San Marcos CISD

Bowie Elementary School

2026-2027 Campus Improvement Plan

Accountability Rating: D

Mission Statement

MISSION: At Bowie Elementary, we inspire every student to achieve academic excellence, and grow into **kind** leaders, **confident** learners, and **caring** citizens.

Vision

VISION: We envision every Bowie Bulldog leaving our school prepared for the future, empowered by **knowledge**, strengthened by **character**, and inspired to **make a meaningful difference** in the world.

Value Statement

At Bowie Elementary, we believe every student deserves to be known, valued, challenged, and supported. We commit to high expectations, meaningful relationships, and purposeful learning experiences that help every child grow academically, socially, and emotionally. Together, we take collective responsibility for student success because every student belongs, every moment matters, and every Bulldog can grow.

Table of Contents

Comprehensive Needs Assessment 5
Demographics 5
Student Learning 6
School Processes & Programs 7
Perceptions 8
Priority Problem Statements 9
Goals 10
Goal 1: SMCISD expects high performance and continuous improvement. 10
Goal 2: All SMCISD students receive rigorous academic instruction and graduate college and career ready. 15
Goal 3: SMCISD stewards resources and partners with families to maximize opportunities for student success. 35
Goal 4: SMCISD expects high performance and continuous improvement. 43
State Compensatory 44
Budget for Bowie Elementary School 44
Title I Personnel 45
Policies, Procedures, and Requirements 46

Comprehensive Needs Assessment

Demographics

Demographics Summary

Bowie

Bowie Elementary serves a diverse population of 516 students in grades K–5. The student population is 78.1% Hispanic/Latino, with additional representation from White, Black/ African American, Asian, and students identifying with two or more races. The campus is evenly distributed by gender, with 50% female and 50% male students.

Bowie serves a significant number of students with additional academic and support needs. 73.64% of students are economically disadvantaged, 47.87% are identified as at-risk, 17.64% receive special education services, and 7.17% are Emergent Bilingual. Additionally, 9.11% of students participate in Gifted and Talented programming, 6.40% have an intervention indicator, 3.88% are military connected, and 1.55% are identified as homeless. Bowie operates as a Title I schoolwide campus.

Demographics Strengths

- Bowie serves a diverse student population, providing opportunities for students to learn and grow alongside peers from varied backgrounds and experiences.
- The campus has a strong Hispanic/Latino representation of 78.1%, creating opportunities to build upon students' cultural and linguistic assets.
- Bowie maintains a balanced student population by gender, with 50% female and 50% male students.
- As a Title I schoolwide campus, Bowie is able to strategically use resources and supports to address the academic needs of all students.
- Bowie provides specialized programming and services to meet diverse learner needs, including Special Education, Emergent Bilingual, Gifted and Talented, Section 504, and intervention services.
- 9.11% of students participate in Gifted and Talented programming, demonstrating an identified population of students requiring opportunities for enrichment and advanced learning.
- The campus serves students across a range of needs and abilities, creating a strong foundation for an inclusive learning environment focused on high expectations, equitable access, and growth for every student.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Bowie Elementary serves a diverse student population with significant instructional and access needs. Of the 516 students reported in Fall PEIMS, 73.64% are economically disadvantaged, 47.87% are identified as at-risk, 17.64% receive special education services, and 7.17% are Emergent Bilingual. Achievement data indicate persistent performance gaps for several of these student groups.
Root Cause: The range and complexity of student needs require more consistent implementation of differentiated Tier I instruction, specially designed instruction, language supports, accessibility supports, targeted intervention, and progress monitoring. These supports have not been implemented with consistent fidelity across all classrooms and grade levels.

Student Learning

Student Learning Summary

Bowie Elementary continues to focus on improving student achievement and academic growth across reading, mathematics, and science. Campus data indicate that many students are not yet consistently performing at grade level, with the greatest needs reflected in mathematics, science, and among identified student groups, including students with disabilities and Emergent Bilingual students. While some grade levels and student groups have demonstrated areas of growth, overall performance shows a continued need to strengthen Tier I instruction and ensure all students have consistent access to rigorous, grade-level TEKS.

The campus uses multiple data sources, including STAAR, i-Ready, mCLASS, TELPAS, common assessments, unit assessments, formative assessments, and classroom performance data to identify student needs and monitor progress. Teachers participate in PLCs and data analysis cycles to identify priority standards, determine misconceptions, and plan reteach and intervention. Bowie also provides a designated daily intervention and enrichment block to support students who need additional instruction and to extend learning for students who have demonstrated mastery.

Continued improvement will require consistent implementation of high-quality instructional materials, effective lesson internalization, purposeful checks for understanding, timely reteach, and targeted small-group instruction. Strengthening academic vocabulary, student discourse, problem solving, writing across content areas, and opportunities for students to demonstrate their thinking will remain important instructional priorities. The campus will continue using ongoing assessment and progress-monitoring data to adjust instruction, accelerate learning, and increase the number of students meeting and exceeding grade-level expectations.

Student Learning Strengths

Bowie Elementary has established strong systems for monitoring student learning and providing targeted academic support. Teachers regularly use multiple data sources, including STAAR, i-Ready, mCLASS, common assessments, unit assessments, and formative checks, to identify student needs and adjust instruction. Grade levels participate in PLCs to review student performance, plan for priority TEKS, and determine appropriate reteach and intervention supports. The campus provides a dedicated intervention and enrichment block, allowing students to receive additional support or extension based on identified needs. Bowie also benefits from collaborative support provided by classroom teachers, instructional coaches, interventionists, special education staff, and campus administration. These structures create a strong foundation for continued growth in student achievement and academic progress.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Bowie students are not consistently achieving at the Meets Grade Level standard across tested content areas. Performance is especially concerning in mathematics and science, while student-group data also show lower Meets performance for Emergent Bilingual students and students receiving special education supports.
Root Cause: Tier I instruction has not been consistently implemented at the depth and rigor of the TEKS across classrooms. Walkthrough and student performance data indicate a continued need to strengthen lesson internalization, maximize instructional time, and provide frequent opportunities for students to demonstrate grade-level learning.

