# Irving Independent School District

# Bowie Middle School

Accountability Rating: B

Distinction Designation:
Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Comparative Closing the Gaps

# 2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
November 06, 2026 at 06:01 PM

# 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**

# Table of Contents


**Comprehensive Needs Assessment** 5

Demographics 6

Student Learning 10

School Processes & Programs 15

Perceptions 20

**Priority Problem Statements** 25

**Data Documentation for CNA** 29

Improvement Planning Data 30

Accountability Data 30

Student Data: Assessments 30

Student Data: Student Groups 30

Student Data: Behavior and Other Indicators 31

Employee Data 31

Parent/Community Data 31

Support Systems and Other Data 32

**Goals** 33

Goal 1 : In Irving ISD, each student will reach their highest potential and be college ... 34

Goal 2 : In Irving ISD, we will provide state-of-the-art facilities that rethink the pres... 54

Goal 3 : In Irving ISD, we will increase parent and community engagement in the cit... 58

**State Compensatory Education** 61

Budget for Bowie Middle School 62

**Title I Summary** 63

Title I 64

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) 64

1.1 Description of CNA Process 64

1.2 Location for Evidence of Multiple Meetings Held 64

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) 65

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) 65

2.2 Stakeholders 1114(b)(2) 65

2.3 Description of Plan Availability, Format, and Language 1114(b)(4) 66

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5) 66

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3) 67

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation 67

Title I Personnel 67

**Funding Summary** 68
199 - General Funds 69
199 - General Funds: SCE 69
211 - Title I-A 70

# Comprehensive Needs Assessment

# Demographics

## Summary

**School Overview** Bowie Middle School serves students in grades 6–8 and is also the Regional School for the Deaf, serving students from Irving, Duncanville, and Grand Prairie. Current 2026–27 enrollment is **651 students**, including **205 sixth-grade students, 236 seventh-grade students, and 210 eighth-grade students**. Enrollment has declined over the past three school years, from **752 students in 2024–25 to 702 students in 2025–26 and 651 students in 2026–27**, a decline of 101 students, or approximately **13.4%**, from 2024–25 to 2026–27. This continued enrollment decline requires the campus to monitor student mobility, transitions, program participation, staffing, and the academic and social integration of students entering during the school year.

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

- **504 Program**: 2.12%
- **Special Education**: 20.3%
- **Gifted and Talented**: 18.6%
- **Bilingual/ESL**: 60%

Students can also participate in the National Junior Honor Society and Student Council.

**Staff Composition** The school employs a total of 62 staff members, including:

- 48 classroom teachers
- 7 special education teachers
- 2 counselors
- 2 Math Interventionist  and 2 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 651 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 Kinvolved. 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**: 10.1% 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**: 88.2% Hispanic, 2.1% White, 3.4% African American, 0.6% Asian, and less than 1% Pacific Islander and Two or More Races.
- **Gender Distribution**: In 6th grade, there were 124 females and 115 males; in 7th grade, 99 females and 114 males; and in 8th grade, 128 females and 134 males.
- **Student Groups**: Bowie serves students in various programs, including 504 (2.12%), Special Education (20.3%), Gifted and Talented (18.6%), and 60% of students are Bilingual/ESL served.

**Disciplinary Infractions:** With a total of 220 infractions in the 2025-2026 school year, Bowie focuses on reducing disciplinary placements through programs like Capturing Kids' Hearts, PBIS, and student councils. These efforts have led to a 33.1% 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 93.9% to 94.4% 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:** 32 female and 19 male teachers. The ethnic composition includes 1 American Indian/Alaska Native, 17 Asian, 17 African American/Black, and 16 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 (88.2%) with representation from African American (3.4%), White (2.1%), Asian (0.6%), 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 18.6**%** 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) → 330 (2024–25), reflecting stronger Tier 1 behavior systems.

# Problem Statements Identifying Demographics Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | Emergent Bilingual students continue to demonstrate achievement gaps across core content areas, particularly at the Meets and Masters performance levels, indicating a need to strengthen students' access to rigorous, language-rich Tier 1 instruction. | Inconsistent implementation of high-impact language-development strategies and purposeful integration of language objectives within rigorous Tier 1 instruction limits Emergent Bilingual students' opportunities to develop academic language while mastering grade-level content. |
| 2 ★ | Economically disadvantaged students, who comprise approximately 92.6% of Bowie's current enrollment, continue to demonstrate achievement gaps, particularly at the Meets and Masters performance levels across core content areas. | Inconsistent access to rigorous, differentiated Tier 1 instruction, targeted intervention/acceleration, and meaningful enrichment opportunities limits opportunities for economically disadvantaged students to consistently reach grade-level and advanced performance. |
| 3 | Bowie Middle School enrollment has declined from 752 students in 2024-25 to 702 students in 2025-26 and 651 students in 2026-27, representing a decline of approximately 13.4% over two years. Continued enrollment decline and student mobility may affect instructional continuity, program participation, staffing, and students' academic and social transitions. | 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 2026 Performance**

- **Reading/Language Arts (RLA):** 69% Approaches | 42% Meets | 16% Masters
- **Math:** 63% Approaches | 38% Meets | 15% Masters
- **Science:** 68% Approaches | 44% Meets | 20% Masters
- **Social Studies:** 37% Approaches | 16% Meets | 5% Masters

Bowie Middle demonstrated overall academic growth from 2025 to 2026, increasing the percentage of STAAR results meeting grade level or above from **34% to 38%**, while showing particularly strong gains in **7th-grade Reading**. At the same time, performance remained uneven across grade levels and subjects. **8th-grade Reading Masters declined from 13% to 8%**, while **8th-grade Social Studies remained a significant area of need at 16% Meets and 5% Masters**. **Science demonstrated stronger performance, with 44% reaching Meets and 20% reaching Masters**, while Mathematics remained an area for continued acceleration, with **38% reaching Meets and 15% reaching Masters**. Overall, the data reflects a year of growth with clear opportunities to build consistency across subjects, particularly through targeted support in **8th-grade Reading, Social Studies, and Mathematics**, while sustaining and building upon gains in areas such as **7th-grade Reading**.

**MAP Growth (2025–2026)**

- **46–49% of students met growth projections in Math** and **60–64% in Reading**. Math growth remained below expected growth levels across all three grades, while Reading growth exceeded projected growth across grades 6–8.
- This shows a notable contrast between subjects. **Reading is an area of strength**, with 64% of 6th graders, 60% of 7th graders, and 60% of 8th graders meeting their growth projections. **Math remains an area of need**, with only 49% of 6th graders, 49% of 7th graders, and 46% of 8th graders meeting projected growth, indicating that mathematics growth is not yet sufficient to consistently close existing achievement gaps.

**TELPAS & English Language Proficiency**

- **2025–26 TELPAS data show meaningful English-language growth among Bowie's Emergent Bilingual students, with 73.96% demonstrating progress in at least one language proficiency domain.** Additionally, 66.93% progressed one proficiency level and 15.36% progressed two or more levels. However, growth remains inconsistent across Listening, Speaking, Reading, and Writing, as 43.23% of students experienced regression in at least one proficiency domain. These results indicate a continued need to strengthen explicit, content-based language development and differentiated linguistic supports across core instruction to accelerate students toward higher levels of English proficiency.

**Accountability Ratings (2025)**

- **Domain 1 – Student Achievement:** 71 (C)
- **Domain 2 – School Progress:** 82 (B)
    - Part A Academic Growth: 67 (scaled to 79, D)
    - Part B Relative Performance: 82 (B, aligned to 92.6% Eco. Dis.)
- **Domain 3 – Closing the Gaps:** 87 (B), largely driven by underperformance of EL and economically disadvantaged students.
- **Overall 2025 Rating:** 84 (B) – 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 (22%):** 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**

Bowie Middle School continues to demonstrate positive trends in student behavior. Discipline infractions decreased from **1,092 in 2022–23 to 553 in 2023–24, 302 in 2024–25, and 200 in 2025–26**, representing an approximately **34% decrease from the previous year and an 82% reduction since 2022–23**. This sustained decline reflects progress in creating a positive school culture and reducing student behaviors that interfere with learning.

Attendance remains an area for continued focus. Bowie's **2025–26 attendance rate was approximately 93.5%, compared with 94.0% in 2024–25**. While attendance remains above earlier post-pandemic levels, the slight year-over-year decline indicates a need to continue monitoring attendance patterns and providing targeted interventions for students experiencing chronic or recurring absences.

Bowie also continues to provide opportunities for students to build **leadership, belonging, and connection to school through extracurricular, enrichment, and student leadership opportunities**. These opportunities, combined with the sustained reduction in discipline, provide a foundation for strengthening student engagement and academic success.

**Overall Student Learning**

Student learning data demonstrate **areas of meaningful academic growth alongside persistent achievement gaps and areas requiring accelerated improvement**. On 2025–26 STAAR, Bowie demonstrated notable gains in areas including **Grade 7 Reading, Grade 8 Mathematics, and Grade 8 Science**, while **Grade 7 Mathematics and Grade 8 Social Studies remain significant areas of need**. MAP results further demonstrate positive Reading growth, with students in **Grades 6, 7, and 8 exceeding projected school growth**, while Mathematics observed growth remained below projected growth across all three grade levels.

Emergent Bilingual students also demonstrated meaningful English-language development. **73.96% experienced progress in at least one TELPAS proficiency domain**; however, growth was inconsistent across Listening, Speaking, Reading, and Writing, indicating a continued need for explicit language development and differentiated linguistic supports embedded within core instruction.

Overall, Bowie should leverage its **improvements in student behavior, Reading growth, English-language development, and achievement in selected STAAR content areas** while intensifying support in **Mathematics, Social Studies, attendance, and for student groups demonstrating persistent achievement gaps**. Continued emphasis on high-quality Tier 1 instruction, targeted intervention, progress monitoring, language-rich instruction, and student engagement will be essential to accelerating achievement and ensuring all students are prepared for high school success.

