II instruction

Strategy 1

Students not meeting proficiency on Campus Common Formative Assessments (CFAs) or Demonstrations of Learning (DOLs) will receive Tier II re-teach during class through the PAWS/ Push-In initiative. Teachers will provide targeted small-group instruction "by student, by standard", with reteach lessons aligned to the specific standards students have not yet mastered. Learning will be reinforced through IXL skill assignments connected to those standards to support practice and mastery.

Strategy's Expected Result/Impact: Targeted reteach within the classroom will close learning gaps prior to unit assessments, increase mastery of grade-level standards, and improve the percentage of students overall and SPED scoring at MEETS or above on STAAR Reading.

Staff Responsible for Monitoring: RLA Teachers, Academic Specialist

Problem Statements: Student Learning 2, 7

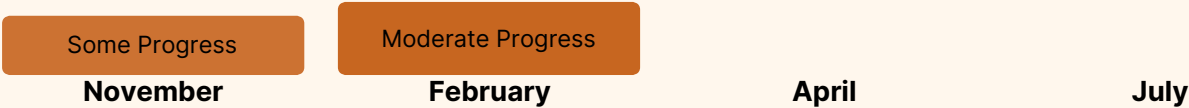
Funding Sources: Academic Specialist 211 - Title I-A,

Title I: 2.5.1, 2.5.3

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

Formative Reviews



Strategy 2

Students performing above the 40th percentile on MAP will participate in daily RTI block Tier II interventions/extensions focused on reading comprehension, knowledge coherence, and text-evidence-based responses. Teachers will use IXL Diagnostics to track student growth, supplemented with teacher-created lessons and pre/post assessments every three weeks to monitor and adjust instruction. Additionally, students identified as needing language support will use SummitK12 to strengthen language acquisition and move up a proficiency level in Domain 3.

Strategy's Expected Result/Impact: Targeted Tier II instruction and language development will close skill gaps for students on the cusp of MEETS, resulting in higher percentages of students overall and SPED achieving MEETS or above on STAAR Reading.

Staff Responsible for Monitoring: EB Coach, Interventionist, Academic Specialist

Problem Statements: Student Learning 2, 6, 7

Funding Sources: Interventionist 199 - General Funds: SCE,

Title I: 2.5.1, 2.5.3

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

Formative Reviews

Some Progress

November

Considerable Progress

February

April

July

Strategy 3

Teachers will provide before- and after-school tutoring and Saturday school sessions using released STAAR items, scaffolded supports, and small-group instruction with a focus on comprehension, inferencing, and vocabulary development. SPED students will receive specialized small-group sessions targeting their IEP-aligned needs.

Strategy's Expected Result/Impact: Extended learning opportunities will accelerate growth for struggling readers, leading to higher percentages of students overall and SPED achieving MEETS or above.

Staff Responsible for Monitoring: RLA Teachers, Interventionist, EB Coach

Problem Statements: Student Learning 1, 6, 7

Funding Sources: Academic Specialist 211 - Title I-A, , Tutoring 211 - Title I-A, \$3,000

Title I: 2.5.1, 2.5.3

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

Formative Reviews

Some Progress

November

Considerable Progress

February

April

July

Strategy 4

Administrators and instructional leaders will provide Classroom Management Hierarchy Coaching from Big Rock Educational Services (BRES) to RLA teachers. Coaching will include weekly observations, feedback, and data collection to ensure consistent implementation of behavior systems and engagement strategies, with the goal of maintaining 90-100% on-task learning across classrooms.

Strategy's Expected Result/Impact: Improved classroom management and student engagement will maximize instructional time, leading to stronger Tier I instruction and higher percentages of students overall and SPED achieving MEETS or above on STAAR Reading.

Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Specialist, Interventionist, EB Coach

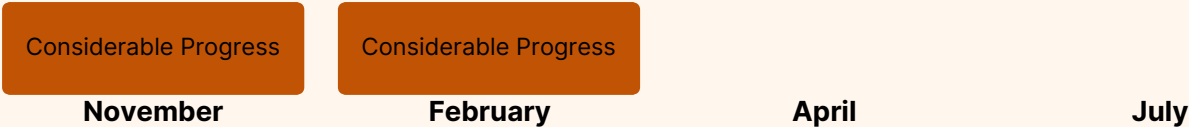
Problem Statements: Student Learning 1

Funding Sources: Interventionist 199 - General Funds: SCE,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Only 37% of students met grade level in Reading/Language Arts on STAAR 2025, with 13% at Masters.	Inconsistent implementation of reading comprehension strategies and limited focus on academic vocabulary development across content areas reduce rigor and support for EB's.
2	In Math, 36% of students met grade level and 14% achieved Masters in 2025, leaving nearly two-thirds below Meets.	Tier 1 math instruction does not consistently provide conceptual depth, multiple representations, and daily problem-solving aligned to STAAR rigor.
6	Emergent Bilinguals (65% of student population) continue to underperform in Domain 3 "Closing the Gaps," with fewer progressing to Advanced High on TELPAS.	EB scaffolds and language objectives are not consistently embedded into lesson design and delivery across all content areas.
7	Special Education students (18%) are not meeting growth at the same rate as their peers, as shown in STAAR and MAP performance.	Co-teach and inclusion practices are inconsistent, with limited structured collaboration between general education and special education teachers during planning.

Performance Objective 3 ☒ High Priority ☒ HB3 Goal

Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 37% to 65% by May 2026.

Increase the percentage of SPED students from 35% to 65% by May 2026.