School Processes & Programs

School Processes & Programs Summary

Bowie Elementary has established several instructional, intervention, assessment, and support systems to promote student growth. The campus uses high-quality instructional materials, including Amplify Reading, Eureka Math, i-Ready, and district-aligned resources to support Tier I instruction. Teachers participate in regular PLCs to plan instruction, review student data, identify priority TEKS, and determine reteach and intervention needs.

A dedicated daily intervention and enrichment block provides opportunities for targeted small-group instruction, acceleration, and extension. Student progress is monitored through i-Ready, mCLASS, STAAR, common assessments, unit assessments, formative assessments, exit tickets, and classroom performance data. Teachers also use lesson internalization, academic discourse, writing, problem solving, and checks for understanding to strengthen Tier I instruction.

Instructional coaches, interventionists, special education staff, bilingual staff, and campus administrators provide additional support through coaching, modeling, classroom walkthroughs, data analysis, and targeted student support. T-TESS and walkthrough data are used to monitor instructional practices and provide feedback. Campus systems also include attendance monitoring, behavior expectations, safety procedures, family communication, and opportunities for parent and community engagement.

School Processes & Programs Strengths

Instructional coaches, interventionists, special education staff, bilingual staff, and campus administrators provide additional support through coaching, modeling, classroom walkthroughs, data analysis, and targeted student support. T-TESS and walkthrough data are used to monitor instructional practices and provide feedback. Campus systems also include attendance monitoring, behavior expectations, safety procedures, family communication, and opportunities for parent and community engagement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Bowie has established instructional resources and structures, including HQIM, PLCs, intervention blocks, coaching, assessments, and progress-monitoring systems, but implementation is not yet consistently producing the intended student outcomes. In addition, attendance continues to limit access to these instructional supports.
Root Cause: Campus systems are established, but fidelity of implementation varies across classrooms and grade levels. Instructional time, lesson internalization, PLC data cycles, intervention, progress monitoring, and responses to student needs require tighter monitoring and greater consistency. Additionally, chronic absenteeism and tardiness reduce instructional access for some students.

Perceptions

Perceptions Summary

Bowie Elementary maintains multiple systems for gathering feedback, communicating with stakeholders, and building a positive campus culture. Families receive regular communication through newsletters, School Messenger, email, phone calls, social media, conferences, campus events, and other two-way communication methods. The campus also provides opportunities for families to engage through Coffee with the Principal, family learning events, celebrations, open house activities, and other school-community events.

Parent and community participation, survey feedback, event attendance, and informal feedback are used to identify areas of strength and opportunities for improvement. Staff input is gathered through faculty meetings, PLCs, surveys, team discussions, and ongoing conversations with campus leadership. Student feedback and observation data also help inform decisions related to school climate, behavior expectations, routines, and student engagement.

Perceptions Strengths

Bowie continues to strengthen a culture centered on collaboration, high expectations, belonging, and shared responsibility for student success. The campus benefits from strong relationships among staff, families, and community partners. A continued area of focus is ensuring communication is consistent, timely, and clear across all grade levels and stakeholder groups, and that feedback provided by staff and families results in visible follow-up and action.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Bowie demonstrates several significant organizational strengths, including Communication Adequacy at the 95th percentile, Morale at the 94th percentile, and Goal Focus at the 82nd percentile. However, Cohesiveness, at the 67th percentile, was identified as the campus priority dimension, indicating an opportunity to strengthen connections across teams and deepen collective ownership of campus-wide
Root Cause: Strong communication, morale, autonomy, and commitment to Bowie are present, but opportunities for collaboration and shared experiences have historically occurred more frequently within individual teams or grade levels than across the entire campus.

Priority Problem Statements

Goals

Goal 1: SMCISD expects high performance and continuous improvement.

Performance Objective 1: By June 2027, Bowie Elementary School will strengthen campus-wide instructional coherence as evidenced by progress towards average performance levels of 80% approaches, 50% meets, and 30% masters on common district assessments in core curriculum.

Evaluation Data Sources: Campus walkthrough and observation data
Lesson internalization artifacts
HQIM implementation evidence
PLC agendas, notes, and planning artifacts
Common district assessment results
Common formative assessment results
Student work samples
Coaching and feedback documentation
STAAR interim and benchmark assessment data
STAAR performance data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Strengthen implementation of high-quality Tier I instruction through consistent use of district-adopted HQIM, lesson internalization, alignment to grade-level TEKS, explicit instruction, checks for understanding, academic discourse, and rigorous grade-level tasks.	 Considerable			

Strategy's Expected Result/Impact: Students will experience greater consistency in the rigor, content, and expectations of Tier I instruction across classrooms. Increased instructional coherence will result in greater mastery of grade-level standards and progress toward 80% Approaches, 50% Meets, and 30% Masters on common district assessments.

Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Classroom Teachers, Special Education Teachers, District Instructional Staff.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will collaboratively internalize upcoming lessons and units, identify priority learning outcomes and anticipated misconceptions, and implement district-adopted HQIM with fidelity. Campus leaders and the instructional coach will monitor implementation through PLCs, walkthroughs, coaching, and student work.	Campus Administration, Instructional Coach, Classroom Teachers, Special Education Teachers, District Instructional Staff	August 2026-May 2027, daily implementation, weekly monitoring through PLCs and walkthroughs	

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

- Targeted Support Strategy - Additional Targeted Support Strategy

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
	 Considerable			

Strategy 2: Implement a consistent data cycle using district common assessments, common formative assessments, student work, and PLC data protocols to monitor mastery of the core curriculum and make timely instructional adjustments.