# Strengths

**Growth in Reading Achievement**

- **STAAR Reading performance demonstrated significant improvement in Grades 7 and 8.** Grade 7 increased from **59% to 73% Approaches, 31% to 46% Meets, and 13% to 21% Masters** from 2025 to 2026. Grade 8 increased from **65% to 72% Approaches** and **34% to 35% Meets**, although Masters decreased from 13% to 8%. Grade 6 Reading remained comparatively stable at Meets (34%) while Approaches decreased from 64% to 59%.
- MAP Reading reinforces the positive growth trend. Students in **all three grade levels exceeded projected growth**, with **64% of Grade 6, 60% of Grade 7, and 60% of Grade 8 students meeting their individual growth projections**.

**Growth in Grade 8 Math and Science Achievement**

- **Grade 8 Mathematics demonstrated substantial STAAR improvement**, increasing from **70% to 79% Approaches and 44% to 52% Meets**. Masters remained relatively stable at 10%, compared with 11% in 2025.
- **Grade 8 Science continued its upward trajectory**, increasing from **61% to 64% Approaches, 31% to 37% Meets, and 6% to 13% Masters**. The **7-percentage-point increase at Masters** is particularly notable and indicates increased success with rigorous content.
- Mathematics performance was not consistently positive across grade levels. Grade 6 Approaches decreased from **63% to 58%**, while Grade 7 remained a significant concern at **20% Approaches, 7% Meets, and 1% Masters**. MAP results also show that observed Math growth remained below projected growth in Grades 6–8. Therefore, the campus should characterize **Grade 8 Math as a strength while maintaining Mathematics overall as a priority area for improvement**.

**English Language Proficiency Growth**

- Bowie's Emergent Bilingual students demonstrated **meaningful English-language development**, with **73.96% experiencing progress in at least one TELPAS proficiency domain**. Additionally, **66.93% progressed one level and 15.36% progressed two or more levels**.
- While this represents an important campus strength, growth remains uneven across language domains, with **43.23% experiencing regression in at least one proficiency area**. Because TELPAS outcomes can differ across Listening, Speaking, Reading, and Writing, students may appear in multiple growth categories.

**Sustained Reduction in Discipline**

- Student behavior represents a significant multi-year campus improvement. Discipline infractions declined from **1,092 in 2022–23 to 553 in 2023–24, 302 in 2024–25, and 200 in 2025–26**. This represents an approximately **34% reduction from 2024–25 and an 82% reduction since 2022–23**, resulting in fewer behavioral disruptions and greater opportunity for students to remain engaged in instruction.

**Attendance Remains Relatively Stable**

- Bowie maintained an attendance rate of approximately **93.5% in 2025–26**, compared with approximately **94.0% in 2024–25**. Although attendance remains stronger than earlier post-pandemic levels, the slight decline indicates that attendance should be viewed as an area to **maintain and strengthen rather than a current growth area**.

**Student Access to Advanced and Enrichment Opportunities**

- Bowie continues to provide students with opportunities for **advanced academics, enrichment, leadership, and extracurricular involvement**. These opportunities support student belonging, engagement, and connection to school.

# Problem Statements Identifying Student Learning Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | Despite growth in Reading achievement, only 34% of Grade 6, 46% of Grade 7, and 35% of Grade 8 students performed at Meets Grade Level or above on the 2026 STAAR Reading assessment, indicating a continued need to increase the percentage of students demonstrating grade-level and advanced reading proficiency. | Inconsistent implementation of rigorous reading comprehension, academic vocabulary, and evidence-based literacy strategies across content areas limits students' ability to transfer reading skills to complex, grade-level texts and demonstrate proficiency at the Meets and Masters levels, particularly for Emergent Bilingual students. |
| 2 ★ | Mathematics achievement remains inconsistent across grade levels, with particularly significant gaps in Grade 7. On the 2026 STAAR, only 25% of Grade 6 students, 7% of Grade 7 students, and 52% of Grade 8 students achieved Meets Grade Level or above. Grade 7 performance remains the greatest concern, with only 20% reaching Approaches, 7% reaching Meets, and 1% reaching Masters. | Tier 1 math instruction inconsistently provides conceptual depth, rigorous problem-solving, and responsive use of formative data to address misconceptions. |
| 3 ★ | Social Studies remains a significant area of need, with only 37% of Grade 8 students achieving Approaches, 17% Meets, and 5% Masters on the 2026 STAAR assessment. | Social Studies instruction inconsistently integrates structured literacy, academic vocabulary, and evidence-based writing needed to analyze complex sources and demonstrate higher-order thinking. |
| 4 | Science achievement improved but remains below desired levels, with 64% of Grade 8 students achieving Approaches, 37% Meets, and 13% Masters on the 2026 STAAR assessment. | Science instruction inconsistently provides inquiry-based learning, hands-on application, and academic language supports needed for students to demonstrate conceptual mastery. |
| 5 | MAP growth remains an area of concern in Mathematics, with only 49% of Grade 6, 49% of Grade 7, and 46% of Grade 8 students meeting their 2025-26 growth projections. While Reading growth improved, with 60-64% meeting growth projections across grades, Math growth remained below projected levels in all three grades. | PLCs inconsistently use MAP and formative assessment data to adjust Tier 1 instruction, reteach misconceptions, and provide targeted small-group support. |

| | | |
|---|---|---|
| 6 ★ | Emergent Bilingual students demonstrate meaningful English-language growth; however, language development remains inconsistent across TELPAS proficiency domains, with 43.23% experiencing regression in at least one domain, indicating a continued need to accelerate consistent English-language proficiency across Listening, Speaking, Reading, and Writing. | Language objectives and EB scaffolds are inconsistently embedded into lesson design and instruction across content areas. |
| 7 ★ | Special Education students continue to demonstrate significant achievement gaps on STAAR, with performance below overall campus rates across multiple grade levels and content areas, particularly at the Meets and Masters performance levels. | Inconsistent co-teach and inclusion practices, including limited collaborative planning, reduce access to differentiated grade-level instruction. |

★ = 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.

**Staff Recruitment, Hiring, and Retention**
Bowie Middle School works within Irving ISD's recruitment and hiring processes to identify qualified teachers and paraprofessionals and uses campus needs and student performance data to inform staffing and teacher placement. Once hired, new teachers participate in Irving ISD's First Class induction program and receive campus-based mentoring, monthly professional learning, coaching, and administrator feedback. Teacher assignments are informed by student performance data, including STAAR, MAP, and course performance, with an emphasis on placing effective educators with students demonstrating the greatest academic need. Staff retention remains an area for continued attention; therefore, Bowie will continue strengthening induction, coaching, professional learning, recognition, and leadership-development opportunities to support teacher effectiveness and retention.

**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 (60% of students) and Special Education students (20.3%).

**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, Kinvolved, 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**.

## School Safety and Student Welfare

Bowie maintains student safety through campus and district systems addressing school safety, discipline, crisis intervention, student welfare, and behavioral support. Safety and behavioral information is reviewed as part of the campus needs-assessment and program-evaluation processes, which include school safety data, discipline reports, attendance information, student feedback, and tobacco, alcohol, and other drug-use data. Campus program effectiveness is monitored throughout the year using formative reviews, including discipline and attendance reports, with findings incorporated into subsequent needs assessment and improvement planning.

Bowie also implements the district's RISE program through the MTSS framework to strengthen consistent Tier 1 behavioral expectations. Teachers develop Classroom Success Plans to establish common classroom behavior systems, while additional student supports include HOPE Squad, Youth180 mentoring, Alongside mental-health check-ins, and community/family support through All Things Made New. The campus CIP also addresses crisis intervention, discipline/conflict/violence management, bullying prevention, and the roles of peace officers, resource officers, and security personnel through district policies and procedures.

## Bullying, Drug, and Violence Prevention

Bowie addresses bullying, substance-use concerns, violence, and other student-welfare issues through a combination of prevention, behavioral supports, student education, intervention, and district-established policies and procedures. The campus CNA includes discipline records, school safety data, student feedback, and tobacco, alcohol, and other drug-use data among the indicators reviewed to identify student needs. District policies and campus practices also address bullying prevention, crisis intervention, discipline/conflict/violence management, and student welfare.

Preventive student supports include RISE/MTSS Tier 1 behavior systems, Classroom Success Plans, HOPE Squad peer leadership and suicide prevention, Youth180 mentoring, and Alongside mental-health supports. These structures are intended to strengthen student belonging, promote positive decision-making, identify students needing additional support, and reduce behaviors that interfere with a safe learning environment. Bowie will continue using discipline, safety, attendance, and student-perception data to determine the effectiveness of these supports and identify areas requiring additional intervention.

## Student Transition and Integration Supports

Bowie recognizes that successful transitions into middle school, between grade levels, during mid-year enrollment, and from middle school to high school are important to students' academic and social success. Current campus data identify mobility and declining enrollment as areas requiring continued attention, and the existing CNA specifically notes that orientation supports are available but that systematic academic and social integration structures for new and mobile students are not yet consistently implemented across grade levels.

Bowie will continue strengthening transition supports by connecting students and families to campus expectations, academic programs, extracurricular opportunities, counseling and student-support services, and appropriate academic interventions. Particular attention should be given to incoming sixth-grade students, students enrolling during the school year, and eighth-grade students preparing for high school so that transitions support continuity in academics, attendance, behavior, belonging, and college/career planning.

## College and Career Readiness

Bowie supports Irving ISD's goal that each student reach their highest potential and be college and career ready by providing academic, leadership, enrichment, and STEAM opportunities that prepare students for success beyond middle school. Students have access to programs and activities including Academic UIL, National Junior Honor Society, Technology Student Association (TSA), band, orchestra, choir, art, dance, outdoor education, and technology-rich learning through the Verizon Innovative Learning Lab. TSA has demonstrated particular success, with two Bowie students advancing to national competition in 2025. These opportunities provide students with experiences in leadership, collaboration, problem solving, communication, technology, creativity, and academic competition.

