

Ector County Independent School District

Bowie Middle School

2026-2027 Board Goals/Performance Objectives/Strategies



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Board Goals

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

Performance Objective 1: By May 2027, the percentage of students achieving or exceeding their I-Ready Reading Growth Goal will increase from 55% to 65%.

HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Gr. 6 Reading - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 8 Reading - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 44%

Evaluation Data Sources: I-Ready Diagnostic Assessments (Beginning, Middle, End of Year)

I-Ready Growth Reports

I-Ready Personalized Instruction Usage Reports

District Common Assessments

Progress Monitoring Data

PLC Data Meeting Documentation

Strategy 1 Details	Reviews			
Strategy 1: Implement targeted intervention and acceleration groups during WIN (What I Need) time based on diagnostic and progress-monitoring data. Strategy's Expected Result/Impact: Students receive instruction aligned to their specific reading needs and demonstrate increased growth on diagnostic assessments. Increased percentage of students meeting annual growth goals and improved reading proficiency. Staff Responsible for Monitoring: Principal, Reading Teachers, Interventionists, Assistant Principals, Instructional Coach. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 2 - Student Achievement 1 - Curriculum, Instruction, and Assessment 2	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Conduct monthly PLC data meetings to analyze reading performance and adjust instructional practices. Strategy's Expected Result/Impact: Expected Result: Teachers use data to identify skill gaps and provide timely interventions. Impact: Improved Tier I instruction and student reading achievement. Staff Responsible for Monitoring: RLA Teachers, Department Chair, Instructional Coach, Administration. Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Achievement 5 - School Processes & Programs 3 - School Organization 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Reading achievement remains below the campus goal. Root Cause: Inconsistent implementation of rigorous Tier 1 literacy practices and inconsistent use of PLC data to plan targeted reading instruction and intervention.
School Processes & Programs
Problem Statement 3: PLC processes have not been implemented consistently across content areas. Root Cause: PLC expectations have not been implemented with consistent fidelity or monitored systematically across all content areas.

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

Performance Objective 2: By May 2027, the percentage of students achieving or exceeding their I-Ready Math Growth Goal will increase from 50% to 65%.

HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 6 Math - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 8 Math - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 31%

Evaluation Data Sources: I-Ready Math Diagnostic Assessments

I-Ready Growth Monitoring Reports

Personalized Learning Path Reports

District Common Assessments

Unit Assessments

PLC Meeting Agendas and Data Analysis Forms

Strategy 1 Details	Reviews			
Strategy 1: Utilize I-Ready personalized learning pathways and teacher-led small group instruction to address skill gaps. Strategy's Expected Result/Impact: Expected Result: Students complete personalized lessons and demonstrate mastery of prerequisite skills. Impact: Increased math growth and readiness for grade-level content. Staff Responsible for Monitoring: Math Teachers, Interventionists, Instructional Coach, and administration. Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Monitor and review student growth every six weeks and develop intervention plans for students not making progress. Strategy's Expected Result/Impact: Expected Result: Students receive timely support based on current performance data. Impact: Improved student growth rates and reduced learning gaps. Staff Responsible for Monitoring: Math Teachers, Assistant Principals, PLC Facilitators. Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue					

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

Performance Objective 3: Performance Objective 3: Reading STAAR

By May 2027, the percentage of students performing at the Meets Grade Level standard on 6th-8th Grade Reading STAAR will increase from 45% to 50%.