Strategy's Expected Result/Impact: Teachers will make timely, evidence-based instructional adjustments based on common measures of student learning. Students will demonstrate increased mastery of core curriculum standards and improved performance across Approaches, Meets, and Masters.

Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Classroom Teachers, Special Education Teachers, Interventionists

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will analyze common assessment results and student work during PLCs to identify trends, misconceptions, priority standards, and students requiring reteach or extension. Teams will develop instructional responses and monitor student learning following reteach.	Campus Administration, Instructional Coach, Classroom Teachers, Special Education Teachers, Interventionists	August 2026-May 2027, following each common district assessment and through ongoing formative assessment cycles	

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 5: Instructional Leadership and Capacity Building
- Targeted Support Strategy - Additional Targeted Support Strategy

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: SMCISD expects high performance and continuous improvement.

Performance Objective 2: By June 2027, Bowie Elementary School will strengthen the implementation of multi-tiered systems of support framework to ensure all students receive timely, data-driven academic interventions aligned to demonstrated need, as evidenced by a combined five percentage point reduction in the number of students requiring Tier 2 and Tier 3 interventions from the fall 2026 baseline.

Evaluation Data Sources: Tier I walkthrough and observation data
Common formative assessment results
Common district assessment results
Student work samples
PLC documentation
Flexible grouping and reteach documentation
Tier I progress-monitoring data
Universal screener and diagnostic data
MTSS referral data
Percentage of students requiring Tier 2 and Tier 3 intervention

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide targeted Tier 2 and Tier 3 academic interventions aligned to specific student skill deficits identified through diagnostic, formative, common assessment, and progress-monitoring data.	 Moderate Progress			

Strategy's Expected Result/Impact: Students receiving Tier 2 and Tier 3 intervention will receive instruction directly aligned to identified skill deficits and demonstrate accelerated progress toward grade-level proficiency. Students demonstrating sufficient progress will transition to less intensive levels of support, contributing to the targeted five percentage point reduction in Tier 2 and Tier 3 participation.

Staff Responsible for Monitoring: Classroom Teachers, Interventionists, Special Education Teachers, Instructional Coach, Campus Administration, MTSS Team

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers and interventionists will use multiple data sources to identify specific learning needs, establish intervention groups, select targeted instructional supports, and provide intervention during the designated BOOST/intervention block. Intervention groups and instructional focus will be adjusted based on student response.	Classroom Teachers, Interventionists, Special Education Teachers, Instructional Coach, Campus Administration, MTSS Team	September 2026-May 2027, daily intervention with progress reviewed at least every three weeks	

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 5: Instructional Leadership and Capacity Building
- Targeted Support Strategy - Additional Targeted Support Strategy

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: All SMCISD students receive rigorous academic instruction and graduate college and career ready.

Performance Objective 1: The percentage of grade 3, grade 4, and grade 5 emergent bilingual students and students with disabilities reaching the meets grade level standard on the STAAR Math Assessment will increase from 10% to 20% in spring 2027.

High Priority

HB3 Goal

Evaluation Data Sources: Grades 3-5 STAAR Reading assessment results
STAAR Reading interim and benchmark assessment data
Common district reading assessment results
Biweekly common formative assessment results
Short-cycle reading assessment data
Student performance by grade level
Student performance by TEKS and reporting category
Student performance at Approaches, Meets, and Masters Grade Level
Emergent Bilingual student performance data
Students with disabilities performance data
TELPAS data for Emergent Bilingual students
i-Ready Reading diagnostic and progress-monitoring data
IEP progress-monitoring data
Student work samples
PLC and data-analysis documentation
Reteach and reassessment data
Small-group and intervention progress-monitoring data
Documentation of accommodations, language supports, and specially designed instruction
BOY, MOY, and EOY student-group performance comparisons
Comparison of Spring 2027 STAAR Reading Meets performance to the 13% baseline and 23% goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 1: Ensure emergent bilingual students and students with disabilities have access to rigorous Tier I instruction through lesson internalization, implementation of high-quality instructional materials, differentiated instruction, and intentional planning for language acquisition and specially designed instruction.

Strategy's Expected Result/Impact: Emergent bilingual students and students with disabilities will have increased access to rigorous grade-level instruction through intentional scaffolds, accommodations, language supports, and specially designed instruction. Students will demonstrate increased engagement, independence, mastery of grade-level TEKS, and progress toward the Meets Grade Level standard.

Staff Responsible for Monitoring: Classroom Teachers, Special Education Teachers, Dual Language/ESL Teachers, Campus Administration, Instructional Coach, LPAC Staff, Special Education and Bilingual/ESL District Staff

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will intentionally plan and implement accommodations, accessibility supports, language scaffolds, differentiation, and specially designed instruction within grade-level Tier I lessons. Student supports will be reviewed during lesson internalization and collaborative planning to ensure access without reducing instructional rigor.	Classroom Teachers, Special Education Teachers, Dual Language/ESL Teachers, Instructional Coach, Campus Administration	August 2026-May 2027, daily implementation, weekly monitoring	



Moderate Progress

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

- Targeted Support Strategy - Additional Targeted Support Strategy

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2: Provide targeted intervention based on diagnostic and formative assessment data, monitor student progress through frequent data reviews, and adjust instructional supports to accelerate learning for students with disabilities toward grade-level proficiency.

Strategy's Expected Result/Impact: Students with disabilities will receive targeted instruction based on individual needs identified through diagnostic, formative, and progress-monitoring data. Frequent data reviews and adjustments to intervention will accelerate progress toward grade-level proficiency and reduce achievement gaps.