College and career readiness is also supported through rigorous Tier I instruction, academic intervention, student goal setting, enrichment, and preparation for the transition to high school. The campus will continue strengthening connections among students' academic achievement, individual interests, high-school opportunities, and future college and career pathways. Bowie should specifically monitor participation in advanced and enrichment opportunities to ensure equitable access for all student groups.

**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 established systems supporting curriculum alignment, professional learning, data-driven teacher placement, student intervention, behavior support, family engagement, enrichment, technology integration, school safety, and student wellness. Strengths include RISE/MTSS implementation, new-teacher induction and mentoring, expanded student-support services, the VILS lab, and student leadership and enrichment opportunities such as TSA, UIL, NJHS, and HOPE Squad. Historical discipline data also demonstrate substantial improvement, with total discipline incidents declining from **1,092 in 2022–23 to 553 in 2023–24 and 329 in 2024–25**, a reduction of approximately 70%.

Continued areas of focus include strengthening Tier I instructional rigor and language supports, improving co-teach practices, increasing staff retention, ensuring equitable implementation of behavioral supports, strengthening transition systems for new, mobile, and transitioning students, expanding college and career readiness connections, and continuously evaluating school-safety and prevention systems. Bowie will use academic, discipline, attendance, school-safety, student-perception, program-participation, and other formative data to monitor implementation and determine whether campus programs are producing the intended impact.

# 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, Kinvolved, 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 ★ | Academic growth remains inconsistent, with only 46-49% of students meeting MAP growth projections in Math, compared with 60-64% in Reading in 2025-26. | PLCs do not consistently use student work and assessment data to adjust Tier 1 instruction, reteach, and target interventions. |
| 2 ★ | MAP growth improved in 2025-26, with 60-64% meeting growth projections in Reading, while only 46-49% met growth projections in Math, indicating inconsistent academic growth across content areas. | Professional learning is provided consistently, but implementation, coaching follow-up, and monitoring of instructional practices vary across classrooms. |
| 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 ★ | Discipline infractions continued to decline to approximately 220 in 2025-26, but maintaining equitable discipline practices and minimizing lost instructional time remain priorities. | Tier 1 classroom management and relationship-based behavior practices are not implemented consistently across all classrooms. |
| 5 ★ | Attendance has improved and remained generally in the mid-90% range in 2025-26, but consistent attendance and early identification of students with emerging attendance concerns remain priorities. | Early-warning monitoring, timely family outreach, and tiered attendance interventions are not implemented consistently across all grade levels and student groups. |

★ = Priority

# Perceptions

## Summary

Bowie Middle School continues to focus on creating a welcoming, safe, supportive, and academically focused environment for students, staff, families, and community members. Perception data, attendance and discipline trends, stakeholder feedback, family-engagement information, and staff retention data are reviewed as part of the Comprehensive Needs Assessment to identify strengths and areas for improvement.

**Student Engagement and Attendance**

Bowie Middle School continues to demonstrate improvement in student attendance. Campus attendance increased from approximately **92–93% in 2022–23 to 92.6% in 2023–24, approximately 93–96% in 2024–25, and 94.5% in 2025–26**. Attendance patterns vary somewhat by student group, with Hispanic and African American students demonstrating slightly lower attendance than White and Asian students. Because Hispanic students represent approximately 90% of Bowie's enrollment, attendance patterns within this student group have a significant impact on the overall campus attendance rate.

Improved attendance is a campus strength; however, Spring 2026 Panorama results demonstrate that physical attendance does not necessarily translate into a strong sense of connection to school. Only **45% of students responded favorably to Valuing of School**, placing Bowie around the 10th national percentile in this area. This indicates a need to continue improving not only attendance but also students' sense of belonging, purpose, recognition, and connection to their school experience.

**Student Behavior, Discipline, and School Climate**

Bowie has demonstrated substantial improvement in student behavior as measured by disciplinary infractions. Total infractions declined from **1,092 in 2022–23 to 553 in 2023–24, 328 in 2024–25, and approximately 220 in 2025–26**. This represents an approximately **80% reduction in disciplinary infractions from 2022–23 to 2025–26**.

Despite this improvement, discipline data should continue to be monitored for disproportionality. Historical campus data indicate that **88.6% of infractions involved Hispanic students**, who represent approximately 90% of enrollment, while African American students represented approximately **5.3% of infractions compared with approximately 4% of enrollment**. Male students accounted for **79.5% of disciplinary infractions**. These patterns indicate a continued need to monitor discipline by race/ethnicity, gender, disability status, Emergent Bilingual status, and grade level.

Bowie continues to utilize **mentoring, HOPE Squad, Student Council, Capturing Kids' Hearts, PBIS/RISE structures, and other student wellness and support systems** to strengthen relationships, reduce conflict, support positive behavior, and increase student connection to school. Leadership, enrichment, and extracurricular opportunities provide additional avenues for students to establish positive relationships with peers and adults and contribute to the campus community.

Although discipline incidents have declined substantially, Spring 2026 Panorama results indicate that improvements in behavior have not yet translated into consistently positive student perceptions of the school experience. Student favorable responses included **29% for School Climate, 45% for Valuing of School, 52% for Rigorous Expectations, and 56% for School Safety**. School Climate and Rigorous Expectations were below the 10th national percentile, Valuing of School was around the 10th percentile, and School Safety was around the 40th percentile.

These findings identify an important distinction in Bowie's current data: **behavioral outcomes are improving more rapidly than student perceptions of climate, belonging, and academic experience**. Strengthening student voice, belonging, recognition, positive relationships, rigorous learning experiences, and opportunities for meaningful participation should therefore remain a campus priority.

**Family and Community Engagement**

Bowie has established multiple structures for family and community engagement, including a **Parent Liaison, Parent Volunteer Center, All Pro Dads, WonderMoms, department-led family events, Home Access Center (HAC), newsletters, Kinvolved, Facebook, and SchoolMessenger**. During 2024–25, each department hosted six family events—one per grading period—creating multiple structured opportunities for families to engage with the campus throughout the school year.

Bowie also benefits from community partnerships that provide additional student and family support. These include the **Irving**

**Schools Foundation**, which has supported students through uniforms, food bags, grants, and orchestra equipment; **Youth180**, which provides mentorship supports; and **All Things Made New**, which assists families with needs such as uniforms and furniture.

Spring 2026 Panorama results indicate several strengths in family perceptions. Favorable responses included **83% for Family School Attendance, 73% for School-Family Communication, and 70% for Staff-Family Relationships**. Family perceptions were less favorable for **School Climate at 62%, Family Efficacy at 60%, and School Safety at 57%**, identifying opportunities to strengthen family confidence, partnership, and perceptions of the school environment.

Although opportunities for participation have expanded, participation has not been consistent across all family groups. Families of Emergent Bilingual students, economically disadvantaged students, highly mobile students, and students receiving Special Education services should continue to be intentionally engaged through accessible communication, flexible participation opportunities, translation/interpretation supports, and targeted outreach.

**Parent/community participation rate:** A verified unduplicated campus participation rate was not identified in the available evidence. Bowie should establish and monitor a consistent participation measure using family-event sign-ins, volunteer participation, survey participation, and/or other district-approved engagement records rather than reporting the number of events as a participation rate.

**Staff Perceptions and Staff Attendance**

Spring 2026 Panorama results demonstrate several strengths in staff perceptions, particularly relationships with campus leadership and feedback and coaching. Favorable responses included **79% for Staff-Leadership Relationships among school staff, 73% among teachers, 69% for teacher Feedback and Coaching, 68% for School Leadership among school staff, and 61% for Professional Learning among both teachers and school staff**. Staff-Leadership Relationships among school staff ranked around the 70th national percentile, while teacher Feedback and Coaching ranked around the 90th percentile.

Staff wellness and perceptions of student behavior present opportunities for improvement. Only **54% of teachers responded favorably regarding Well-being**, placing Bowie around the 10th national percentile, while **52% responded favorably regarding Student Behavior**. These findings indicate a continued need to monitor staff workload, wellness, classroom-management support, recognition, coaching, and systems that promote positive student behavior.

**Stakeholder Engagement in Campus Mission, Vision, and Goals**

Bowie engages multiple stakeholder groups in the development and implementation of the Comprehensive Needs Assessment and Campus Improvement Plan. Administrators, teachers, instructional support staff, Special Education personnel, the EB coach, counselors, parents, community representatives, and students provide input through data analysis, surveys, focus groups, campus committees, family events, and other feedback opportunities.

The campus Leadership Coalition provides cross-functional representation and supports the review of student achievement, growth, attendance, behavior, perception, program, and family-engagement data. Stakeholder feedback is used to identify campus strengths and needs, develop problem statements and root causes, establish improvement priorities, and monitor progress toward campus goals.

These processes connect stakeholders to Bowie's mission of **growing minds and hearts—leaving positive prints and paving powerful paths to high school success**, its vision that **ALL are inspired to lead, empowered to grow, and equipped to leave a lasting, positive legacy**, and its PAWS core values of **Positive Attitude, Academic Achievement, Wise Choices, and Show Respect**.

Moving forward, Bowie should continue strengthening stakeholder ownership of the mission, vision, and goals by routinely communicating progress toward campus performance objectives and providing students, staff, families, and community partners opportunities to review results and provide feedback on improvement efforts.

**Community Perceptions and Campus Connection**

Bowie continues to serve as an established community school in South Irving. Student leadership, enrichment, wellness, and extracurricular programs—including **TSA, UIL, HOPE Squad, Student Council, Dance, fine arts, and other campus activities**—provide opportunities for students to develop leadership skills, receive recognition, build relationships, and establish stronger connections with the Bowie community.