Evaluation Data Source: MOY and EOY Data, Lesson Plans, Artifact Trackers, Walkthroughs during Tier I, Tier II, and WIN time instruction

Strategy 1

Math teachers will implement the Irving ISD 6-12 Math Planning Protocol during weekly PLCs and use Bluebonnet instructional materials to deliver rigorous, TEKS-aligned Tier I instruction with scaffolds for SPED and EB students. Administrators and instructional leaders will meet with math teams during PLCs to internalize upcoming Bluebonnet lessons, anticipate misconceptions, and plan scaffolds for SPED and EB students. Leaders will then conduct weekly classroom walkthroughs to provide feedback on lesson implementation, scaffolding, and integration of IISD's instructional strategies (Think-Pair-Share, Chunking, Stop and Jot, Sentence Stems, Active Monitoring).

Strategy's Expected Result/Impact: Consistent use of high-quality instructional materials with intentional scaffolds will strengthen Tier I instruction, resulting in higher engagement and growth for all students, including SPED. Collaboration during PLCs, paired with targeted walkthrough feedback, will ensure fidelity of Bluebonnet implementation and RBIS use, leading to increased percentages of students overall and in SPED meeting MAP Growth projections in Math.

Staff Responsible for Monitoring: Team Leads for Math 6 (Math Interventionist), Math 7 (Principal), Math 8 (Assistant Principal) and Algebra 1 (Assistant Principal)

Problem Statements: School Processes & Programs 1

Funding Sources: Math Interventionist 199 - General Funds: SCE,

Title I: 2.5.1, 2.5.3

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

Formative Reviews



Strategy 2

During Cub Connection (RTI Block), students will be grouped by MAP instructional areas and receive Tier II math interventions using IXL Diagnostics with 3-week pre/post cycles. Teacher-created lessons will be aligned to student needs and paired with IXL practice to achieve higher SmartScores and skill mastery.

Strategy's Expected Result/Impact: Regular cycles of targeted instruction and progress monitoring will close learning gaps more quickly, increasing the percentage of students overall and SPED meeting MAP Growth projections.

Staff Responsible for Monitoring: Math Interventionist, Academic Specialist

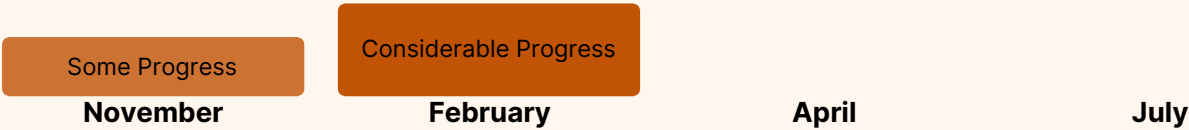
Problem Statements: School Processes & Programs 2

Funding Sources: Academic Specialist 211 - Title I-A, , Math Interventionist 199 - General Funds: SCE, , IXL 199 - General Funds: SCE, \$12,000

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews



Strategy 3

Before MOY and EOY MAP testing, math teachers will facilitate student goal-setting conferences where students review their BOY/MOY RIT scores, set growth targets, and record their goals in math data binders. An incentive system (e.g., MAP Growth Parties) will be implemented to celebrate students who meet or exceed their MAP Growth goals.

Strategy's Expected Result/Impact: Students will take ownership of their math progress and be motivated to improve. Incentives tied to achievement will encourage persistence, leading to higher percentages of students meeting MAP Growth projections.

Staff Responsible for Monitoring: Math Teachers, Math Interventionist, Academic Specialist

Problem Statements: Student Learning 2

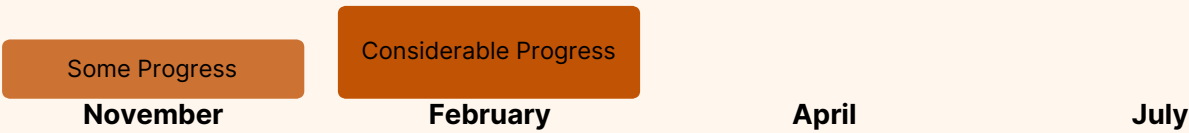
Funding Sources: Academic Specialist 211 - Title I-A, , Math Interventionist 199 - General Funds: SCE,

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews



Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	In Math, 36% of students met grade level and 14% achieved Masters in 2025, leaving nearly two-thirds below Meets.	Tier 1 math instruction does not consistently provide conceptual depth, multiple representations, and daily problem-solving aligned to STAAR rigor.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

1

In 2024-25, the campus Academic Growth score was 58 (scaled 65, D) in Domain 2A.

PLCs are not fully guided by structured protocols for analyzing student work, reteaching, and monitoring intervention effectiveness. PLCs functioned in 2024-25 but did not consistently use assessment data (STAAR, MAP, TELPAS) to drive instructional adjustments.

2

In 2024-25, 38-45% of students met Math MAP growth targets and 42-45% met Reading MAP growth targets, below norms.

In 2024-25, teachers regularly engaged in PD, but transfer of strategies into classroom practice varied widely. PD follow-up systems (coaching, observation, and accountability loops) are not consistently aligned to ensure new learning is implemented and sustained.

Performance Objective 4 High Priority HB3 Goal

Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math and Algebra 1 from 36% to 46% by May 2026.

Increase the percentage of SPED students from 13% to 21% by May 2026.