HB3 Board Goal

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 6 Reading - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 8 Reading - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 44%

Evaluation Data Sources: STAAR Reading Results

- District Benchmarks
- Common Formative Assessments
- Curriculum-Based Assessments
- Progress Monitoring Data
- Intervention Rosters and Tutorial Attendance Records
- PLC Data Review Documents

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement campus-wide literacy strategies, including close reading, academic vocabulary, and writing across all content areas with the use of CFU and targeted questioning for higher-order thinking. Strategy's Expected Result/Impact: Expected Result: Students demonstrate increased comprehension and vocabulary skills. Impact: Improved Reading STAAR performance across all grade levels. Staff Responsible for Monitoring: All Teachers, TLA Department, Instructional Coach, Administration. Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 - Student Achievement 1 - School Processes & Programs 2 - Curriculum, Instruction, and Assessment 2 Funding Sources: Lead Your School - Title One Instructional Continuity - \$30,000				

Strategy 2 Details		Reviews			
Strategy 2: Provide targeted tutorials and intervention based on benchmark and common assessment performance. Strategy's Expected Result/Impact: Expected Result: Students master priority TEKS and close achievement gaps. Impact: Increased percentage of students achieving Meets Grade Level. STAAR Results, Benchmark Assessments, Tutorial Attendance Logs, Progress Monitoring Data. Staff Responsible for Monitoring: Reading Teachers, Interventionists, Assistant Principals. Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Bowie Middle School serves a high-needs student population, with 84.3% of students identified as economically disadvantaged, 26.2% identified as Emergent Bilingual, and 15.2% receiving special education services. These demographic factors require differentiated instructional practices, targeted interventions, and equitable access to rigorous, grade-level learning experiences to ensure academic success. Root Cause: While targeted supports are in place, varying levels of implementation of high-quality Tier 1 instruction, academic language development, and intervention systems have limited the campus's ability to fully meet the diverse academic needs of all student groups.
Student Learning
Problem Statement 1: Although seven of nine STAAR-tested areas demonstrated growth, overall campus accountability performance remains below the desired level, and Bowie continues to perform below the standard necessary to achieve a higher accountability rating. Root Cause: Instructional practices are not yet consistently resulting in students demonstrating mastery at the Meets and Masters Grade Level performance standards across all content areas. Problem Statement 2: Reading achievement remains below the campus goal. Root Cause: Inconsistent implementation of rigorous Tier 1 literacy practices and inconsistent use of PLC data to plan targeted reading instruction and intervention.
School Processes & Programs
Problem Statement 2: 2025 and 2026 STAAR scores show that the campus is still below other campuses in reading, science, and social studies. Root Cause: Strong PLC processes were not implemented with fidelity and monitored by the administrative team campus-wide.

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

Performance Objective 4: By May 2027, the percentage of students performing at the Meets Grade Level standard on 6th-8th Grade Math STAAR will increase from 40% to 55%.

HB3 Board Goal

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 6 Math - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 8 Math - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 31%

Evaluation Data Sources: Walkthrough Data, Common Assessments, Benchmark Results, Lesson Plans, exemplars.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide intervention tutorials and accelerated learning opportunities based on assessment data. Strategy's Expected Result/Impact: Expected Result: Students improve proficiency on readiness standards. Impact: Increased percentage of students meeting or exceeding Math STAAR expectations. Staff Responsible for Monitoring: Math Teachers, Interventionists, and Administration. Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 3 - Student Achievement 2 - Curriculum, Instruction, and Assessment 3 Funding Sources: Lead Your School - Title One Instructional Continuity - \$30,000				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 3: Math proficiency needs to accelerate, particularly moving students from Approaches to Meets and Meets to Masters. Root Cause: Inconsistent use of assessment data and small-group instruction to accelerate student mastery.

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

Performance Objective 5: Performance Objective 5: Algebra I EOC

By May 2027, the percentage of students performing at the Meets Grade Level standard on the Algebra I EOC will increase from 89% to 95%.

HB3 Board Goal

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

Evaluation Data Sources: Common Assessments, EOC Benchmarks, PLC Documentation.