Enrollment remains an area of concern. First-day/current enrollment has declined from **752 students in 2024–25 to 702 in 2025–26 and 651 in 2026–27**, a decrease of approximately **13.4% over two years**. This trend reinforces the importance of strengthening student and family connection, campus identity, transition supports, family engagement, and the overall student experience.

**Graduation Rate**

**Graduation Rate: N/A.** Bowie Middle School serves students in grades 6–8; therefore, graduation rate is not an applicable campus performance indicator. Bowie instead monitors indicators of successful progression toward high school, including academic achievement and growth, attendance, behavior, student engagement, and transition readiness.

**Overall Perceptions Analysis**

Bowie Middle School demonstrates measurable strengths in **attendance improvement, significant reductions in disciplinary incidents, family communication, staff-leadership relationships, feedback and coaching, community partnerships, and student-support structures**. Attendance reached **94.5% in 2025–26**, while disciplinary infractions declined from **1,092 in 2022–23 to approximately 220 in 2025–26**, representing an approximately **80% reduction**. Families also reported positive perceptions of Family School Attendance (**83%**), School-Family Communication (**73%**), and Staff-Family Relationships (**70%**). Spring 2026 staff results similarly indicate positive perceptions of leadership relationships and feedback/coaching.

The most significant perception need is the **student experience**. Despite improved attendance and substantially fewer disciplinary incidents, only **29% of students responded favorably to School Climate, 45% to Valuing of School, and 52% to Rigorous Expectations**. These findings indicate that improved attendance and behavior alone have not yet resulted in strong student belonging, connection, or perceptions of academic rigor. Additional areas requiring attention include teacher well-being, equitable family participation, declining enrollment, and discipline patterns among student groups.

Based on the evidence, Bowie should continue its successful attendance, behavior, family-communication, and student-support systems while **intensifying efforts to strengthen student voice, belonging, recognition, relationships, rigorous and engaging learning experiences, staff wellness, and meaningful family/community participation**. Progress should be monitored through Panorama results, attendance, discipline, enrollment, staff attendance and retention, family participation, and stakeholder feedback.

# Strengths

**Major reduction in discipline incidents**

- Discipline infractions continued their multi-year decline: **1,092 (2022–23) → 553 (2023–24) → 328–329 (2024–25) → approximately 220 (2025–26)**, demonstrating continued improvement in campus behavior systems.

**Stronger Tier 1 behavior systems**

- **Capturing Kids' Hearts, PBIS, mentoring, and student support systems**
  provide consistent expectations and relationship-based supports across the campus.

**Positive adult culture and collaboration**

- Spring 2026 Panorama results show strengths in **Staff-Leadership Relationships (79% school staff; 73% teachers)** and **Feedback and Coaching (69% teachers)**, supporting a collaborative adult culture.

**Strong family communication with room to deepen engagement**

- Families report favorable perceptions of **School-Family Communication (73%)** and **Staff-Family Relationships (70%)**; however, **Family Engagement is 17%**, identifying meaningful participation as an area for growth.

**Expanded student leadership, wellness, and enrichment**

- **HOPE Squad, Student Council, TSA, UIL, and other enrichment opportunities** provide students with leadership, wellness, recognition, and school-connectedness opportunities.

**Community partnerships provide tangible support**

- Partnerships with organizations such as **Irving Schools Foundation, Youth180, and All Things Made New** extend academic, mentoring, and family supports beyond the campus.

**Clear, multi-platform family communication**

- Bowie maintains multiple communication systems, including **HAC, the Bowie Family Newsletter, SchoolMessenger, Kinvolved, and social media**, providing families with consistent access to campus and student information.

# Problem Statements Identifying Perceptions Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | Student perceptions remain an area of need, with only 29% favorable for School Climate, 45% for Valuing of School, and 52% for Rigorous Expectations on the Spring 2026 Panorama survey. | Students lack consistent opportunities for voice, recognition, meaningful involvement, and connection to their school experience. |
| 2 | Family communication and relationships are strengths, but Family Engagement was only 17% favorable on the Spring 2026 Panorama survey. | Family participation is limited by accessibility, scheduling, communication, and opportunities for meaningful involvement |
| 3 | Staff retention remains an area of concern, with Teacher Well-being at 54% favorable on the Spring 2026 Panorama survey. | Systems to support staff well-being, recognition, workload management, and long-term retention need continued strengthening. |
| 4 | Although Bowie hosted twice-monthly parent engagement events in 2025-26, 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 continues to decline, from 752 students in 2024-25 to 702 in 2025-26 and 651 in 2026-27, indicating an ongoing challenge with student enrollment and retention. | Recruitment and retention efforts have not yet sufficiently addressed family perceptions of academic performance, student experience, and long-term enrollment patterns. |

★ = Priority

# Priority Problem Statements

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Academic growth remains inconsistent, with only 46-49% of students meeting MAP growth projections in Math, compared with 60-64% in Reading in 2025-26. | PLCs do not consistently use student work and assessment data to adjust Tier 1 instruction, reteach, and target interventions. |
| 2 | Emergent Bilingual students demonstrate meaningful English-language growth; however, language development remains inconsistent across TELPAS proficiency domains, with 43.23% experiencing regression in at least one domain, indicating a continued need to accelerate consistent English-language proficiency across Listening, Speaking, Reading, and Writing. | Language objectives and EB scaffolds are inconsistently embedded into lesson design and instruction across content areas. |
| 3 | Attendance has improved and remained generally in the mid-90% range in 2025-26, but consistent attendance and early identification of students with emerging attendance concerns remain priorities. | Early-warning monitoring, timely family outreach, and tiered attendance interventions are not implemented consistently across all grade levels and student groups. |
| 4 | Despite growth in Reading achievement, only 34% of Grade 6, 46% of Grade 7, and 35% of Grade 8 students performed at Meets Grade Level or above on the 2026 STAAR Reading assessment, indicating a continued need to increase the percentage of students demonstrating grade-level and advanced reading proficiency. | Inconsistent implementation of rigorous reading comprehension, academic vocabulary, and evidence-based literacy strategies across content areas limits students' ability to transfer reading skills to complex, grade-level texts and demonstrate proficiency at the Meets and Masters levels, particularly for Emergent Bilingual students. |
| 5 | Mathematics achievement remains inconsistent across grade levels, with particularly significant gaps in Grade 7. On the 2026 STAAR, only 25% of Grade 6 students, 7% of Grade 7 students, and 52% of Grade 8 students achieved Meets Grade Level or above. Grade 7 performance remains the greatest concern, with only 20% reaching Approaches, 7% reaching Meets, and 1% reaching Masters. | Tier 1 math instruction inconsistently provides conceptual depth, rigorous problem-solving, and responsive use of formative data to address misconceptions. |

| | | |
|---|---|---|
| 6 ★ | Social Studies remains a significant area of need, with only 37% of Grade 8 students achieving Approaches, 17% Meets, and 5% Masters on the 2026 STAAR assessment. | Social Studies instruction inconsistently integrates structured literacy, academic vocabulary, and evidence-based writing needed to analyze complex sources and demonstrate higher-order thinking. |
| 7 ★ | Special Education students continue to demonstrate significant achievement gaps on STAAR, with performance below overall campus rates across multiple grade levels and content areas, particularly at the Meets and Masters performance levels. | Inconsistent co-teach and inclusion practices, including limited collaborative planning, reduce access to differentiated grade-level instruction. |
| 8 ★ | MAP growth improved in 2025-26, with 60-64% meeting growth projections in Reading, while only 46-49% met growth projections in Math, indicating inconsistent academic growth across content areas. | Professional learning is provided consistently, but implementation, coaching follow-up, and monitoring of instructional practices vary across classrooms. |
| 9 ★ | Economically disadvantaged students, who comprise approximately 92.6% of Bowie's current enrollment, continue to demonstrate achievement gaps, particularly at the Meets and Masters performance levels across core content areas. | Inconsistent access to rigorous, differentiated Tier 1 instruction, targeted intervention/acceleration, and meaningful enrichment opportunities limits opportunities for economically disadvantaged students to consistently reach grade-level and advanced performance. |
| 10 ★ | Student perceptions remain an area of need, with only 29% favorable for School Climate, 45% for Valuing of School, and 52% for Rigorous Expectations on the Spring 2026 Panorama survey. | Students lack consistent opportunities for voice, recognition, meaningful involvement, and connection to their school experience. |
| 11 ★ | Discipline infractions continued to decline to approximately 220 in 2025-26, but maintaining equitable discipline practices and minimizing lost instructional time remain priorities. | Tier 1 classroom management and relationship-based behavior practices are not implemented consistently across all classrooms. |

| | | |
|---|---|---|
| 12 ★ | Emergent Bilingual students continue to demonstrate achievement gaps across core content areas, particularly at the Meets and Masters performance levels, indicating a need to strengthen students' access to rigorous, language-rich Tier 1 instruction. | Inconsistent implementation of high-impact language-development strategies and purposeful integration of language objectives within rigorous Tier 1 instruction limits Emergent Bilingual students' opportunities to develop academic language while mastering grade-level content. |

★ = Priority

# Data Documentation for CNA

# Data Documentation for CNA

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

## Improvement Planning Data

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

## Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**

## Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**

## Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**

- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

## Student Data: Behavior and Other Indicators

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

## Employee Data

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

## Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**

## Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **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 60% to 70% by May 2027.
Increase the percentage of SPED students meeting or exceeding projected Reading growth from 38% to 65% by May 2027.

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

### Strategy 1 ☑ Results Driven Accountability

RLA teachers will implement the Irving ISD 6-12 RLA Planning Protocol during weekly PLCs to internalize lessons, analyze student data and work, anticipate misconceptions, and plan targeted scaffolds for SPED and EB students. Administrators and instructional leaders will support PLCs and conduct weekly walkthroughs to monitor alignment to the district RLA Framework and consistent use of IISD instructional strategies, including Think-Pair-Share, Chunking, Stop and Jot, Sentence Stems, and Active Monitoring, with timely feedback provided to strengthen instructional implementation and sustain MAP Reading growth.