Staff Responsible for Monitoring: Classroom Teachers, Special Education Teachers, Dual Language/ESL Teachers, Interventionists, Instructional Coach, Campus Administration

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers and intervention staff will identify specific skill gaps using diagnostic and formative data, provide targeted intervention, collect progress-monitoring data, and adjust instructional groups and supports based on student response.	Classroom Teachers, Special Education Teachers, Dual Language/ ESL Teachers, Interventionists, Instructional Coach, Campus Administration	September 2026-May 2027, daily intervention, progress monitoring at least every three weeks	

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

- Targeted Support Strategy - Additional Targeted Support Strategy



Moderate Progress

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
	 Some Progress			

Strategy 3: Increase opportunities for structured academic discourse, vocabulary development, writing about reading and mathematics, and intentional language scaffolds to improve comprehension, reasoning, and content mastery for students with disabilities through appropriate accommodations and accessibility features.

Strategy's Expected Result/Impact: Students will increase their ability to understand and use academic language to communicate thinking, explain reasoning, engage in grade-level discourse, and demonstrate learning in reading and mathematics. Intentional language scaffolds, accommodations, and accessibility supports will increase student access to rigorous grade-level tasks.

Staff Responsible for Monitoring: Classroom Teachers, Dual Language/ESL Teachers, Special Education Teachers, Instructional Coach, Campus Administration

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will embed structured student discourse, academic vocabulary, writing, sentence supports, questioning, and opportunities for students to explain their reasoning across reading and mathematics instruction. Appropriate accommodations and accessibility supports will be incorporated for students with disabilities.	Classroom Teachers, Dual Language/ESL Teachers, Special Education Teachers, Instructional Coach	August 2026-May 2027, daily implementation, monitored through walkthroughs and PLCs	

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

- Targeted Support Strategy - Additional Targeted Support Strategy

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: All SMCISD students receive rigorous academic instruction and graduate college and career ready.

Performance Objective 2: The percentage of grade 3, grade 4, and grade 5 emergent bilingual and students with disabilities reaching the meets grade level standard on the STAAR Reading Assessment will increase from 13% to 23% in spring 2027.

High Priority

HB3 Goal

Evaluation Data Sources: Grades 3-5 STAAR Reading assessment results
STAAR Reading interim and benchmark assessment data
Common district reading assessment results
Biweekly common formative assessment results
Short-cycle reading assessment data
Student performance by grade level
Student performance by TEKS and reporting category
Student performance at Approaches, Meets, and Masters Grade Level
Emergent Bilingual student performance data
Students with disabilities performance data
TELPAS data for Emergent Bilingual students
i-Ready Reading diagnostic and progress-monitoring data
IEP progress-monitoring data
Student work samples
PLC and data-analysis documentation
Reteach and reassessment data
Small-group and intervention progress-monitoring data
Documentation of accommodations, language supports, and specially designed instruction
BOY, MOY, and EOY student-group performance comparisons
Comparison of Spring 2027 STAAR Reading Meets performance to the 13% baseline and 23% goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 1: Ensure all emergent bilingual students and students with disabilities have access to rigorous Tier I instruction through lesson internalization, implementation of high-quality instructional materials, differentiated instruction, and intentional planning for language acquisition and specially designed instruction.

Strategy's Expected Result/Impact: Emergent bilingual students and students with IEPs will have increased access to rigorous grade-level instruction through intentional scaffolds, accommodations, language supports, and specially designed instruction. Students will demonstrate increased engagement, independence, mastery of grade-level TEKS, and progress toward the Meets Grade Level standard.

Staff Responsible for Monitoring: Classroom Teachers, Special Education Teachers, Dual Language/ESL Teachers, Campus Administration, Instructional Coach, LPAC Staff, Special Education and Bilingual/ESL District Staff

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will intentionally plan and implement accommodations, accessibility supports, language scaffolds, differentiation, and specially designed instruction within grade-level Tier I lessons. Student supports will be reviewed during lesson internalization and collaborative planning to ensure access without reducing instructional rigor.	Classroom Teachers, Special Education Teachers, Dual Language/ESL Teachers, Instructional Coach, Campus Administration	August 2026-May 2027, daily implementation, weekly monitoring	

Moderate Progress

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

- Targeted Support Strategy - Additional Targeted Support Strategy

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide targeted intervention based on diagnostic and formative assessment data, monitor student progress through frequent data reviews, and adjust instructional supports to accelerate learning for Emergent Bilingual students and students with disabilities toward grade-level proficiency. **Strategy's Expected Result/Impact:** Students with IEPs will receive targeted instruction based on individual needs identified through diagnostic, formative, and progress-monitoring data. Frequent data reviews and adjustments to intervention will accelerate progress toward grade-level proficiency and reduce achievement gaps. **Staff Responsible for Monitoring:** Staff Responsible: Classroom Teachers, Special Education Teachers, Dual Language/ESL Teachers, Interventionists, Instructional Coach, Campus Administration **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 **- Targeted Support Strategy - Additional Targeted Support Strategy**	Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Increase opportunities for structured academic discourse, vocabulary development, writing about reading and mathematics, and intentional language scaffolds to improve comprehension, reasoning, and content mastery for students with disabilities through appropriate accommodations and accessibility features. **Strategy's Expected Result/Impact:** Students will increase their ability to understand and use academic language to communicate thinking, explain reasoning, engage in grade-level discourse, and demonstrate learning in reading and mathematics. Intentional language scaffolds, accommodations, and accessibility supports will increase student access to rigorous grade-level tasks. **Staff Responsible for Monitoring:** Classroom Teachers, Dual Language/ESL Teachers, Special Education Teachers, Instructional Coach, Campus Administration **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 **- Targeted Support Strategy - Additional Targeted Support Strategy**	Some Progress			

No Progress Accomplished Continue/Modify Discontinue

Goal 2: All SMCISD students receive rigorous academic instruction and graduate college and career ready.