Evaluation Data Source: Campus Common Assessments in RLA Classes, Lesson Plans, Artifact Trackers, Walkthroughs during Tier I and Tier II instruction

Strategy 1

Students not meeting proficiency on Campus Common Formative Assessments (CFAs) or Demonstrations of Learning (DOLs) will receive Tier II re-teach during class through the PAWS/ Push-In initiative. Teachers will provide targeted small-group math instruction "by student, by standard," with reteach lessons aligned to the specific skills not yet mastered. Mastery will be reinforced through IXL math practice tied to those standards.

Strategy's Expected Result/Impact: Targeted reteach during class will close learning gaps before unit assessments, increasing mastery of math TEKS and improving the percentage of students overall and EB students scoring at MEETS or above on STAAR Math and Algebra I.

Staff Responsible for Monitoring: Math Teachers, Math Interventionist, Academic Specialist

Problem Statements: Student Learning 2, 7

Funding Sources: Math Interventionist 199 - General Funds: SCE,

Title I: 2.5.1, 2.5.3

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

Formative Reviews

Some Progress

November

Moderate Progress

February

April

July

Strategy 2

Teachers will provide before- and after-school tutoring and Saturday school sessions using released STAAR items, scaffolded supports, and small-group instruction focused on numeracy, Algebra readiness, and problem-solving strategies. EB students will receive targeted sessions with language-rich supports to strengthen academic vocabulary and comprehension of math word problems.

Strategy's Expected Result/Impact: Extended learning opportunities will accelerate growth for struggling math students, leading to higher percentages of students overall and EB achieving MEETS or above.

Staff Responsible for Monitoring: Math Teachers, Math Interventionist, EB Coach

Problem Statements: Student Learning 7

Funding Sources: Math Interventionist 199 - General Funds: SCE, , Tutoring 211 - Title I-A, \$4,000

Title I: 2.5.1, 2.5.3

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

Formative Reviews

Some Progress

November

Considerable Progress

February

April

July

Strategy 3

Before Interim assessments and STAAR, students will participate in goal-setting sessions where they analyze CFA/DOL data, set math performance goals, and record progress in math journals. Students will reflect after each assessment and adjust goals. To reinforce motivation, the campus will host Honor Roll Celebrations each grading period, recognizing students who demonstrate strong performance and growth in math.

Strategy's Expected Result/Impact: Student ownership of math growth goals, combined with recognition through Honor Roll Celebrations, will increase motivation and accountability, resulting in higher percentages of students overall and EB meeting or exceeding MEETS on STAAR Math and Algebra I.

Staff Responsible for Monitoring: Math Teachers, Counselors, Administrators

Problem Statements: Student Learning 2 - Perceptions 1

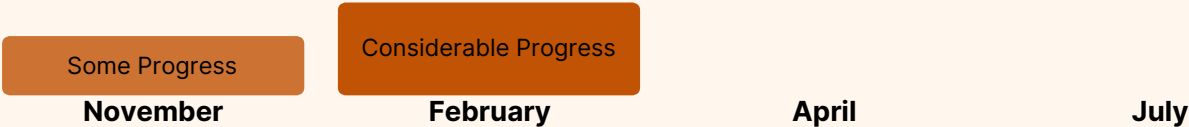
Funding Sources: Student Incentives 199 - General Funds, \$1,200

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews



Strategy 4

Administrators and instructional leaders will provide Classroom Management Hierarchy Coaching from Big Rock Educational Services (BRES) to math teachers. Coaching will include weekly observations, feedback, and data collection to ensure consistent implementation of behavior systems and engagement strategies, with the goal of maintaining 90-100% on-task learning across math classrooms.

Strategy's Expected Result/Impact: Improved classroom management and engagement will maximize instructional time, leading to stronger Tier I math instruction and higher percentages of students overall and EB achieving MEETS or above on STAAR Math and Algebra I.

Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Specialist, Math Interventionist, EB Coach

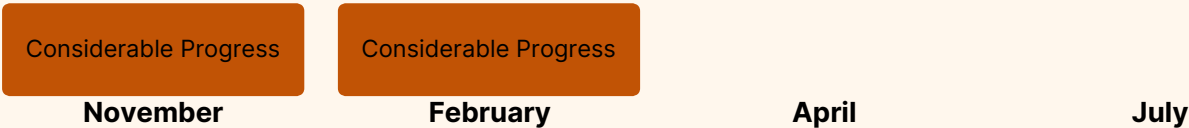
Problem Statements: Student Learning 2, 6, 7 - School Processes & Programs 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
2 In Math, 36% of students met grade level and 14% achieved Masters in 2025, leaving nearly two-thirds below Meets.	Tier 1 math instruction does not consistently provide conceptual depth, multiple representations, and daily problem-solving aligned to STAAR rigor.

6

Emergent Bilinguals (65% of student population) continue to underperform in Domain 3 "Closing the Gaps," with fewer progressing to Advanced High on TELPAS.

EB scaffolds and language objectives are not consistently embedded into lesson design and delivery across all content areas.

7

Special Education students (18%) are not meeting growth at the same rate as their peers, as shown in STAAR and MAP performance.

Co-teach and inclusion practices are inconsistent, with limited structured collaboration between general education and special education teachers during planning.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

In 2024-25, the campus Academic Growth score was 58 (scaled 65, D) in Domain 2A.

PLCs are not fully guided by structured protocols for analyzing student work, reteaching, and monitoring intervention effectiveness. PLCs functioned in 2024-25 but did not consistently use assessment data (STAAR, MAP, TELPAS) to drive instructional adjustments.