**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:** Academic Specialist

**Problem Statements:** Student Learning 1

**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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

#### Formative Reviews

| November | February | April | June |
|---|---|---|---|

### Strategy 2 ☑ Results Driven Accountability

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

instructional-area RIT scores, STAAR strand data, and ongoing formative data to receive targeted Tier II instruction in academic vocabulary, comprehension, and application of grade-level texts. Students performing below the 15th percentile on MAP or identified through HB1416 will receive daily Tier III intervention focused on foundational reading skills. Teachers will use, IXL Diagnostics, and 3-week pre/post assessments to monitor progress, regroup students, and adjust instruction based on demonstrated needs.

**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

**Problem Statements:** School Processes & Programs 2

**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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

### Formative Reviews

| November | February | April | June |
|---|---|---|---|

## Strategy 3

Before MOY and EOY MAP testing, teachers will facilitate student goal-setting conferences to review RIT scores, progress toward projected growth, and individual areas of strength and need. Students will set growth targets and document action steps in their writer's journals. Campus incentives, including MAP Growth celebrations, will recognize students who meet or exceed their individual growth goals and promote student ownership of academic progress.

**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 /Math Teachers

**Problem Statements:** School Processes & Programs 1, 2

**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: Integrated Student Support Systems

## Formative Reviews

| November | February | April | June |
|---|---|---|---|

### Performance Objective 1 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Despite growth in Reading achievement, only 34% of Grade 6, 46% of Grade 7, and 35% of Grade 8 students performed at Meets Grade Level or above on the 2026 STAAR Reading assessment, indicating a continued need to increase the percentage of students demonstrating grade-level and advanced reading proficiency. | Inconsistent implementation of rigorous reading comprehension, academic vocabulary, and evidence-based literacy strategies across content areas limits students' ability to transfer reading skills to complex, grade-level texts and demonstrate proficiency at the Meets and Masters levels, particularly for Emergent Bilingual students. |

### Performance Objective 1 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Academic growth remains inconsistent, with only 46-49% of students meeting MAP growth projections in Math, compared with 60-64% in Reading in 2025-26. | PLCs do not consistently use student work and assessment data to adjust Tier 1 instruction, reteach, and target interventions. |
| 2 | MAP growth improved in 2025-26, with 60-64% meeting growth projections in Reading, while only 46-49% met growth projections in Math, indicating inconsistent academic growth across content areas. | Professional learning is provided consistently, but implementation, coaching follow-up, and monitoring of instructional practices vary across classrooms. |

## Performance Objective 2 ☑ High Priority ☑ HB3 Goal

Increase the percentage of Grade 6-8 students scoring at Meets Grade Level or Above on STAAR Reading from 34% to 50% by May 2027.
Increase the percentage of SPED students from 16% to 25% by May 2027.

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

## Strategy 1 ☑ Results Driven Accountability

Students performing above the 40th percentile on MAP will receive targeted Tier II intervention and extension during the daily RTI block, emphasizing reading comprehension, knowledge coherence, and text-evidence-based responses. Teachers will use IXL Diagnostics and 3-week pre/post assessments to monitor progress and adjust instruction. Students needing language support will use SummitK12 to strengthen academic language and support progress toward higher English proficiency and STAAR Reading Meets Grade Level performance.

**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:** Academic Specialist

**Problem Statements:** Student Learning 1 - School Processes & Programs 2

**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: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

### Formative Reviews

| November | February | April | June |
|---|---|---|---|

## Strategy 2 ☑ Results Driven Accountability

Teachers will provide before- and after-school tutoring and Saturday School using released STAAR items, targeted small-group instruction, and scaffolded supports focused on comprehension, inferencing, vocabulary, and evidence-based responses. SPED students will receive specialized small-group instruction aligned to IEP goals and identified STAAR skill gaps to increase progress toward Meets Grade Level performance.

**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:** STAAR Teachers

**Problem Statements:** Student Learning 7

**Funding Sources:** 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: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

### Formative Reviews

| November | February | April | June |
|---|---|---|---|

## Strategy 3 ☑ Results Driven Accountability

Administrators and instructional leaders will provide Classroom Management Hierarchy Coaching through Big Rock Educational Services (BRES) for RLA teachers. Weekly observations, actionable feedback, and implementation data will be used to strengthen classroom management, student engagement, and instructional consistency, with a goal of maintaining 90-100% on-task learning and maximizing instructional time.

**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

**Problem Statements:** School Processes & Programs 4

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

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

### Formative Reviews

| November | February | April | June |
|---|---|---|---|

### Performance Objective 2 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Despite growth in Reading achievement, only 34% of Grade 6, 46% of Grade 7, and 35% of Grade 8 students performed at Meets Grade Level or above on the 2026 STAAR Reading assessment, indicating a continued need to increase the percentage of students demonstrating grade-level and advanced reading proficiency. | Inconsistent implementation of rigorous reading comprehension, academic vocabulary, and evidence-based literacy strategies across content areas limits students' ability to transfer reading skills to complex, grade-level texts and demonstrate proficiency at the Meets and Masters levels, particularly for Emergent Bilingual students. |

| | | |
|---|---|---|
| 7 | Special Education students continue to demonstrate significant achievement gaps on STAAR, with performance below overall campus rates across multiple grade levels and content areas, particularly at the Meets and Masters performance levels. | Inconsistent co-teach and inclusion practices, including limited collaborative planning, reduce access to differentiated grade-level instruction. |

**Performance Objective 2 Problem Statements Identifying School Processes & Programs**

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | MAP growth improved in 2025-26, with 60-64% meeting growth projections in Reading, while only 46-49% met growth projections in Math, indicating inconsistent academic growth across content areas. | Professional learning is provided consistently, but implementation, coaching follow-up, and monitoring of instructional practices vary across classrooms. |
| 4 | Discipline infractions continued to decline to approximately 220 in 2025-26, but maintaining equitable discipline practices and minimizing lost instructional time remain priorities. | Tier 1 classroom management and relationship-based behavior practices are not implemented consistently across all classrooms. |

## Performance Objective 3 ☑ High Priority ☑ HB3 Goal

Increase/maintain the percentage of students who score at Meets or Above in EOC English I from 100% to 100% by May 2027.

Increase the percentage of students who score at Meets or Above on Grades 6-8 RLA and English I combined from 42% to 50% by May 2027.

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

### Strategy 1 ☑ Results Driven Accountability

RLA and English I teachers will use the Irving ISD 6-12 RLA Planning Protocol during weekly PLCs to analyze assessment data, internalize lessons, anticipate misconceptions, and plan rigorous, TEKS-aligned instruction. Administrators and instructional leaders will conduct walkthroughs and provide feedback on rigor, differentiation, student engagement, and scaffolds for SPED and EB students.

**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:** Academic Specialist

**Problem Statements:** Demographics 1 - Student Learning 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: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

### Formative Reviews

| November | February | April | June |
|---|---|---|---|

## Strategy 2 ☑ Results Driven Accountability

During Cub Connection (RTI Block), students will be flexibly grouped using MAP instructional-area data and ongoing formative assessments to receive targeted Tier II reading intervention. Teachers will use IXL Diagnostics, teacher-created lessons, and 3-week pre/post assessment cycles to monitor progress, regroup students, and adjust instruction. Targeted IXL practice will reinforce identified skill gaps and support mastery and MAP Reading growth.

**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

**Problem Statements:** School Processes & Programs 1, 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

| November | February | April | June |
|---|---|---|---|

## Strategy 3 ☑ Results Driven Accountability

Before MOY and EOY MAP testing, RLA teachers will facilitate student goal-setting conferences to review RIT scores, progress toward projected growth, and individual skill areas. Students will set growth targets and document action steps in their math data binders. Campus incentives, including MAP Growth celebrations, will recognize students who meet or exceed their individual growth goals and promote student ownership of Reading growth.

**Strategy's Expected Result/Impact:** Students will take ownership of their reading 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:** RLA Teachers

**Problem Statements:** School Processes & Programs 1, 2

**Funding Sources:** Teachers 199 - General Funds,

**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: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

### Formative Reviews

| November | February | April | June |
|---|---|---|---|

## Performance Objective 3 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Emergent Bilingual students continue to demonstrate achievement gaps across core content areas, particularly at the Meets and Masters performance levels, indicating a need to strengthen students' access to rigorous, language-rich Tier 1 instruction. | Inconsistent implementation of high-impact language-development strategies and purposeful integration of language objectives within rigorous Tier 1 instruction limits Emergent Bilingual students' opportunities to develop academic language while mastering grade-level content. |

## Performance Objective 3 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 7 | Special Education students continue to demonstrate significant achievement gaps on STAAR, with performance below overall campus rates across multiple grade levels and content areas, particularly at the Meets and Masters performance levels. | Inconsistent co-teach and inclusion practices, including limited collaborative planning, reduce access to differentiated grade-level instruction. |

## Performance Objective 3 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Academic growth remains inconsistent, with only 46-49% of students meeting MAP growth projections in Math, compared with 60-64% in Reading in 2025-26. | PLCs do not consistently use student work and assessment data to adjust Tier 1 instruction, reteach, and target interventions. |
| 2 | MAP growth improved in 2025-26, with 60-64% meeting growth projections in Reading, while only 46-49% met growth projections in Math, indicating inconsistent academic growth across content areas. | Professional learning is provided consistently, but implementation, coaching follow-up, and monitoring of instructional practices vary across classrooms. |

## Performance Objective 4 ☑ High Priority ☑ HB3 Goal

Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 46% to 60% by May 2027.
Increase the percentage of SPED students who meet or exceed projected growth on MAP Growth Mathematics from 35% to 55% by May 2027.

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

### Strategy 1 ☑ Results Driven Accountability

Teachers will provide before- and after-school tutoring and Saturday School using released STAAR items, targeted small-group instruction, and scaffolded supports focused on numeracy, Algebra readiness, problem-solving, and application of grade-level TEKS. SPED students will receive language-rich supports emphasizing academic vocabulary, mathematical discourse, and comprehension of multi-step word problems to increase progress toward Meets Grade Level performance.