Performance Objective 3: The percentage of grade 3, grade 4, and grade 5 students reaching the meets grade level standard on the STAAR Reading Assessment will increase from 40% to 50% in spring 2027.

High Priority

HB3 Goal

Evaluation Data Sources: Grades 3-5 STAAR Reading assessment results
STAAR Reading interim and benchmark assessment data
Common district reading assessment results
Biweekly common formative assessment results
Short-cycle reading assessment data
Student performance by grade level
Student performance by TEKS and reporting category
Student performance at Approaches, Meets, and Masters Grade Level
Student-group performance data
i-Ready Reading diagnostic and progress-monitoring data
Student work samples, including SCR and ECR responses
PLC data-analysis documentation
Reteach and reassessment data
Small-group and intervention progress-monitoring data
Classroom walkthrough and observation data
BOY, MOY, and EOY reading performance comparisons
Comparison of Spring 2027 STAAR Reading Meets performance to the 40% baseline and 50% goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 1: Tier I Instruction: Implement Tier I literacy instruction through daily lesson internalization, high-quality instructional materials, explicit reading comprehension instruction, and ongoing instructional coaching to ensure all students receive rigorous grade-level reading instruction aligned to the TEKS.

Strategy's Expected Result/Impact: Students will consistently engage in rigorous, grade-level literacy instruction aligned to the TEKS and HQIM. Increased instructional consistency, explicit comprehension instruction, and lesson internalization will strengthen student reading comprehension, written response, and application of grade-level skills, resulting in increased performance at the Meets Grade Level standard.

Staff Responsible for Monitoring: Classroom Teachers, Campus Administration, Instructional Coach, Special Education Teachers, District Instructional Staff

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will internalize and deliver HQIM lessons aligned to grade-level TEKS, incorporating explicit comprehension instruction, academic vocabulary, checks for understanding, written response, and opportunities for rigorous student discourse. Campus administration and the instructional coach will monitor implementation through walkthroughs, PLCs, and coaching feedback.	Classroom Teachers, Campus Administration, Instructional Coach, Special Education Teachers	August 2026-May 2027, daily implementation, weekly monitoring	

Some Progress

Title I:
2.51, 2.52
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- Targeted Support Strategy - Additional Targeted Support Strategy

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2: Data-Driven Instruction: Implement a continuous data cycle using common formative assessments, STAAR-aligned assessments, and PLC data protocols to identify student misconceptions, plan targeted reteach, monitor progress, and adjust instruction to increase the percentage of students performing at the Meets Grade Level standard.

Strategy's Expected Result/Impact: Teachers will use timely assessment data to identify misconceptions and students requiring additional support or extension. Consistent data cycles will result in more responsive reteach, targeted instruction, and progress monitoring, increasing the percentage of students demonstrating mastery of grade-level reading standards.

Staff Responsible for Monitoring: Classroom Teachers, Campus Administration, Instructional Coach, Special Education Teachers, Interventionists

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Grade-level teams will administer common formative and STAAR-aligned assessments, analyze results and student work during PLCs, identify misconceptions and priority students, develop reteach plans, and monitor student response to instruction.	Classroom Teachers, Campus Administration, Instructional Coach, Special Education Teachers, Interventionists	August 2026-May 2027, formative assessment and data review cycles at least biweekly	

Moderate Progress

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

- Targeted Support Strategy - Additional Targeted Support Strategy

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3: Small Group & Intervention: Provide targeted intervention through daily small-group instruction and intervention blocks using diagnostic and progress-monitoring data to accelerate learning for students approaching the Meets Grade Level standard while maintaining access to grade-level instruction.

Strategy's Expected Result/Impact: Students will receive targeted, skill-specific instruction based on diagnostic and formative assessment data. Students below the Meets Grade Level standard will demonstrate accelerated progress toward grade-level proficiency while continuing to receive access to rigorous Tier I instruction.

Staff Responsible for Monitoring: Classroom Teachers, Interventionists, Special Education Teachers, Instructional Coach, Campus Administration



Moderate Progress

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers and intervention staff will use diagnostic, formative, and progress-monitoring data to create flexible student groups and provide targeted reading instruction during small-group and intervention time while maintaining access to grade-level content.	Classroom Teachers, Interventionists, Special Education Teachers, Instructional Coach, Campus Administration	September 2026-May 2027, daily implementation, progress reviewed at least every three weeks	

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

- Targeted Support Strategy - Additional Targeted Support Strategy

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Instructional Leadership: Strengthen teacher capacity through weekly PLCs, instructional coaching cycles, classroom observations with actionable feedback, and collaborative lesson internalization focused on research-based literacy practices and rigorous student discourse.	 Moderate Progress			

Strategy's Expected Result/Impact: Teachers will strengthen their ability to plan and deliver rigorous literacy instruction through collaborative planning, coaching, observation, feedback, and PLC learning. Increased teacher capacity will result in greater instructional consistency, stronger student discourse, and improved student achievement across classrooms.

Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Grade-Level Leads, Classroom Teachers, District Instructional Staff

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Campus leaders and the instructional coach will facilitate weekly PLCs, collaborative lesson internalization, classroom observations, coaching cycles, and actionable feedback focused on rigorous literacy instruction and student outcomes.	Campus Administration, Instructional Coach, Grade-Level Leads, Classroom Teachers	August 2026-May 2027, weekly PLCs and continuous coaching cycles	

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

- ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

- Targeted Support Strategy - Additional Targeted Support Strategy

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: All SMCISD students receive rigorous academic instruction and graduate college and career ready.

Performance Objective 4: The percentage of grade 3, grade 4, and grade 5 students reaching the meets grade level standard on the STAAR Math Assessment will increase from 27% to 40% in spring 2027.