Strategy 1 Details	Reviews			
Strategy 1: Implement EOC-aligned lesson planning and common assessments focused on readiness standards and student misconceptions. Strategy's Expected Result/Impact: Expected Result: Students demonstrate mastery of Algebra I standards. Impact: Improved EOC readiness and performance. Staff Responsible for Monitoring: Algebra I Teacher, Instructional Coach, Administration. Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 3 - Student Achievement 2 - Curriculum, Instruction, and Assessment 3	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Provide targeted tutoring and intervention opportunities before school, after school, and during designated intervention periods. Strategy's Expected Result/Impact: Expected Result: Students address learning gaps and improve assessment performance. Impact: Increased percentage of students achieving Meets standard. Staff Responsible for Monitoring: Algebra I Teacher, Interventionists, and Administration. Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Bowie Middle School serves a high-needs student population, with 84.3% of students identified as economically disadvantaged, 26.2% identified as Emergent Bilingual, and 15.2% receiving special education services. These demographic factors require differentiated instructional practices, targeted interventions, and equitable access to rigorous, grade-level learning experiences to ensure academic success. Root Cause: While targeted supports are in place, varying levels of implementation of high-quality Tier 1 instruction, academic language development, and intervention systems have limited the campus's ability to fully meet the diverse academic needs of all student groups.
Student Learning
Problem Statement 3: Math proficiency needs to accelerate, particularly moving students from Approaches to Meets and Meets to Masters. Root Cause: Inconsistent use of assessment data and small-group instruction to accelerate student mastery.

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

Performance Objective 6: Performance Objective 6: 8th Grade Science STAAR

By May 2027, the percentage of students performing at the Meets Grade Level standard on the 8th Grade Science STAAR will increase from 29% to 35%.

HB3 Board Goal

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: Common Assessments, Lab Reports, Benchmark Data, Walkthrough Observations, Lesson Plans, and Exemplars.

Strategy 1 Details	Reviews			
Strategy 1: Implement inquiry-based instructional practices and hands-on laboratory experiences aligned to STAAR readiness standards. Strategy's Expected Result/Impact: Expected Result: Students deepen scientific understanding through investigation and application. Impact: Increased mastery of science TEKS and STAAR performance. Staff Responsible for Monitoring: Science Teachers, Science Department Chair, Instructional Coach, and Administration. Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 4 - Student Achievement 3 - Curriculum, Instruction, and Assessment 4	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Conduct three-week assessment cycles with focused reteach and intervention plans for identified standards. Strategy's Expected Result/Impact: Expected Result: Student misconceptions are addressed promptly. Impact: Improved achievement and growth on Science STAAR. Staff Responsible for Monitoring: Science Teachers, Assistant Principal, Instructional Coach, and Principal. Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 4: 8th-grade science achievement remains below desired performance, with 29% Meets. Root Cause: Inconsistent, rigorous, standards-aligned Tier 1 Science instruction and PLC data cycles.
School Processes & Programs
Problem Statement 2: 2025 and 2026 STAAR scores show that the campus is still below other campuses in reading, science, and social studies. Root Cause: Strong PLC processes were not implemented with fidelity and monitored by the administrative team campus-wide.

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

Performance Objective 7: By May 2027, Bowie Middle School will increase the percentage of 8th-grade students performing at the Meets Grade Level standard on the STAAR Social Studies assessment from 5% to 15%, as measured by STAAR results, through strengthened instructional practices, high-quality PLC implementation, targeted intervention, and consistent monitoring of student mastery of readiness standards.

HB3 Board Goal

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: STAAR Social Studies Results