Performance Objective 4 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Student survey ratings averaged 3.2/5 in 2024-25, much lower than staff (4.3-4.4/5) and family (3.9/5) ratings.

Students had limited authentic opportunities for voice, recognition, and involvement in decision-making.

Performance Objective 5 High Priority HB3 Goal

Increase the percentage of students who score at masters or above in Algebra 1 from 69% to 85% by May 2026 (with 100% Meets).

Increase the percentage of EB scoring meets or above from 94% to 100% by May 2026.

Evaluation Data Source: Campus Common Assessments in Math Classes, Lesson Plans, Artifact Trackers, and walkthroughs

Strategy 1

The Algebra I teacher will use data from PLC and assessment meetings to identify students not yet at MEETS and provide Tier II interventions during class and extended learning opportunities before/after school or on Saturdays. Instruction will focus on reteaching critical TEKS, problem-solving strategies, and scaffolded supports for EB students.

Strategy's Expected Result/Impact: Targeted Tier II support will close small remaining gaps and ensure all students, including EB, achieve MEETS or above on STAAR Algebra I.

Staff Responsible for Monitoring: Algebra I Teacher, Math Administrator

Problem Statements: Student Learning 2

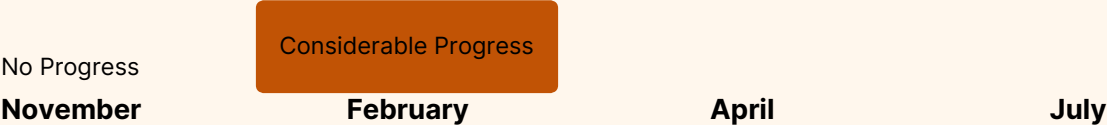
Funding Sources: Tutoring Pay 211 - Title I-A, \$1,500

Title I: 2.5.1, 2.5.3

TEA Priorities: 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

Formative Reviews



Strategy 2

The Algebra I teacher will provide enrichment and extension opportunities for students already performing at MEETS/Masters, including real-world problem-solving, academic competitions, and advanced projects. Administrators and instructional leaders will conduct walkthroughs and coaching cycles to provide feedback on differentiation, scaffolds for EB students, and alignment to IISD instructional strategies.

Strategy's Expected Result/Impact: Enrichment will maintain engagement and challenge advanced learners, while leadership monitoring will ensure fidelity of Tier II supports and differentiation. Together, these efforts will move overall and EB performance from 96%/94% to 100% MEETS.

Staff Responsible for Monitoring: Algebra I Teacher, Principal, Assistant Principals, Academic Specialist

Problem Statements: Student Learning 2

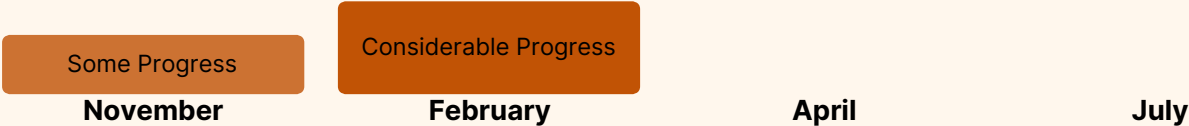
Funding Sources: Student Incentives 199 - General Funds, \$300

Title I: 2.5.1, 2.5.3

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

Formative Reviews



Performance Objective 5 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
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2

In Math, 36% of students met grade level and 14% achieved Masters in 2025, leaving nearly two-thirds below Meets.

Tier 1 math instruction does not consistently provide conceptual depth, multiple representations, and daily problem-solving aligned to STAAR rigor.

Goal 2

In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students.

Performance Objective 1 ☒ High Priority

Decrease the number and percentage of students who are chronically absent from 14% to 10% by May 2026.

Decrease the number and percentage of SPED students from 24% to 15% by May 2026.

Evaluation Data Source: eSchool Report 1080

Strategy 1 ☒ Results Driven Accountability

Attendance Committee will identify students that were consider chronically absence at bi-weekly meetings and place them on attendance contracts for the 2025-2026 school year, with required daily check ins (with attendance clerk) and incentives built into their attendance plan.

Strategy's Expected Result/Impact: Increase parents involvement in the awareness of student attendance.

Staff Responsible for Monitoring: Attendance Clerk and Assistant Principal over student attendance.

Problem Statements: School Processes & Programs 5

Funding Sources: Student Incentives 199 - General Funds, \$1,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Considerable Progress

February

April

July

Strategy 2

Attendance celebrations will be held once a six weeks for students who have a 97% attendance rate.

Strategy's Expected Result/Impact: School attendance will increase to 96%.

Staff Responsible for Monitoring: Attendance Clerk and Assistant Principal

Problem Statements: School Processes & Programs 5

Funding Sources: Student Success Coach 211 - Title I-A,

TEA Priorities: Improve low-performing schools

Formative Reviews

Some Progress

November

Considerable Progress

February

April

July

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
5	In 2024-25, campus attendance averaged 93-96% by grade--below the pre-COVID benchmark (~95%)--and Hispanic and African American students attended at slightly lower rates than White and Asian peers.	Campus early-warning and tiered attendance interventions were not implemented consistently by grade and subgroup--daily monitoring, same-day two-way outreach in families' home language, and rapid problem-solving (passes, schedule/routine supports, classroom incentives) varied across teams, resulting in delayed re-engagement for students with emerging attendance risk.