High Priority

HB3 Goal

Evaluation Data Sources: Grades 3-5 STAAR Math assessment results
STAAR Math interim and benchmark assessment data
Common district math assessment results
Weekly common formative assessment results
Short-cycle math assessment data
Student performance by grade level
Student performance by TEKS and reporting category
Student performance at Approaches, Meets, and Masters Grade Level
Student-group performance data
i-Ready Math diagnostic and progress-monitoring data
Student work samples
PLC data-analysis documentation
Reteach and reassessment data
Small-group and intervention progress-monitoring data
Classroom walkthrough and observation data
BOY, MOY, and EOY math performance comparisons
Comparison of Spring 2027 STAAR Math Meets performance to the 27% baseline and 40% goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Tier 1 Instruction: Strengthen Tier I mathematics instruction through daily lesson internalization, implementation of high-quality instructional materials, explicit instruction aligned to the TEKS, mathematical discourse, and ongoing instructional coaching to ensure all students engage in rigorous grade-level mathematics learning.	 Moderate Progress			

Strategy's Expected Result/Impact: Students will consistently engage in rigorous, grade-level mathematics instruction that develops conceptual understanding, procedural fluency, problem-solving, and mathematical reasoning. Students will increasingly demonstrate the ability to solve multi-step problems and communicate mathematical thinking, resulting in improved performance at the Meets Grade Level standard.

Staff Responsible for Monitoring: Classroom Teachers, Campus Administration, Instructional Coach, Special Education Teachers, District Math Instructional Staff

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will internalize and implement HQIM math lessons aligned to grade-level TEKS with emphasis on conceptual understanding, procedural fluency, mathematical discourse, problem-solving, and frequent checks for understanding.	Classroom Teachers, Campus Administration, Instructional Coach, Special Education Teachers	August 2026-May 2027, daily implementation, weekly monitoring	

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

- Targeted Support Strategy - Additional Targeted Support Strategy

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2: Data-Driven Instruction: Implement a continuous data cycle using common formative assessments, STAAR-aligned assessments, and PLC data protocols to identify student misconceptions, plan targeted reteach, monitor progress, and adjust instruction to increase the percentage of students performing at the Meets Grade Level standard.

Strategy's Expected Result/Impact: Teachers will routinely analyze student work and assessment data to identify misconceptions, determine instructional priorities, and provide timely reteach. Students will demonstrate increased mastery of priority TEKS as instruction is adjusted in response to evidence of student learning.

Staff Responsible for Monitoring: Classroom Teachers, Campus Administration, Instructional Coach, Special Education Teachers, Interventionists

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will administer common formative assessments, analyze student work and assessment results during PLCs, identify misconceptions and priority TEKS, and develop targeted reteach and reassessment plans.	Classroom Teachers, Campus Administration, Instructional Coach, Special Education Teachers, Interventionists	August 2026-May 2027, weekly formative assessments and data review cycles	

Some Progress

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

- Targeted Support Strategy - Additional Targeted Support Strategy

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3: Provide targeted intervention through daily small-group instruction and intervention blocks using diagnostic and progress-monitoring data to accelerate learning for students approaching the Meets Grade Level standard while maintaining access to grade-level instruction.

Strategy's Expected Result/Impact: Students will receive targeted mathematics instruction based on identified skill gaps and progress-monitoring data. Students approaching the Meets Grade Level standard will demonstrate accelerated growth while maintaining access to grade-level content and rigorous problem-solving opportunities.

Staff Responsible for Monitoring: Classroom Teachers, Interventionists, Special Education Teachers, Instructional Coach, Campus Administration

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers and intervention staff will provide flexible, targeted math groups based on diagnostic and formative data, with intentional support for students approaching the Meets Grade Level standard and students demonstrating unfinished learning.	Classroom Teachers, Interventionists, Special Education Teachers, Instructional Coach, Campus Administration	September 2026-May 2027, daily intervention, progress reviewed at least every three weeks	

Some Progress

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

- Targeted Support Strategy - Additional Targeted Support Strategy

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
	 Some Progress			

Strategy 4: Instructional Leadership: Strengthen teacher capacity through weekly PLCs, instructional coaching cycles, classroom observations with actionable feedback, and collaborative lesson internalization focused on research-based math practices and rigorous student discourse.

Strategy's Expected Result/Impact: Teachers will routinely analyze student work and assessment data to identify misconceptions, determine instructional priorities, and provide timely reteach. Students will demonstrate increased mastery of priority TEKS as instruction is adjusted in response to evidence of student learning.

Staff Responsible for Monitoring: Classroom Teachers, Campus Administration, Instructional Coach, Special Education Teachers, Interventionists

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Campus leadership and the instructional coach will provide PLC facilitation, coaching, classroom observations, lesson internalization support, and actionable feedback focused on rigorous mathematical instruction, problem-solving, and discourse.	Campus Administration, Instructional Coach, Grade-Level Leads, Classroom Teachers	August 2026-May 2027, weekly PLCs and continuous coaching cycles	

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: All SMCISD students receive rigorous academic instruction and graduate college and career ready.

Performance Objective 5: The percentage of grade 5 students reaching the meets grade level standard on the STAAR Science Assessment will increase from 16% meets to 25% meets in spring 2027.

High Priority

Evaluation Data Sources: Grade 5 STAAR Science assessment results
STAAR Science interim and benchmark assessment data
Common district science assessment results
Common formative assessment data
Short-cycle science assessment results
Student performance by TEKS and reporting category
Student performance at Approaches, Meets, and Masters Grade Level
Student-group performance data
Student work samples
PLC data-analysis documentation
Reteach and reassessment data
Science intervention and progress-monitoring data
Classroom walkthrough and observation data
BOY, MOY, and EOY science performance comparisons
Comparison of Spring 2027 STAAR Science Meets performance to the 16% baseline and 25% goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Strengthen Tier I science instruction through daily lesson internalization, implementation of high-quality instructional materials, explicit instruction aligned to the TEKS, science discourse, and ongoing instructional coaching to ensure all students engage in rigorous grade-level science learning.	 Some Progress			

Strategy's Expected Result/Impact: Students will develop stronger conceptual understanding of grade-level science TEKS and improve their ability to apply scientific knowledge, analyze information, use academic vocabulary, and explain scientific reasoning. Increased rigor and consistency of Tier I science instruction will result in increased performance at the Meets Grade Level standard.