District Checkpoints and Benchmarks

Common Formative Assessments

PLC Agendas and Data Analysis Documents

Student Work Samples and DBQs

Walkthrough Data

Intervention Rosters and Progress Monitoring Reports

Strategy 1 Details	Reviews			
Strategy 1: Implement weekly document-based question (DBQ) writing opportunities and primary source analysis aligned to STAAR readiness standards in all 8th-grade Social Studies classes. Teachers will utilize common rubrics, exemplar responses, and structured academic discussions to strengthen historical thinking, evidence-based writing, and content mastery. Strategy's Expected Result/Impact: Expected Result: Students will demonstrate improved performance in historical analysis, critical thinking, and written responses. Students will increase mastery of Social Studies readiness standards and academic vocabulary. Impact: Increased percentage of students achieving the Meets Grade Level standard on the STAAR Social Studies assessment. Improved student performance on district checkpoints, common assessments, and benchmarks. Staff Responsible for Monitoring: Social Studies Teachers, Department Chair, Instructional Coach, and Administration. Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Conduct biweekly Social Studies PLC data cycles focused on readiness standards, student work analysis, and targeted intervention planning. Strategy's Expected Result/Impact: Expected Result: Students close gaps in content knowledge and application skills. Impact: Increased percentage of students achieving Meets Grade Level performance. Staff Responsible for Monitoring: Social Studies Teachers, Intervention Staff, Dept Chair, and Administration. Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: Bowie will increase average daily attendance from 91.9% to 94% by May 2027.

Indicators of Success:

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

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

Strategy 1 Details	Reviews			
Strategy 1: Bowie will work with the district truancy committee and campus Counselors, assigned AP, and teachers, who will work weekly on attendance, look at data, and make a plan to increase campus attendance. Staff Responsible for Monitoring: Assigned AP, counselors, teachers Strategy's Expected Result/Impact: Bowie will increase daily attendance from 91.9% to 94% by May 2027. Staff Responsible for Monitoring: Assigned AP, counselors, teachers. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Implement a campus-wide attendance incentive and recognition program that rewards individual students, homerooms, grade levels, and families for improved attendance and reduced chronic absenteeism. Utilize weekly attendance monitoring, parent communication, attendance celebrations, and targeted support plans for students identified as at-risk for chronic absenteeism. Strategy's Expected Result/Impact: Expected Result: Students and families will have increased awareness of attendance expectations and the importance of daily school attendance. Chronic absenteeism rates will decrease through early identification and intervention. Student engagement and participation in school activities will increase. Impact: Average Daily Attendance will increase from 91.9 % to 94% by May 2027. Chronic absenteeism will decrease from 30% to 25%. Increased instructional time will contribute to improved academic achievement and student success. Staff Responsible for Monitoring: Assistant Principal (Attendance) Counselors Attendance Clerk Teachers Communities In Schools (CIS) Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

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

Indicators of Success:

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

Evaluation Data Sources: District and campus Focus discipline reports.

Strategy 1 Details		Reviews			
Strategy 1: Campus will receive back-to-school PBIS Tiered discipline training across campus with preventive measures to decrease classroom disturbances, including training in MTSS (Multi-Tiered System of Support), which was rolled out in the district in 2024-2025. Strategy's Expected Result/Impact: Focus campus overall: "Incidence report": disciplinary infractions will decrease by 5% from the 2025/2026 to 2026/2027 school year. Staff Responsible for Monitoring: Assistant Principals, classroom teachers, department chairs, counselors. Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: Campus will continue our effective and successful Bowie's Pre-Referral Checklist processes and procedures in order to lower classroom discipline issues while increasing classroom student engagement. Strategy's Expected Result/Impact: 100% of Bowie will use the Pre-Referral Checklist processes and procedures to reduce instances of students being removed from the Tier 1 classroom. Staff Responsible for Monitoring: Counselors, Assistant Principals, classroom teachers, department chairs. Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
		Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: By May 2027, Bowie Middle School will increase the percentage of 8th-grade students accepted into choice high schools from 18% to 23%.

HB3 Board Goal

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

Evaluation Data Sources: Choice School Application Data, Acceptance Letters and Enrollment Reports, Counselor Tracking Logs, Parent Meeting Attendance Records, Student Interest Surveys, and End-of-Year Choice School Acceptance Reports.