Performance Objective 2

Decrease the percentage of in and out of school suspensions for African American students that are disproportionally referred for disciplinary action from 5% to 3% by May 2026.
Decrease the number of discretionary referrals for African American students from 5% to 3% by May 2026.

Evaluation Data Source: R108 from Decision Ed

Strategy 1 ☒ Results Driven Accountability

Bowie will fully implement the district RISE program as the Tier 1 behavior framework, ensuring all teachers use their submitted Classroom Success Plans (and subsequent documentation) to provide consistent expectations, proactive management, and equitable responses to student behavior across classrooms.

Strategy's Expected Result/Impact: Consistent Tier 1 systems will reduce disproportionate referrals for African American students, decreasing their ISS/OSS from 5% - 3% and discretionary referrals from 5% - 3% by May 2026.

Staff Responsible for Monitoring: Student Success Coach

Problem Statements: School Processes & Programs 4

Funding Sources: Student Success Coach 211 - Title I-A,

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

Considerable Progress

February

April

July

Strategy 2 ☒ Results Driven Accountability

Bowie will establish an African American Student Empowerment Group that meets weekly to provide leadership opportunities, foster peer support, and create action plans addressing academic and social challenges. The group will be facilitated by staff mentors and integrated into the MTSS Tier 2 system of supports.

Strategy's Expected Result/Impact: Students will develop leadership skills, feel a stronger sense of belonging, and have structured opportunities to advocate for their needs, which will support increased academic success and a decrease in discretionary referrals and suspensions for African American students.

Staff Responsible for Monitoring: Assistant Principal for Culture/Climate, Student Success Coach, Designated Teacher Mentors

Problem Statements: School Processes & Programs 4, 5

Funding Sources: Student Success Coach 211 - Title I-A, , group materials, leadership activities, and student recognition events 199 - General Funds, \$800

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Considerable Progress

February

April

July

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

4

Although discipline infractions declined from 1,092 in 2022-23 to 329 in 2024-25, ISS and OSS disproportionately impact Emergent Bilinguals, African American students, and Special Education students, resulting in lost instructional time.

Tier 1 classroom management systems and culturally responsive behavior strategies are not consistently implemented across all classrooms, leading to inequities in discipline referrals.

5

In 2024-25, campus attendance averaged 93-96% by grade--below the pre-COVID benchmark (~95%)--and Hispanic and African American students attended at slightly lower rates than White and Asian peers.

Campus early-warning and tiered attendance interventions were not implemented consistently by grade and subgroup--daily monitoring, same-day two-way outreach in families' home language, and rapid problem-solving (passes, schedule/routine supports, classroom incentives) varied across teams, resulting in delayed re-engagement for students with emerging attendance risk.

Goal 3

In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1

By May 2026, Bowie Middle School will strengthen family-school partnerships by hosting seven academic family engagement events (RLA, Math, Science, Social Studies, Electives, SPED, and Advanced Academics) that highlight Tier I curriculum and instruction. At least three of these events will function as Family Academic Data Nights, where parents will engage in reviewing their child's grades, MAP Growth, STAAR results, and intervention supports with staff.

These events will be intentionally designed with real-world applications, culturally responsive practices, and enrichment opportunities, empowering families--particularly those from economically disadvantaged backgrounds (90.9% of enrollment)--to better understand, support, and extend student learning beyond the classroom.

Evaluation Data Source: Published event calendars and communication logs

Sign-in sheets and participation data

Lesson plans/PLCs embedding real-world/culturally responsive event content

Documentation of community partner involvement

Strategy 1

Each department (RLA, Math, Science, Social Studies, Electives, SPED, Advanced Academics) will design and host at least one family engagement event highlighting Tier I curriculum and showcasing how parents can support student learning at home.

Strategy's Expected Result/Impact: 7 department-hosted events completed by May 2026, with at least 70% integrating real-world or culturally responsive content.

Staff Responsible for Monitoring: Department Chairs, Parent Liaison, Academic Specialist

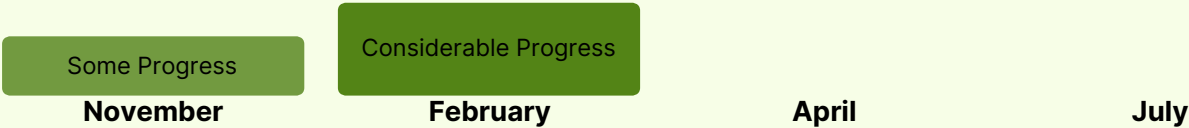
Problem Statements: Demographics 2

Funding Sources: Parent Liaison 211 - Title I-A, , Supplies and Materials 199 - General Funds, \$2,000, Academic Specialist 211 - Title I-A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 2

Embed Family Academic Data Nights into at least three of the academic events, where parents receive clear, accessible updates on their child's progress (grades, MAP Growth, STAAR data, interventions) and strategies to support learning in the 2nd Six Weeks, 4th Six Weeks and 6th Six Weeks events.

Strategy's Expected Result/Impact: 3 Family Academic Data Nights hosted; 100% of families offered progress updates each grading period. Parent surveys show increased confidence in supporting learning at home.

Staff Responsible for Monitoring: Counselors, Parent Liaison, Assistant Principals, Academic Specialist, Emergent Bilingual Coach, Student Success Coach, Interventionist

Problem Statements: Demographics 2

Funding Sources: Emergent Bilingual Coach 211 - Title I-A, , Student Success Coach 211 - Title I-A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Considerable Progress

February

April

July

Strategy 3

Promote all family engagement and data events through multiple platforms (Bowie Family Newsletter, Kinvoled, SchoolMessenger, Facebook Group, and HAC), ensuring bilingual access and equitable communication across all families.