Staff Responsible for Monitoring: Grade 5 Science Teachers, Campus Administration, Instructional Coach, Special Education Teachers, District Science Instructional Staff

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Grade 5 teachers will implement TEKS-aligned science instruction that incorporates HQIM, hands-on investigation, academic vocabulary, scientific reasoning, frequent checks for understanding, and rigorous STAAR-aligned application tasks.	Grade 5 Science Teachers, Campus Administration, Instructional Coach, Special Education Teachers	August 2026-May 2027, daily instruction, weekly monitoring	

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

- Targeted Support Strategy - Additional Targeted Support Strategy

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
	 Some Progress			

Strategy 2: Strengthen teacher capacity through PLCs, instructional coaching, classroom observations with actionable feedback, collaborative lesson internalization, and analysis of student work focused on research-based science practices, academic vocabulary, and rigorous scientific reasoning.

Strategy's Expected Result/Impact: Teachers will increase their capacity to plan and deliver rigorous, TEKS-aligned science instruction and respond to evidence of student learning. Students will experience greater consistency in science instruction and increased opportunities to demonstrate conceptual understanding and scientific reasoning.

Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Grade 5 Science Teachers, District Science Instructional Staff

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Campus and instructional staff will support science teachers through collaborative planning, lesson internalization, analysis of student work and assessment data, classroom observations, and actionable instructional feedback.	Campus Administration, Instructional Coach, Grade 5 Science Teachers, District Science Instructional Staff	August 2026-May 2027, PLC/ data review at least biweekly and coaching as identified	

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- Targeted Support Strategy - Additional Targeted Support Strategy

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: SMCISD stewards resources and partners with families to maximize opportunities for student success.

Performance Objective 1: Bowie student attendance percentage will increase from 92% to 95% for the 2026 - 2027 school year.

Evaluation Data Sources: Daily student attendance records
Weekly and monthly campus attendance reports
Six-week attendance reports
Chronic absenteeism data
Student tardy data
Individual student attendance histories
Attendance rates by grade level
Attendance rates by student group
Number and percentage of students meeting campus attendance expectations
Attendance intervention and student support plans
Parent contact and attendance conference documentation
Attendance incentive participation data
BOY, MOY, and EOY attendance comparisons
Year-to-date campus attendance percentage
Final 2026-2027 PEIMS attendance data
Comparison of 2026-2027 attendance rate to the 92% baseline and 95% campus goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: School staff members will work with campus administration, counselor and communities in school representatives, to identify chronically absent and tardy students, and Bowie will contact the student's family to proactively create an intentional attendance plan for the student(s). **Strategy's Expected Result/Impact:** Students identified as chronically absent or demonstrating patterns of tardiness will receive earlier and more individualized intervention. Increased communication and partnership with families will identify and address barriers to attendance, resulting in improved attendance among targeted students and an increase in the overall campus attendance rate. **Staff Responsible for Monitoring:** Campus Administration, Counselor, Communities In Schools Representative, Attendance Clerk/Front Office Staff, Classroom Teachers **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, Lever 5: Instructional Leadership and Capacity Building	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement a consistent monthly campus-wide attendance incentive program for students and parents. **Strategy's Expected Result/Impact:** Consistent recognition and celebration of positive attendance will increase student and family awareness of the importance of daily attendance, strengthen positive attendance habits, and contribute to increased monthly and annual campus attendance rates. **Staff Responsible for Monitoring:** Campus Administration, Counselor, Attendance Clerk/Front Office Staff, Classroom Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building	 Moderate Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Implement a school wide club program during the school day that allows students to participate in clubs based on their interests, talents, and passions. **Strategy's Expected Result/Impact:** Students will develop stronger connections to school through opportunities to participate in interest-based clubs and build relationships with peers and staff. Increased student belonging and engagement will positively impact students' motivation to attend school consistently. **Staff Responsible for Monitoring:** Campus Administration, Counselor, Classroom Teachers, Club Sponsors, Campus Staff **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building	 Considerable			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: SMCISD stewards resources and partners with families to maximize opportunities for student success.

Performance Objective 2: The number of students receiving 3 or more referrals will decrease from 30 students to 15 students by the end of school year 2026 - 2027.

Evaluation Data Sources: Office discipline referral data
Number of students receiving three or more referrals
Total number of discipline referrals by six-week reporting period
Discipline incidents by grade level
Discipline incidents by student group
Referral data by behavior type
Referral data by classroom and campus location
Repeat referral data
Classroom management walkthrough and observation data
Behavior intervention plans and progress-monitoring data
Behavior committee meeting notes and data reviews
Student behavior support documentation
BOY, MOY, and EOY discipline data comparisons
Year-over-year comparison of discipline referral data
End-of-year comparison to the baseline of 30 students and goal of 15 students

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement the CHAMPS behavior management system schoolwide across all classrooms and common areas to create consistent expectations for student behavior. **Strategy's Expected Result/Impact:** Students will experience clear, predictable, and consistent behavioral expectations across classrooms and common areas. Increased consistency in proactive classroom management and reinforcement of expectations will increase student self-management, maximize instructional time, and decrease repeated office discipline referrals. **Staff Responsible for Monitoring:** All Campus Staff, Classroom Teachers, Campus Administration, Counselor **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Create a committee focused on behavior management on campus that will meet and provide strategies for classroom management, review data, and work with campus staff and administration to implement school wide behavior expectations. **Strategy's Expected Result/Impact:** Campus behavior data will be routinely analyzed to identify patterns, areas of concern, and students requiring additional support. The committee will strengthen staff capacity through shared strategies, consistent expectations, and targeted support, resulting in improved classroom management and fewer repeated office discipline referrals. **Staff Responsible for Monitoring:** Campus Administration, Counselor, Behavior Committee Members, Classroom Teachers, Special Education Staff **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: SMCISD stewards resources and partners with families to maximize opportunities for student success.