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

**Staff Responsible for Monitoring:** STAAR Teachers

**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: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

### Formative Reviews

| November | February | April | June |
|---|---|---|---|

## Strategy 2 ☑ Results Driven Accountability

Before Interim Assessments and STAAR, students will participate in goal-setting sessions to analyze CFA/DOL and assessment data, set individual math performance goals, and monitor progress in math data journals. Students will reflect after each assessment and adjust goals and action steps. Honor Roll and growth celebrations will recognize students demonstrating strong achievement and academic growth, reinforcing student ownership and motivation.

**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 meeting or exceeding MEETS on STAAR Math and Algebra I.

**Staff Responsible for Monitoring:** Administrators

**Problem Statements:** Student Learning 1, 2, 3

**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: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

### Formative Reviews

| November | February | April | June |
|---|---|---|---|

## Strategy 3

Administrators and instructional leaders will provide Classroom Management Hierarchy Coaching through Big Rock Educational Services (BRES) for math teachers. Weekly observations, actionable feedback, and implementation data will be used to strengthen classroom management, student engagement, and instructional consistency, with a goal of maintaining 90-100% on-task learning and maximizing instructional time in 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

**Problem Statements:** School Processes & Programs 4

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

### Formative Reviews

| November | February | April | June |
|---|---|---|---|

### Performance Objective 4 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Despite growth in Reading achievement, only 34% of Grade 6, 46% of Grade 7, and 35% of Grade 8 students performed at Meets Grade Level or above on the 2026 STAAR Reading assessment, indicating a continued need to increase the percentage of students demonstrating grade-level and advanced reading proficiency. | Inconsistent implementation of rigorous reading comprehension, academic vocabulary, and evidence-based literacy strategies across content areas limits students' ability to transfer reading skills to complex, grade-level texts and demonstrate proficiency at the Meets and Masters levels, particularly for Emergent Bilingual students. |
| 2 | Mathematics achievement remains inconsistent across grade levels, with particularly significant gaps in Grade 7. On the 2026 STAAR, only 25% of Grade 6 students, 7% of Grade 7 students, and 52% of Grade 8 students achieved Meets Grade Level or above. Grade 7 performance remains the greatest concern, with only 20% reaching Approaches, 7% reaching Meets, and 1% reaching Masters. | Tier 1 math instruction inconsistently provides conceptual depth, rigorous problem-solving, and responsive use of formative data to address misconceptions. |
| 3 | Social Studies remains a significant area of need, with only 37% of Grade 8 students achieving Approaches, 17% Meets, and 5% Masters on the 2026 STAAR assessment. | Social Studies instruction inconsistently integrates structured literacy, academic vocabulary, and evidence-based writing needed to analyze complex sources and demonstrate higher-order thinking. |
| 7 | Special Education students continue to demonstrate significant achievement gaps on STAAR, with performance below overall campus rates across multiple grade levels and content areas, particularly at the Meets and Masters performance levels. | Inconsistent co-teach and inclusion practices, including limited collaborative planning, reduce access to differentiated grade-level instruction. |

## Performance Objective 4 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|---|
| 4 | Discipline infractions continued to decline to approximately 220 in 2025-26, but maintaining equitable discipline practices and minimizing lost instructional time remain priorities. | Tier 1 classroom management and relationship-based behavior practices are not implemented consistently across all classrooms. |

## Performance Objective 5 ☑ High Priority ☑ HB3 Goal

Increase the percentage of Grade 6-8 students scoring at Meets Grade Level or Above on STAAR Mathematics from 38% to 50% by May 2027.

Increase the percentage of SPED students scoring at Meets Grade Level or Above on STAAR Mathematics from 23% to 30% by May 2027.

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

### Strategy 1 ☑ Results Driven Accountability

The Math teacher will use PLC, CFA, and assessment data to identify students not yet at Meets Grade Level and provide targeted Tier II intervention during class and through before-/after-school or Saturday learning opportunities. Instruction will focus on priority TEKS, problem-solving, and targeted reteach, with intentional language scaffolds for SPED students to support progress toward 100% Meets and increased Masters performance.

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

**Staff Responsible for Monitoring:** 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: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

#### Formative Reviews

| November | February | April | June |
|---|---|---|---|

### Strategy 2 ☑ Results Driven Accountability

The Math teacher will provide enrichment and extension opportunities for students already performing at Meets/Masters, emphasizing rigorous problem-solving, real-world applications, advanced projects, and academic competitions to increase Masters performance. Administrators and instructional leaders will conduct walkthroughs and coaching cycles to monitor differentiation, EB scaffolds, rigor, 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

**Staff Responsible for Monitoring:** Math administrator

**Problem Statements:** Demographics 1 - Student Learning 6

**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: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

### Formative Reviews

| November | February | April | June |
|---|---|---|---|

### Performance Objective 5 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Emergent Bilingual students continue to demonstrate achievement gaps across core content areas, particularly at the Meets and Masters performance levels, indicating a need to strengthen students' access to rigorous, language-rich Tier 1 instruction. | Inconsistent implementation of high-impact language-development strategies and purposeful integration of language objectives within rigorous Tier 1 instruction limits Emergent Bilingual students' opportunities to develop academic language while mastering grade-level content. |

## Performance Objective 5 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Mathematics achievement remains inconsistent across grade levels, with particularly significant gaps in Grade 7. On the 2026 STAAR, only 25% of Grade 6 students, 7% of Grade 7 students, and 52% of Grade 8 students achieved Meets Grade Level or above. Grade 7 performance remains the greatest concern, with only 20% reaching Approaches, 7% reaching Meets, and 1% reaching Masters. | Tier 1 math instruction inconsistently provides conceptual depth, rigorous problem-solving, and responsive use of formative data to address misconceptions. |
| 6 | Emergent Bilingual students demonstrate meaningful English-language growth; however, language development remains inconsistent across TELPAS proficiency domains, with 43.23% experiencing regression in at least one domain, indicating a continued need to accelerate consistent English-language proficiency across Listening, Speaking, Reading, and Writing. | Language objectives and EB scaffolds are inconsistently embedded into lesson design and instruction across content areas. |

## Performance Objective 6

Increase the percentage of students who score at Meets Grade Level or Above in Algebra I from 95% to 100% by May 2027.

Increase the percentage of students who score at Meets Grade Level or Above on Grades 6-8 Math and Algebra I combined from 39% to 50% by May 2027.

**Evaluation Data Source:** Campus Common Assessments in Algebra 1 Classes, Lesson Plans, Artifact Trackers, and walkthroughs

### Strategy 1

Math and Algebra I teachers will use CFA, DOL, Interim, MAP, and STAAR data during PLCs to identify students not yet demonstrating Meets Grade Level performance. Students will receive targeted small-group reteach "by student, by standard" during Cub Connection, Push-In support, and extended learning opportunities, with intentional scaffolds for SPED and EB students.

**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:** Math interventionist

**Problem Statements:** Student Learning 2

**Funding Sources:** 199 - General Funds,

**Title I:** 2.5.1, 2.5.2

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

### Formative Reviews

| November | February | April | June |
|---|---|---|---|

### Performance Objective 6 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Mathematics achievement remains inconsistent across grade levels, with particularly significant gaps in Grade 7. On the 2026 STAAR, only 25% of Grade 6 students, 7% of Grade 7 students, and 52% of Grade 8 students achieved Meets Grade Level or above. Grade 7 performance remains the greatest concern, with only 20% reaching Approaches, 7% reaching Meets, and 1% reaching Masters. | Tier 1 math instruction inconsistently provides conceptual depth, rigorous problem-solving, and responsive use of formative data to address misconceptions. |

## Performance Objective 7

Increase the percentage of students scoring at Meets Grade Level or Above on STAAR Grade 8 Science from 44% to 50% by May 2027.

**Evaluation Data Source:** Campus Common Assessments (CFAs) in Science, DOLs, Interim Assessment data, lesson plans, artifact trackers, classroom walkthroughs during Tier I and Tier II instruction

### Strategy 1

Grade 8 Science teachers will use weekly PLCs to analyze CFA/DOL, Interim Assessment, and student work data to identify TEKS-level strengths and gaps, anticipate misconceptions, and plan rigorous, TEKS-aligned instruction. Administrators and instructional leaders will conduct regular walkthroughs and provide feedback on rigor, student engagement, differentiation, and implementation of IISD instructional strategies.

**Strategy's Expected Result/Impact:** Increased mastery of priority Science TEKS and improved performance on CFAs, Interim Assessments, and STAAR

**Staff Responsible for Monitoring:** Science Department Chair

**Problem Statements:** Demographics 2

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

### Formative Reviews

| November | February | April | June |
|---|---|---|---|

### Performance Objective 7 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Economically disadvantaged students, who comprise approximately 92.6% of Bowie's current enrollment, continue to demonstrate achievement gaps, particularly at the Meets and Masters performance levels across core content areas. | Inconsistent access to rigorous, differentiated Tier 1 instruction, targeted intervention/acceleration, and meaningful enrichment opportunities limits opportunities for economically disadvantaged students to consistently reach grade-level and advanced performance. |

## Performance Objective 8

Increase the percentage of Grade 8 students scoring at Meets Grade Level or Above on STAAR Social Studies from 17% to 30% by May 2027

**Evaluation Data Source:** Social Studies CFAs/DOLs, Interim Assessment data, lesson plans, artifact trackers, Tier I/Tier II classroom walkthroughs, student progress-monitoring data

### Strategy 1

Grade 8 Social Studies teachers will use weekly PLCs to analyze CFA/DOL, Interim Assessment, and student work data to identify TEKS-level gaps, anticipate misconceptions, and plan rigorous instruction. Teachers will incorporate primary and secondary sources, academic vocabulary, document analysis, and evidence-based responses aligned to STAAR expectations

**Strategy's Expected Result/Impact:** Increased mastery of priority Social Studies TEKS and improved student performance on CFAs, DOLs, Interim Assessments, and STAAR

**Staff Responsible for Monitoring:** Social Studies Department Chair

**Problem Statements:** Student Learning 3

**Funding Sources:** 211 - Title I-A, $300

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

### Formative Reviews

| November | February | April | June |
|---|---|---|---|

## Strategy 2 ☑ Results Driven Accountability

Students not demonstrating Meets Grade Level performance on CFAs, DOLs, or Interim Assessments will receive targeted Tier II instruction during Cub Connection and extended learning opportunities. Teachers will provide small-group reteach "by student, by standard," using released STAAR items, scaffolded supports, and targeted practice based on identified skill gaps.