Strategy 1 Details	Reviews			
Strategy 1: Campus will utilize the 8th-grade counselor to bring awareness and opportunities for all students to have equitable access to choice schools and assist with application and parent awareness. Strategy's Expected Result/Impact: The number of students who are accepted into choice high schools will increase from 18% to 23% in May 2027. (20% of our 8th graders were accepted into a choice high school in May 2025.) Staff Responsible for Monitoring: Principal, AP, 8th-grade counselor. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Bowie's new AVID Site lead will attend summer training to provide campus PD bimonthly across campus with a lead team. Strategy's Expected Result/Impact: The number of students who are accepted into choice high schools will increase from 18% to 23%. (18% of our 8th graders who were accepted into a choice high school in May 2026.) Staff Responsible for Monitoring: Bowie AVID site team, admin. Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

Performance Objective 1: Bowie will strive to decrease the percentage of non-certified teachers in Reading and Math from 66% to 55% by May 2027.

HB3 Board Goal

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Non-certified teachers will meet with the Dept Chair and Principal at MOY and EOY to show progress toward certification. Strategy's Expected Result/Impact: Non-certified teachers in Reading and Math will decrease from 66% to 55% by May 2027. Staff Responsible for Monitoring: Dept Chairs and Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing - Targeted Support Strategy - Additional Targeted Support Strategy				

Strategy 2 Details	Reviews			
Strategy 2: Bowie will work with Alt-Certification Entities and the ECISD HR department, such as OPT, to provide needed PD classes and PD for pipeline teachers to work toward certification this school year. Strategy's Expected Result/Impact: Non-certified teachers in Reading and Math will decrease from 66% to 55% by May 2027. Staff Responsible for Monitoring: Dept Chairs and Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 4: Classroom Excellence

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

HB3 Board Goal

Evaluation Data Sources: Admin and Coaching walkthroughs, SIBME, T-TESS, and STAAR data 2026.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Implement a campus-wide SIBME coaching and walkthrough system to strengthen Tier One instruction by conducting weekly instructional walkthroughs, providing timely feedback within 48 hours, facilitating reflective coaching conversations, and using walkthrough trends to drive PLC learning and professional development. Focus coaching on The Bowie Way instructional expectations, including clear learning targets, checks for understanding, aggressive monitoring, student engagement, and rigorous instructional practices, to ensure classroom excellence in every classroom. Strategy's Expected Result/Impact: 100% of teachers participate in ongoing SIBME coaching cycles and receive timely feedback. Increased implementation of high-quality Tier One instructional practices, including clear learning targets, checks for understanding, aggressive monitoring, student discourse, and formative assessment. Improved consistency of instructional expectations across all classrooms. Impact A consistent coaching and feedback cycle will build teacher capacity, improve the quality of Tier One instruction in every classroom, increase student engagement and academic rigor, and ultimately lead to higher student achievement and growth across all content areas. Staff Responsible for Monitoring: Principal and Admin Team, MCLs, Dept Chairs. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy				

Strategy 2 Details		Reviews			
Strategy 2: Bowie will provide Back to School high-quality professional development to the entire campus staff and support aides on productive and effective PLCs the Bowie Way. Strategy's Expected Result/Impact: Teachers and PLC leads will implement and lead high-quality PLCs that will improve checkpoint and EOY data gathered. Staff Responsible for Monitoring: Teachers, PLC leads, Admin, MCLs, Dept Chairs. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Board Goal 4: Classroom Excellence

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

Evaluation Data Sources: Admin and Coaching walkthroughs using SIBME, T-TESS, and STAAR data for 2025 and 2026.