Strategy's Expected Result/Impact: At least 90% of families reached through at least one communication channel.

Staff Responsible for Monitoring: Counselors, Parent Liaison, Principal

Problem Statements: Demographics 2

Funding Sources: Parent Liaison 211 - Title I-A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

November

Considerable Progress

February

April

July

Strategy 4

Partner with community and cultural organizations to enrich family engagement events, ensuring connections between Tier I curriculum, real-world applications, and student enrichment

opportunities.

Strategy's Expected Result/Impact: At least 4 family events in 2025-26 will include a community or cultural partner, expanding enrichment opportunities for students and families.

Staff Responsible for Monitoring: Counselors, Parent Liaison

Problem Statements: Demographics 2

Funding Sources: Parent Liaison 211 - Title I-A,

Title I:

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

November

Some Progress

February

April

July

Strategy 5

Collect and analyze parent feedback through surveys, exit tickets, and participation data at each event to monitor impact and guide continuous improvement of family engagement strategies.

Strategy's Expected Result/Impact: 80% of events will include parent feedback collection. Annual parent survey results will show at least a 10% increase in families reporting confidence in supporting student learning.

Staff Responsible for Monitoring: Parent Liaison, Principal

Problem Statements: Demographics 2 - Perceptions 1

Funding Sources: Parent Liaison 211 - Title I-A,

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Some Progress

February

April

July

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Bowie has a high concentration of economically disadvantaged students (90.9%), which contributes to gaps in academic performance compared to state averages.

Limited integration of real-world, culturally responsive, and enrichment opportunities within Tier 1 instruction reduces engagement and access to rigorous learning for all student groups.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Student survey ratings averaged 3.2/5 in 2024-25, much lower than staff (4.3-4.4/5) and family (3.9/5) ratings.

Students had limited authentic opportunities for voice, recognition, and involvement in decision-making.



State Compensatory Education

State Compensatory

Budget for Bowie Middle School

Total SCE Funds: \$17,953.00

Total FTEs Funded by SCE: 7

Brief Description of SCE Services and/or Programs

At Bowie Middle School, we are committed to providing the best possible education for all of our students and we recognize that some students may face particular challenges in their academic journey. To address the needs of students who are at risk of dropping out of school or who have not performed satisfactorily on end-of-course assessments, we utilize State Compensatory Education (SCE) funds supplement our regular education program. A portion of these funds, specifically \$11,165, is allocated to the acquisition of supplies and materials. These materials play a crucial role in enhancing the learning experience for students, enabling us to provide additional resources and tools to support their education. These supplies and materials are carefully chosen to meet the unique needs of students who require extra support in reaching academic success. Additionally, we allocate \$6,000 of our SCE funds towards staff development RTI @ Work and Behavior Solutions by Solution Tree. This investment is essential for enhancing the capacity of our educators to deliver effective Tier II interventions. These professional development opportunities empower our teachers with the knowledge and skills required to implement strategies and practices that target the specific needs of at-risk students. By ensuring our teaching staff is well-prepared we can provide personalized, high-quality instruction that addresses individual student challenges and helps them meet essential standards. The materials and staff development initiatives funded by SCE serve as crucial components of our Tier II intervention approach. This approach aims to ensure that all students have the opportunity to learn and excel in their educational journey. We are dedicated to using these funds effectively to provide the necessary support and resources that empower every student to thrive and reach their academic potential at Bowie Middle School.

Personnel for Bowie Middle School

Name	Position	FTE
Brian Barnard	MS - SCE SOCIAL STUDIES/COACH	1
Crystal Watts	Interventionist	1
Evosha Wilson	MS - SCE SCIENCE/GT	1
Kellis Escobar	MS - SCE SCIENCE	1
Mackensie Shaft	MS - SCE SCIENCE	1
Roswitha Pearl	MS - SCE SCIENCE	1
Sharon Perez	MS- SCE Math	1



Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

Bowie Middle School engaged in a **comprehensive needs assessment (CNA) process** beginning in **May 2025** and **concluding in June 2025** to inform the development of the 2025–2026 Campus Improvement Plan.

- **Stakeholder Teams:** The CNA process included representation from **administrators, teachers from all core content areas and electives, interventionists, special education staff, EB coach, counselors, parents, and community partners**. Student voice was also included through surveys and focus groups.
- **Meeting Cadence:** The CNA team met formally **four times between April and June** and engaged in grade-level and department-level review sessions in May. Meetings included **whole-group data analysis, breakout discussions by domain (Demographics, Student Learning, Processes & Programs, and Perceptions), and final consensus-building sessions**.
- **Data Sources Reviewed:** Teams examined multiple sources of quantitative and qualitative data, including:
 - 2025 STAAR performance data and accountability reports (Domain 1 and Domain 3)
 - MAP Growth Reading and Math results (BOY, MOY, EOY)
 - TELPAS and Domain 3 English Language Proficiency progress data
 - Discipline data disaggregated by special populations
 - Attendance data, mobility, and enrollment demographics
 - Teacher and student survey results (including CKH/RISE perception surveys)
 - Program participation (UIL, TSA, HOPE Squad, tutoring, extended learning)
 - Parent engagement logs and feedback from family events
- **Process:** Each team reviewed strengths, needs, problem statements, and root causes in their assigned domain. These findings were recorded, cross-referenced, and aligned into a **final CNA summary**, which directly informed Bowie's 2025–2026 CIP goals, performance objectives, and strategies.
- **Documentation:** All agendas, sign-in sheets, CNA drafts, and finalized CNA documentation are housed in **Title I Crate**.