Performance Objective 3: Bowie Elementary School will maintain a safe, secure, and positive learning environment by implementing schoolwide safety procedures with fidelity, conducting all required safety drills, and increasing staff and student confidence in campus safety as measured through campus surveys, drill documentation, and behavior data during the 2026-2027 school year.

Evaluation Data Sources: Required safety drill schedules and completion records
Safety drill documentation and debrief forms
Staff and student campus safety surveys
Campus safety walkthrough data
Schoolwide safety procedure implementation checklists
Emergency preparedness and crisis response documentation
Staff safety training participation records
Student behavior and discipline data
Documentation of safety concerns and follow-up actions
Staff feedback regarding safety procedures and implementation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement a comprehensive campus safety program that includes consistent supervision, schoolwide behavior expectations, routine safety drills, crisis response training, restorative practices, proactive behavior supports, and ongoing monitoring of safety procedures through walkthroughs, staff feedback, and continuous improvement. **Strategy's Expected Result/Impact:** Campus safety procedures will be implemented consistently across all settings, resulting in increased staff and student understanding of emergency procedures, improved responses during drills and emergencies, stronger supervision, and increased confidence in campus safety. Walkthrough, drill, behavior, and survey data will be used to identify and address areas requiring improvement. **Staff Responsible for Monitoring:** Campus Administration, Campus Safety Committee, Counselor, Front Office Staff, Teachers, All Campus Staff **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building	 Moderate Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: SMCISD stewards resources and partners with families to maximize opportunities for student success.

Performance Objective 4: Bowie will increase the level of cohesiveness from stage 5 to stage 6 by the end of 2026-2027

Evaluation Data Sources: Organizational Health Inventory (OHI) results
OHI Cohesiveness dimension score and stage
BOY and EOY staff perception survey data
Staff climate and culture survey results
OHI team meeting notes and action items
Staff participation in campus-wide activities and traditions
Vertical team and cross-campus collaboration participation records
PLC and collaborative planning documentation
Instructional Playbook implementation evidence
Staff participation in professional learning opportunities
Documentation of campus traditions and staff engagement activities
Staff retention data
End-of-year comparison of Cohesiveness results to the Stage 5 baseline and Stage 6 goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Build a Shared Identity **Strategy's Expected Result/Impact:** Staff will develop increased ownership of Bowie's mission, vision, values, and collective commitments. A clearly articulated shared identity will strengthen staff belonging, common purpose, collaboration, and collective responsibility for the success of all Bowie students. **Staff Responsible for Monitoring:** Campus Administration, OHI Team, Instructional Leadership Team, Team Leads, All Campus Staff **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems	 Moderate Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Increase Cross-Campus Learning **Strategy's Expected Result/Impact:** Teachers will increase collaboration beyond individual classrooms and grade levels through implementation of the Instructional Playbook, Big Rock priorities, vertical planning, and cross-campus learning opportunities. Increased sharing of practices, student work, and instructional expectations will strengthen instructional alignment and collective responsibility across the campus. **Staff Responsible for Monitoring:** Campus Administration, Instructional Coach, Instructional Leadership Team, Team Leads, Classroom Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Build On & Create Campus Traditions **Strategy's Expected Result/Impact:** Intentional campus traditions and shared experiences will strengthen relationships, staff connection, pride, and sense of belonging. Increased opportunities for staff to celebrate, collaborate, and connect around shared experiences will contribute to improved campus cohesiveness. **Staff Responsible for Monitoring:** OHI Team, Campus Administration, Instructional Leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems	 Moderate Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: SMCISD stewards resources and partners with families to maximize opportunities for student success.

Performance Objective 5: Bowie Elementary School will increase meaningful family and community engagement by expanding participation in campus events, family learning opportunities, volunteer activities, and decision-making committees during the 2026-2027 school year.

Evaluation Data Sources: Family and community event sign-in sheets and participation records
Parent and family engagement surveys
Campus climate and perception survey data
Volunteer participation and volunteer hour records
Parent participation in campus committees and decision-making groups
Parent Advisory Committee and PTO participation records
Family feedback forms and event evaluations
Two-way communication data and family response rates
Attendance records from family academic events, Coffee with the Principal, and campus programs
Community partnership participation and activity records
Documentation of family engagement activities and opportunities offered throughout the year
End-of-year comparison of family and community participation data to beginning-of-year baseline data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Comprehensive Family & Community Engagement Plan **Strategy's Expected Result/Impact:** Families and community members will have increased opportunities to communicate, participate, volunteer, provide feedback, and engage in student learning. Strengthened two-way communication and meaningful participation will increase family connection to the campus, strengthen school-community partnerships, and increase shared ownership of student success. **Staff Responsible for Monitoring:** Campus Administration, Counselor, Communities In Schools Representative, Teachers, PTO, Campus Staff **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: SMCISD expects high performance and continuous improvement.

State Compensatory

Budget for Bowie Elementary School

Total SCE Funds: $215,722.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Title I Personnel

Name	Position	Program	FTE
Celestino Pacheco	Campus Instructional Coach		1
Hortencia Callazo-Garza	Interventionist		.30

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Darren Cole-Ochoa	8/10/2026	Twila Guajardo	8/10/2026
Student Welfare: Discipline/Conflict/Violence Management	Walker Cleveland	9/3/2026	Twila Guajardo	9/3/2026