Strategy 1 Details	Reviews			
Strategy 1: Bowie will implement Learning Walks across the campus to increase teacher capacity. Strategy's Expected Result/Impact: Tier 1 instruction will increase as teachers attend the scheduled Learning Walk Observation-Action Cycle. Staff Responsible for Monitoring: Admin, MCLs, Dept Chairs. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Bowie Admin and instruction leadership team will have job-embedded Coaching cycles to build capacity in the Leadership Team. Strategy's Expected Result/Impact: Tier 1 instruction will increase the Admin and instructional leadership team's their capacity to lead quality observation and coaching cycles with their classroom teachers. Staff Responsible for Monitoring: Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, 100% of teachers will participate in ongoing job-embedded professional learning through instructional coaching, PLC collaboration, and SIBME reflective practices to strengthen Tier One instruction and improve student achievement.

Evaluation Data Sources: SIBME Coaching and Walkthrough Reports
PLC Agendas and Artifacts
TTESS Observation Data
STAAR 2025 and 2026 Data

Strategy 1 Details	Reviews			
Strategy 1: Implement weekly SIBME coaching cycles that include classroom observations, timely feedback, teacher reflection, and individualized action steps. Use PLCs to address instructional trends identified through walkthrough data and provide targeted professional learning based on teacher needs. Strategy's Expected Result/Impact: All teachers engage in continuous coaching and reflective practice. Increased implementation of research-based instructional strategies. Improved consistency in Tier One instructional delivery. Staff Responsible for Monitoring: Instructional Leadership Team (Admin team and Principal). Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Implement instructional rounds and peer observation cycles focused on high-yield instructional strategies, student engagement, and rigorous Tier I instruction. Teachers will participate in structured classroom observations followed by reflective discussions and action planning. Strategy's Expected Result/Impact: Expected Result: Teachers will increase their instructional capacity through observation, reflection, and the implementation of effective teaching practices. Impact: Improved instructional consistency across classrooms, increased student engagement, and higher levels of student achievement. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Department Chairs, Teachers. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, increase teacher effectiveness by using walkthrough and student achievement data to design and deliver differentiated job-embedded professional development that addresses campus instructional priorities.

Evaluation Data Sources: Administrative Walkthrough Data
SIBME Coaching Analytics
TTESS Evaluation Data
PLC Agendas and Attendance
Professional Development Feedback Surveys
STAAR 2025 and 2026 Results
District Checkpoint/Common Assessment Data

Strategy 1 Details		Reviews			
Strategy 1: Analyze monthly walkthrough trends, TTESS evidence, and student performance data to identify professional learning needs. Deliver targeted micro-PD sessions during PLCs and faculty meetings, followed by coaching and classroom implementation support through SIBME. Strategy's Expected Result/Impact: Professional development is directly aligned to teacher and student needs. Increased implementation of effective instructional strategies across all classrooms. Greater teacher confidence and instructional effectiveness. Staff Responsible for Monitoring: APs and Principal. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Develop individualized professional growth plans for teachers based on TTESS evidence, walkthrough data, student achievement results, and coaching feedback. Monitor progress quarterly through coaching conferences and goal-setting meetings. Strategy's Expected Result/Impact: Expected Result: Teachers will receive personalized support that addresses specific areas of instructional growth and professional need. Impact: Improved instructional effectiveness, increased implementation of high-yield instructional strategies, and higher student achievement on district and state assessments. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Department Chairs, Teachers. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: Culture of Excellence

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

HB3 Board Goal

Evaluation Data Sources: Admin and Coaching walkthroughs, TTESS, SIBME, and STAAR data 2026 and 2027.

Strategy 1 Details	Reviews			
Strategy 1: Bowie will implement Learning Walks across the campus to increase teacher capacity. Strategy's Expected Result/Impact: Tier 1 instruction will increase as teachers attend the scheduled Learning Walk Observation-Action Cycle. Staff Responsible for Monitoring: Admin, MCLs, Dept Chairs. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Bowie Admin and instruction leadership team will have job-embedded Coaching cycles to build capacity in the Leadership Team. Strategy's Expected Result/Impact: Tier 1 instruction will increase the Admin and instructional leadership team's their capacity to lead quality observation and coaching cycles with their classroom teachers. Staff Responsible for Monitoring: Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				