**Strategy's Expected Result/Impact:** Students will demonstrate increased mastery of identified TEKS, with more students progressing from Approaches to Meets Grade Level or Above throughout the year

**Staff Responsible for Monitoring:** Social Studies Department Chair

**Problem Statements:** Student Learning 3

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

### Formative Reviews

| November | February | April | June |
|---|---|---|---|

### Performance Objective 8 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 3 | Social Studies remains a significant area of need, with only 37% of Grade 8 students achieving Approaches, 17% Meets, and 5% Masters on the 2026 STAAR assessment. | Social Studies instruction inconsistently integrates structured literacy, academic vocabulary, and evidence-based writing needed to analyze complex sources and demonstrate higher-order thinking. |

## Performance Objective 9

Increase the percentage of students who progress at least one TELPAS proficiency level from 66.93% to 75% by May 2027.

**Evaluation Data Source:** TELPAS proficiency and growth data, Summit K12 progress-monitoring data, LPAC documentation, classroom CFAs/DOLs, student work samples, and 2027 TELPAS results.

### Strategy 1 ☑ Results Driven Accountability

Teachers will consistently embed academic vocabulary, structured student discourse, sentence stems, reading, writing, listening, and speaking opportunities within Tier I instruction. The EB coach and instructional leaders will support teachers through PLCs, modeling, and walkthrough feedback to strengthen language-rich instructional practices across content areas

**Strategy's Expected Result/Impact:** EB students will demonstrate increased academic language development across the four TELPAS language domains and increased progress toward the next proficiency level

**Staff Responsible for Monitoring:** EB Coach

**Problem Statements:** Demographics 1

**Funding Sources:** 199 - General Funds, $300

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

#### Formative Reviews

| November | February | April | June |
|---|---|---|---|

### Strategy 2 ☑ Results Driven Accountability

EB students will be flexibly grouped based on TELPAS proficiency levels, Summit K12 data, classroom performance, and ongoing progress-monitoring data. Targeted instruction will address individual needs in Listening, Speaking, Reading, and Writing, with additional support provided to students demonstrating limited progress or regression.

**Strategy's Expected Result/Impact:** Increased percentage of students demonstrating at least one level of TELPAS proficiency growth and decreased incidence of regression across individual language domains.

**Staff Responsible for Monitoring:** Academic Specialist

**Problem Statements:** Demographics 1 - Student Learning 6

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

### Formative Reviews

| November | February | April | June |
|---|---|---|---|

## Strategy 3 ☑ Results Driven Accountability

EB students will participate in language-growth goal-setting conferences to review TELPAS proficiency levels and Summit K12 progress, identify individual areas of strength and need, and establish goals for growth. Teachers will provide targeted TELPAS practice and feedback throughout the year and monitor progress toward individual language-development goals.

**Strategy's Expected Result/Impact:** Students will demonstrate increased ownership of their English language development, contributing to an increase from 66.93% to 75% progressing at least one proficiency level by May 2027

**Staff Responsible for Monitoring:** Academic Specialist

**Problem Statements:** Demographics 1 - Student Learning 6

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

### Formative Reviews

| November | February | April | June |
|---|---|---|---|

### Performance Objective 9 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Emergent Bilingual students continue to demonstrate achievement gaps across core content areas, particularly at the Meets and Masters performance levels, indicating a need to strengthen students' access to rigorous, language-rich Tier 1 instruction. | Inconsistent implementation of high-impact language-development strategies and purposeful integration of language objectives within rigorous Tier 1 instruction limits Emergent Bilingual students' opportunities to develop academic language while mastering grade-level content. |

## Performance Objective 9 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 6 | Emergent Bilingual students demonstrate meaningful English-language growth; however, language development remains inconsistent across TELPAS proficiency domains, with 43.23% experiencing regression in at least one domain, indicating a continued need to accelerate consistent English-language proficiency across Listening, Speaking, Reading, and Writing. | Language objectives and EB scaffolds are inconsistently embedded into lesson design and instruction across content areas. |

# 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

By May 2027, Bowie Middle School will decrease the percentage of students identified as chronically absent from 17% to 8% and decrease the percentage of Special Education students identified as chronically absent from  to 12%.

**Evaluation Data Source:** eSchool Report 1080

### Strategy 1 ☑ Targeted Support Strategy ☑ Results Driven Accountability

The Attendance Committee will meet bi-weekly to identify students who are chronically absent or demonstrating early attendance risk. Identified students will receive individualized attendance plans that include attendance contracts, daily check-ins with the attendance clerk, family communication, progress monitoring, and incentives to improve attendance and prevent chronic absenteeism during the 2026-2027 school year.

**Strategy's Expected Result/Impact:** Decrease chronic absenteeism among all students and Special Education students through early identification, targeted interventions, progress monitoring, and family engagement, resulting in improved student attendance and progress toward the May 2027 attendance targets.

**Staff Responsible for Monitoring:** Attendance Clerk

**Problem Statements:** Demographics 2 - Student Learning 7

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

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Integrated Student Support Systems

#### Formative Reviews

| November | February | April | June |
|---|---|---|---|

### Strategy 2

Attendance celebrations will be held each six weeks to recognize students who maintain a 97% or higher attendance rate. Incentives and recognition will be used to reinforce consistent attendance, increase student motivation, and promote a positive culture around daily attendance.

**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

**ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

### Formative Reviews

| November | February | April | June |
|---|---|---|---|

### Performance Objective 1 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|---|
| 2 | Economically disadvantaged students, who comprise approximately 92.6% of Bowie's current enrollment, continue to demonstrate achievement gaps, particularly at the Meets and Masters performance levels across core content areas. | Inconsistent access to rigorous, differentiated Tier 1 instruction, targeted intervention/acceleration, and meaningful enrichment opportunities limits opportunities for economically disadvantaged students to consistently reach grade-level and advanced performance. |

### Performance Objective 1 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 7 | Special Education students continue to demonstrate significant achievement gaps on STAAR, with performance below overall campus rates across multiple grade levels and content areas, particularly at the Meets and Masters performance levels. | Inconsistent co-teach and inclusion practices, including limited collaborative planning, reduce access to differentiated grade-level instruction. |

### Performance Objective 1 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|---|
| 5 | Attendance has improved and remained generally in the mid-90% range in 2025-26, but consistent attendance and early identification of students with emerging attendance concerns remain priorities. | Early-warning monitoring, timely family outreach, and tiered attendance interventions are not implemented consistently across all grade levels and student groups. |

## Performance Objective 2

By May 2027, Bowie Middle School will decrease the percentage of African American students receiving ISS/OSS from 5% to 3% and decrease the percentage of discretionary disciplinary referrals involving African American students from 5% to 3%.

**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 2027.

**Staff Responsible for Monitoring:** Academic Specialist

**Problem Statements:** School Processes & Programs 4

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

**ESF Levers:** Lever 3: Integrated Student Support Systems

#### Formative Reviews

| November | February | April | June |
|---|---|---|---|

### Strategy 2 ☑ Targeted Support Strategy ☑ 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

**Problem Statements:** School Processes & Programs 4, 5

**Funding Sources:** 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: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

## Formative Reviews

| November | February | April | June |
|---|---|---|---|

## Performance Objective 2 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|---|
| 4 | Discipline infractions continued to decline to approximately 220 in 2025-26, but maintaining equitable discipline practices and minimizing lost instructional time remain priorities. | Tier 1 classroom management and relationship-based behavior practices are not implemented consistently across all classrooms. |
| 5 | Attendance has improved and remained generally in the mid-90% range in 2025-26, but consistent attendance and early identification of students with emerging attendance concerns remain priorities. | Early-warning monitoring, timely family outreach, and tiered attendance interventions are not implemented consistently across all grade levels and student groups. |

# Goal 3 In Irving ISD, we will increase parent and community engagement in the city of Irving.

## Performance Objective 1

During the 2026-2027 school year, Bowie Middle School will provide at least one parent/family involvement activity each month to increase meaningful family participation and strengthen partnerships between families, the school, and the community.

**Evaluation Data Source:** Bowie Middle School will increase consistent and meaningful family engagement by providing at least one parent/family involvement activity each month. Families will have regular opportunities to engage in their students' academic progress, campus programs, school activities, and available resources, strengthening school-family partnerships and supporting student success.

### Strategy 1

Embed Family Academic Data Nights into at least three academic family events during the 2nd, 4th, and 6th Six Weeks. Families will receive clear, accessible information about their child's grades, MAP Growth, STAAR performance, and intervention supports, along with targeted strategies and resources to support continued learning at home.

**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:** Parent Liaison

**Problem Statements:** School Processes & Programs 1, 2

**Funding Sources:** Parent Liaison 199 - General Funds,

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Integrated Student Support Systems

#### Formative Reviews

| November | February | April | June |
|---|---|---|---|

### Strategy 2

Promote all family engagement and academic data events through multiple communication platforms, including the Bowie Family Newsletter, Kinvolved, SchoolMessenger, Facebook, and HAC. Communication will be provided in families' home languages when needed and through multiple formats to ensure equitable access, increase awareness, and strengthen family participation.