1.2 Location for Evidence of Multiple Meetings Held

Location for Evidence of Multiple Meetings Held

Bowie Middle School ensured that **multiple opportunities were provided for stakeholders to engage in the CNA process** across the spring, summer, and fall of 2025.

- The CNA process formally began with **CIC and Leadership Coalition meetings on May 12, 2025**, where stakeholders reviewed preliminary data and identified initial strengths and needs.
- Additional CNA sessions were held **twice in the summer of 2025** to further analyze MAP Growth, STAAR, TELPAS, discipline, and survey data.
- A final CNA review meeting occurred in **September 2025 after state accountability ratings were released**, allowing the team to incorporate updated results into the root cause analysis and ensure full alignment with CIP goals.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The development of Bowie Middle School's **2025–2026 Schoolwide Program Plan/Campus Improvement Plan (CIP)** followed the **Comprehensive Needs Assessment (CNA) process** and included multiple stakeholder meetings across the spring and summer of 2025, with finalization in September.

- **April–May 2025:** Initial data review began in April, followed by a **CIC and Leadership Coalition meeting on May 12, 2025**, to examine preliminary results and identify priority needs.
- **Summer 2025:** Two additional CNA meetings were held during the summer to analyze MAP Growth, STAAR, TELPAS, discipline, and survey data. Drafts of problem statements, root causes, and strengths were developed during these sessions.
- **September 2025:** A final CNA/CIP review meeting was conducted after the release of **state accountability ratings**, allowing the team to finalize the **2025–2026 Campus Improvement Plan**.

Evidence of multiple meetings — including **agendas, notes, minutes, and sign-in sheets** — is housed in **Title I Crate**.

2.2 Stakeholders 1114(b)(2)

Bowie Middle School engaged a wide range of stakeholders in the development of the **2025–2026 Campus Improvement Plan**.

- **Campus Staff:** Teachers from all core content areas and electives, department chairs, interventionists, counselors, special education staff, EB coach, and AVID representative actively participated in CNA meetings and provided input on root causes, problem statements, and strategies.
- **Campus Leadership:** The **Leadership Coalition** served as the primary planning body, ensuring cross-representation of RLA, Math, Science, Social Studies, SPED, counseling, AVID, and administration. Members included:
 - Anabel Ibarra, Principal
 - Devin Rodriguez, Dean of Students
 - Melinda Estrello, RLA Dept Chair, LPAC
 - OT Thomas, Assistant Principal
 - Rachel Stearns, Academic Specialist
 - Michael Guzman, SPED Dept Chair
 - Brittney MiShaw, Assistant Principal
 - Crystal Lynn Watts, Interventionist
 - Ginger Hampton, AVID
 - Terra Burdette, Science Dept Chair
 - Alise Davis, Math/KCUB
 - Brandon Medley, Math Dept Chair

- Austin Stanley, Social Studies
- Kelli Frazier, Counselor
- Irma Silva, Counselor

- **Families & Community Members:** Parents and community partners were invited to participate through **CIC meetings, parent surveys, and family engagement events**. Feedback was solicited during CNA sessions, family nights, and through surveys distributed electronically and in-person.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

The **2025–2026 Campus Improvement Plan (CIP)** is made available to the district, parents, and the public through multiple formats to ensure accessibility and understanding.

- The finalized CIP is **posted on the Bowie Middle School website** for open access by families and community members.
- Copies are available in the **front office** upon request
- The plan is written in **clear, parent-friendly language**. Key sections and summaries are available in **English and Spanish**, the primary languages of our families, with translation services available upon request for other languages.
- The plan is also shared during **parent engagement events** and highlighted in the **Bowie Family Newsletter**, ensuring families are aware of its availability and purpose.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

The **2025–2026 Campus Improvement Plan (CIP)** was developed in coordination with district, state, and federal programs to maximize impact and avoid duplication of services. Funding and resources from **Title I, State Compensatory Education (SCE), and general funds** are strategically integrated to support academic interventions, extended learning, and family engagement.

In addition, the CIP aligns with:

- **Federal Programs:**
 - **Title I** funds support instructional coaching, interventionists, tutoring, Saturday school, and parent engagement.
 - **Special Education (IDEA)** and **EB/Title III** resources are integrated to provide scaffolds and language development supports.
- **State Programs:**
 - **State Compensatory Education (SCE)** funds are coordinated to provide RTI interventions, instructional software (IXL, SummitK12, Amira), and extended day programs.
 - HB1416 requirements for accelerated instruction are embedded in Tier II/III RTI.
- **Local and District Programs:**
 - **RISE MTSS Framework** supports Tier I behavior systems through Classroom Success Plans.
 - **Youth180** provides mentoring for students with discipline placements.
 - **Irving Schools Foundation** provides financial and resource support (uniforms, food bags, grants, orchestra equipment, TSA).
 - **All Things Made New** supports families with uniforms and furniture.
 - **HOPE Squad and Alongside** provide student leadership and mental health supports.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Bowie Middle School evaluates the **effectiveness of programs and strategies** through both formative and summative review processes, with documentation stored in **Title I Crate**.