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

**Staff Responsible for Monitoring:** Principal

**Problem Statements:** Perceptions 1

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Integrated Student Support Systems

### Formative Reviews

| November | February | April | June |
|---|---|---|---|

## Strategy 3

Collect and analyze family feedback, exit tickets, and participation data following each engagement event to monitor access, satisfaction, and impact. Campus leaders will review results to identify participation trends, address barriers, and continuously improve family engagement strategies and future events.

**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

**Problem Statements:** Perceptions 1

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

**Title I:**

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Integrated Student Support Systems

### Formative Reviews

| November | February | April | June |
|---|---|---|---|

## Performance Objective 1 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Academic growth remains inconsistent, with only 46-49% of students meeting MAP growth projections in Math, compared with 60-64% in Reading in 2025-26. | PLCs do not consistently use student work and assessment data to adjust Tier 1 instruction, reteach, and target interventions. |
| 2 | MAP growth improved in 2025-26, with 60-64% meeting growth projections in Reading, while only 46-49% met growth projections in Math, indicating inconsistent academic growth across content areas. | Professional learning is provided consistently, but implementation, coaching follow-up, and monitoring of instructional practices vary across classrooms. |

## Performance Objective 1 Problem Statements Identifying Perceptions

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Student perceptions remain an area of need, with only 29% favorable for School Climate, 45% for Valuing of School, and 52% for Rigorous Expectations on the Spring 2026 Panorama survey. | Students lack consistent opportunities for voice, recognition, meaningful involvement, and connection to their school experience. |

# State Compensatory Education

# State Compensatory

## Budget for Bowie Middle School

**Total SCE Funds:** $16,608.00

**Total FTEs Funded by SCE:** 0

**Brief Description of SCE Services and/or Programs**

At Bowie Middle School, we are committed to providing high-quality educational opportunities for all students and recognize that some students require additional support to achieve academic success. To address the needs of students identified as at risk, Bowie utilizes $16,608 in State Compensatory Education (SCE) funds to supplement the regular education program and provide targeted academic interventions and resources. SCE funds support supplemental instructional resources, intervention materials, progress-monitoring tools, and Tier II and Tier III academic interventions for students identified as at risk of academic failure. These supplemental resources provide teachers and intervention staff with additional tools to address identified skill gaps, differentiate instruction, provide targeted small-group intervention, and accelerate academic growth. SCE-funded supports are aligned with Bowie's MTSS/RTI framework and Campus Improvement Plan priorities. Student needs and progress are monitored using multiple data sources, including MAP Growth, STAAR, CFAs/DOLs, IXL Diagnostics, and intervention progress-monitoring data. Teachers and interventionists use these data to identify students requiring additional support, provide targeted instruction and reteaching of essential standards, monitor response to intervention, and adjust the frequency, intensity, or focus of interventions based on student progress. Bowie Middle School will strategically utilize its $16,608 SCE allocation to provide supplemental, targeted, and measurable academic supports for students identified as at risk. The effectiveness of SCE-funded interventions will be monitored through student progress-monitoring data, MAP growth, common/formative assessments, intervention assessments, and STAAR performance to determine whether students are demonstrating accelerated growth and closing identified achievement gaps.

# 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** to inform the development of the **2026–2027 Campus Improvement Plan**. The process included a review of current academic, demographic, programmatic, and stakeholder perception data to identify campus strengths, priority needs, problem statements, and root causes.

- **Stakeholder Teams:** The CNA process included representation from **administrators, core content and elective teachers, interventionists, special education staff, Emergent Bilingual support staff, counselors, parents, and community stakeholders**. Student and family voice was incorporated through **Panorama survey results and other stakeholder feedback**.
- **Collaborative Review:** Campus teams engaged in **whole-group and department/grade-level data analysis**, reviewing evidence across the CNA domains of **Demographics, Student Learning, Processes & Programs, and Perceptions**. Teams identified strengths, areas of need, trends, achievement gaps, problem statements, and potential root causes.
- **Data Sources Reviewed:**Multiple quantitative and qualitative data sources were examined, including:
  - **2026 STAAR performance and accountability data**
  - **2025–26 MAP Growth Reading and Mathematics results**
  - **2024–25 to 2025–26 TELPAS Growth data**
  - **Spring 2026 Panorama student, staff, and family perception data**
  - **Attendance, chronic absenteeism, discipline, enrollment, and demographic data**
  - Data for **SPED, Emergent Bilingual, economically disadvantaged, and other student groups**
  - **CFA/DOL, intervention, and progress-monitoring data**
  - Student participation in **UIL, TSA, HOPE Squad, tutoring, intervention, and enrichment opportunities**
  - **Family engagement, participation, communication, and stakeholder feedback data**

- **Process:** Teams reviewed and compared multiple data sources to determine **campus strengths, priority needs, problem statements, and root causes**. Findings were cross-referenced across CNA domains to identify patterns and ensure priorities were supported by multiple sources of evidence. The final CNA findings directly informed Bowie Middle School's **2026–2027 goals, performance objectives, strategies, interventions, and progress-monitoring measures**.
- **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

Bowie Middle School provided **multiple opportunities for stakeholders to participate in the CNA process** throughout the development and refinement of the **2026–2027 Campus Improvement Plan**.

- CNA discussions were conducted through **CIC, Leadership Coalition, department, grade-level, and campus leadership meetings**, providing stakeholders opportunities to review current data and identify strengths, needs, problem statements, and root causes.
- Additional review sessions were used to analyze updated **STAAR, MAP Growth, TELPAS Growth, Panorama, attendance, discipline, enrollment, and student-group data** as results became available.
- Campus teams reviewed and refined CNA findings to ensure identified priorities, root causes, performance objectives, and strategies were aligned with the **most current available data** and the 2026–2027 CIP.
- **Evidence of multiple meetings**, including **agendas, meeting notes/minutes, and sign-in sheets**, is maintained in

**Title I Crate** and is available for review.

# 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 **2026–2027 Schoolwide Program Plan/Campus Improvement Plan (CIP)** followed the Comprehensive Needs Assessment (CNA) process and included multiple opportunities for stakeholder participation during the spring, summer, and fall of 2026.

**Spring 2026 – Initial Data Review and CNA Development:** The Campus Improvement Committee (CIC), Leadership Coalition, and other campus stakeholders began reviewing available campus data to identify strengths, needs, trends, and priority areas. Data reviewed included student achievement and growth, attendance, discipline, enrollment and demographic trends, student/staff/family perception data, program participation, and other campus indicators.

**Summer 2026 – Current-Year Data Analysis and CIP Development:** Stakeholders reviewed updated **2026 STAAR, MAP Growth, TELPAS, Panorama, attendance, discipline, and other campus data**. Teams analyzed results across the CNA domains of Demographics, Student Learning, School Processes & Programs, and Perceptions. Stakeholders refined strengths and needs, developed and revised problem statements and root ca

**Fall 2026 – Final Review and Approval:** The campus planning team reviewed the completed CNA and 2026–2027 CIP to verify alignment among current data, identified needs, problem statements, root causes, goals, performance objectives, strategies, funding, and progress-monitoring measures. Stakeholder feedback was incorporated before the plan was finalized.

Documentation of the 2026–2027 CIP development process, including **meeting agendas, minutes/notes, sign-in sheets, data-review materials, CNA documentation, and stakeholder feedback**, is maintained in the campus Title I documentation/Title I Crate and is available for review

## 2.2 Stakeholders 1114(b)(2)

Bowie Middle School engaged a wide range of stakeholders in the development of the **2026–2027 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:
    - Joshua Zamora, Principal
    - Melinda Estrello, RLA Dept Chair, LPAC
    - Crystal Easley, Assistant Principal
    - Rachel Stearns, Academic Specialist
    - Michael Guzman, SPED Dept Chair
    - Brittney MiShaw, Assistant Principal
    - Brian Parham, Interventionist
    - Terra Burdette, Science Dept Chair

- Alise Davis, Math/KCUB
- Fabiola Olvera, Math Dept Chair
- Sharolyn Wilson, Social Studies
- Monica Zepeda, Counselor
- Natassia Wilson, 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 **2026–2027 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 **2026–2027 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.

The CIP also integrates with **district-wide initiatives** such as academic UIL, Technology Student Association (TSA), and family engagement events, ensuring alignment between local enrichment opportunities and academic goals.

## 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 quaterly. 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 Aide | 1 |
| Fabiola Olvera | Intervention Specialist | Title I | 1 |
| Katie Mining | Academic 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 | 3 | Materials and Supplies | -- | $400.00 |
| 1 | 1 | 3 | Pizza for Growth Parties | -- | $1,000.00 |
| 1 | 3 | 3 | Teachers | -- | $0.00 |
| 1 | 4 | 2 | Student Incentives | -- | $1,200.00 |
| 1 | 5 | 2 | Student Incentives | -- | $300.00 |
| 1 | 6 | 1 | | -- | $0.00 |
| 1 | 9 | 1 | | -- | $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 | Parent Liaison | -- | $0.00 |
| | | | | **Sub-Total** | $5,000.00 |

## 199 - General Funds: SCE

| Goal | Performance Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 2 | 1 | Interventionist | -- | $0.00 |
| 1 | 2 | 3 | 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 | 4 | 1 | 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 | 2 | 2 | Tutoring | -- | $3,000.00 |
| 1 | 3 | 2 | Academic Specialist | -- | $0.00 |
| 1 | 4 | 1 | Tutoring | -- | $4,000.00 |
| 1 | 5 | 1 | Tutoring Pay | -- | $1,500.00 |
| 1 | 8 | 1 | | -- | $300.00 |
| 2 | 1 | 2 | Student Success Coach | -- | $0.00 |
| 2 | 2 | 1 | Student Success Coach | -- | $0.00 |
| 3 | 1 | 3 | Parent Liaison | -- | $0.00 |
| | | | | **Sub-Total** | $8,800.00 |