- **Formative Reviews:** Notes on program effectiveness are captured in the **Formative Reviews section of the CIP**, with updates made quarterly. These reviews include progress monitoring data (MAP Growth, CFAs/DOLs, discipline reports, attendance, tutoring participation, and walkthrough feedback).
- **Summative Review:** An **annual evaluation of the Schoolwide Program Plan** is conducted in the **Summative Review section of the CIP**. This includes analysis of STAAR results, TELPAS progress, Domain 3 indicators, and perception data (student/parent/staff surveys). Documentation of the summative review process, including agendas, notes, and sign-in sheets, is housed in **Title I Crate**.
- **Alignment with CNA:** Program evaluation findings are incorporated into the **Comprehensive Needs Assessment (CNA)** for the following school year to ensure continuous improvement and alignment of goals, performance objectives, and strategies.

Evidence: Sign-in sheets, agendas, minutes, and analyzed data sources (state assessments, MAP, discipline, attendance, and survey data) are stored in **Title I Crate** as required by the Schoolwide Program evaluation process.

Title I Personnel

Name	Position	Program	FTE
Christine Sandoval	Title I Aide	Title I	1
Devin Rodriguez	Student Success Coach	Title I	1
Fabiola Olvera	Intervention Specialist	Title I	1
Mayra Orozco	T1 Parent Liaison	Title I	1



Funding Summary

Funding Summary

199 - General Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Emergent Bilingual Coach	--	\$0.00
1	1	3	Materials and Supplies	--	\$400.00
1	1	3	Pizza for Growth Parties	--	\$1,000.00
1	4	3	Student Incentives	--	\$1,200.00
1	5	2	Student Incentives	--	\$300.00
2	1	1	Student Incentives	--	\$1,000.00
2	2	2	group materials, leadership activities, and student recognition events	--	\$800.00
3	1	1	Supplies and Materials	--	\$2,000.00
				Sub-Total	\$6,700.00

199 - General Funds: SCE

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	RLA Interventionist	--	\$0.00
1	1	2	Reading Interventionist	--	\$0.00
1	2	2	Interventionist	--	\$0.00
1	2	4	Interventionist	--	\$0.00
1	3	1	Math Interventionist	--	\$0.00
1	3	2	Math Interventionist	--	\$0.00
1	3	2	IXL	--	\$12,000.00
1	3	3	Math Interventionist	--	\$0.00
1	4	1	Math Interventionist	--	\$0.00
1	4	2	Math Interventionist	--	\$0.00
				Sub-Total	\$12,000.00

211 - Title I-A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Academic Specialist	--	\$0.00
1	1	2	Academic Specialist	--	\$0.00
1	1	2	Emergent Bilingual Coach	--	\$0.00
1	2	1	Academic Specialist	--	\$0.00
1	2	3	Academic Specialist	--	\$0.00
1	2	3	Tutoring	--	\$3,000.00
1	3	2	Academic Specialist	--	\$0.00
1	3	3	Academic Specialist	--	\$0.00
1	4	2	Tutoring	--	\$4,000.00
1	5	1	Tutoring Pay	--	\$1,500.00
2	1	2	Student Success Coach	--	\$0.00
2	2	1	Student Success Coach	--	\$0.00
2	2	2	Student Success Coach	--	\$0.00
3	1	1	Parent Liaison	--	\$0.00
3	1	1	Academic Specialist	--	\$0.00
3	1	2	Emergent Bilingual Coach	--	\$0.00
3	1	2	Student Success Coach	--	\$0.00
3	1	3	Parent Liaison	--	\$0.00
3	1	4	Parent Liaison	--	\$0.00
3	1	5	Parent Liaison	--	\$0.00
Sub-Total					\$8,500.00



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Executive Director of Campus Operations	10/16/2025	Dorian Galindo	10/24/2024
Child Abuse and Neglect	Director of At-Risk and Responsive Services	10/16/2025	Dorian Galindo	10/24/2024
Coordinated Health Program	Director of Health Services	10/24/2024	Dorian Galindo	10/24/2024
Decision-Making and Planning Policy Evaluation	Director of Planning, Research, and Evaluation	10/16/2025	Dorian Galindo	10/24/2024
Disciplinary Alternative Education Program (DAEP)	Executive Director of Campus Operations	10/16/2025	Dorian Galindo	10/24/2024
Dropout Prevention	Director of At-Risk and Responsive Services	10/16/2025	Dorian Galindo	10/24/2024
Dyslexia Treatment Program	Dyslexia Coordinator	10/16/2025	Dorian Galindo	10/24/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Director of School Safety & Security	10/24/2024	Dorian Galindo	10/24/2024
Post-Secondary Preparedness	Director of Guidance, Counseling, College and Career Readiness	10/24/2024	Dorian Galindo	10/24/2024
Pregnancy Related Services	Director of At-Risk and Responsive Services	10/24/2024	Dorian Galindo	10/24/2024
Recruiting Teachers and Paraprofessionals	Senior Executive Director of HR	10/24/2024	Dorian Galindo	10/24/2024
Retaining Teachers and Paraprofessionals	Senior Executive Director of HR	10/24/2024	Dorian Galindo	10/24/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Campus Operations	10/24/2024	Dorian Galindo	10/24/2024
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Campus Operations	10/24/2024	Dorian Galindo	10/24/2024
Technology Integration	Director of STEM and Innovation	10/24/2024	Dorian Galindo	10/24/2024
Texas Behavior Support Initiative (TBSI)	Director of Special Education	10/24/2024	Dorian Galindo	10/24/2024
Title 1 Part A - Compliance Checklist	CFO	10/24/2024	Dorian Galindo	10/24/2024

