

Ector County Independent School District

Bowie Middle School

Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

The mission of Bowie Middle School, with the help of parents and community, is to educate, motivate, excel and instill a sense of responsibility in all students with global success as the ultimate goal.

Vision

Vision Statement: Educating for global success

Core Beliefs

1. Each person has inherent worth and unique strengths.
2. Curiosity and learning are natural and grow without limit given stimulation and nurturing.
3. People are interdependent.
4. Each Individual has a responsibility to add value to self and community.
5. Individuals are accountable for their choices and actions.
6. Education creates opportunity and opportunity creates a better world.
7. Progress improves and adds value to human life.
8. Fear limits life's potential; Courage inspires living.
9. There is a difference between right and wrong.
10. Values learned at home affect a lifetime.
11. Leadership is influence; Everyone is a leader.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Enrollment						
Year	ECISD Pre-K		ECISD K-12		Bowie MS	# of Students on Inter-District Transfers E/M/H
2020-21					1168	
2019-20	1635		33159		1328	5188
2018-19	1523		30624		1223	4608
2017-18	1513		29850		1283	5622
2016-17	1365		30046		1305	5142
2015-16	1405		30467		1013	6422

Ethnic Distribution										
Year	H-Bowie	State	W-Bowie	State	AA-Bowie	State	2 or More-Bowie	State	Eco-Dis-Bowie	State
2020-21	82.7		11.8		2.9		.05		61.2	
2019-20	80.7	52.6	13.7	27.4	3.3	12.6	.06	2.4	56.5	60.6
2018-19	81.3	52.4	12.8	27.8	3.1	12.6	1.1	2.3	54.2	58.8
2017-18	77.9	52.4	15.3	28.1	3.8	12.6	1	2.4	58.2	59
2016-17	78.5	52.2	15.3	28.5	3.8	12.6	0.8	2.1	56.1	59
2015-16	74.4	52	17.6	28.9	5.1	12.6	1	2	48.2	58.8

Historical Homeless Affidavits Transfer Counts 2019

CMP	GR	TOT STU	HOMELESS	AFFIDAVIT	TRANSFER
043 – BOWIE MIDDLE SCHOOL	06	478	36	11	30
	07	404	22	7	38
	08	443	16	11	55
	TOT CMP 043:	1325	74	29	123
	TOT RPT:	1325	74	29	123

Demographics Strengths

Grade 8 Reading in our ECISD Spring Benchmark showed a growth of 6.5% in our Hispanic population, compared to beginning of the year assessment.

Grade 7 Reading District Assessment (in place of cancelled STAAR) saw our Hispanic students’ passing percentage score increase from 47.23% to 51.80% with a corresponding increase in mastery from 5.78% to 10.33%.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our student population, though fluctuating slightly year to year, in terms of the mobility of our Hispanic population, continues to be on an overall upward trend. The concern presented in demographics is focused on two key areas: Bowie experiences a high rate of turnover in our professional and teaching staff year to year. Between the 2018-19 to 2019-2020 year, for example our retention percentage for teachers was 62.03% It was even lower amongst administrators, sitting at 25% retention. This connects to overall student achievement concerns due to systems and programs being inconsistently implemented and managed. Teacher experience is another area that has an effect overall. During the 2019-20 school year, for example, 52.06% of the teaching staff had less than 5 years experience.

Problem Statement 2: Math performance on our District End of Year Assessments (in place of cancelled STAAR) in the 2019-2020 school year saw all of our sub population categories with no increase in performance and in some groups, such as African Americans, saw a decrease almost 7%. While we anticipate that the 2020-21 MAP tests will indicate significant COVID-19 slide, we are hopeful that the growth in our TTO Math program will help us focus on these areas in the current year.

Student Achievement

Student Achievement Summary

In the ECISD District Spring assessments (in place of cancelled STAAR), Bowie Middle School students achieved 67.37% "approaches grade level or above" standard (average for all student groups on all five content areas). The specific area of concern will be the "Meets" category which sits at 15.48%. That is where our focus will be right from the start. The student groups that scored lower on these assessments include Economically Disadvantaged, Special Education, and English Language learners. The data indicates that the difference in achievement among these sub groups is the result of observed learning gaps and the impact that the relatively small sample sizes has on the achievement results.

Special Education and LEP have the lowest percentages under "approaches grade level" and "meets grade level." These sub-populations also had the lower numbers for closing gaps and meeting growth expectations. These special populations also have the lower performance rates and participation rates.

Overall, areas of lowest performance are in the content areas of Math and Reading. The majority of our students bring a major gap in mathematical process standards to develop mathematical relationships for problem solving. Bowie uses Student Data Trackers identify specific student needs in order to close the learning gaps as well as provide enrichment for all learners. We are using weekly data meetings to analyze data and plan/adjust instruction to meet current needs. Bowie also uses frequent formative and summative assessments to provide complete data on our students. Teachers follow the Professional Learning Communities (PLCs) Model to continuously look at appropriate interventions, monitor instruction, and adjust as needed. When learners are not successful, we provide additional tutorials and workshops before and after school to lend their support. These staff/tutors also meet with learners by appointment.

6th Grade STAAR Reading Approaches Grade Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			51.79	50.91	56.53	48.63	*	*	40.63	34.38	47.95
2019			49	49	50	33	*	*	46	10	45
2018	69	48	43	43	*	*	*	*	36	*	*
2017	69	48	50	49	53	*	*	*	48	*	58
2016	69	45	46	46	52	35			44	16	19

7th Grade STAAR Reading Approaches Grade Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			51.67	51.8	49.89	47.5	*	*	40	32.93	48.15
2019			53	51	58	59	*	*	48	8	29
2018	74	54	54	54	56	*	*	*	53	*	52

Year 6th Grade STAAR Reading Approaches Grade Level

2017	73	53	57	56	60	38	*	*	50	19	26
2016	71	52	48	46	54	38	*	*	45	15	19
2015	76	59	59	36	72	*	*	*	48	*	19

8th Grade STAAR Reading Approaches Grade Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			54.07	53.74	56.22	58.2	*	*	39.25	33.89	45.93
2019			62	59	75	60	*	*	58	12	34
2018	86	73	74	73	*	*	*	*	65	*	70
2017	86	75	76	77	76	*	*	-	74	*	*
2016	87	75	75	73	85	85	*	*	71	*	43
2015	88	75	77	78	74	67	89	*	74	*	53

7th Grade STAAR Writing Approaches Grade Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			52.05	51.76	51.66	51.5	*	*	45.22	32.52	49.31
2019			46	45	49	50	*	*	45	8	30
2018	69	51	55	55	54	*	*	*	54	*	*
2017	70	51	53	51	60	*	*	*	49	*	57
2016	69	51	50	50	52	44	*	*	47	19	17
2015	73	54	57	54	69	53	*	*	46	*	24

8th Grade Science Approaches Grade Level

2020			52.35	52.01	53.86	51.2	*	*	45.33	37.78	41.17
2019			63	60	79	70	*	*	62	24	39
2018	76	62	58	58	58	*	*	*	50	*	*
2017	76	62	56	54	60	*	*	-	52	*	*
2016	75	58	53	49	67	69	*	*	43	*	33
2015	71	50	51	50	56	31	89	*	49	*	38

6th Grade STAAR Math Approaches Grade Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			39.95	40.09	37.61	33.25	*	*	25.71	26.31	39.05
2019			64	66	48	80	*	*	61	24	63
2018	77	61	53	53	*	*	*	*	49	*	60

6th Grade STAAR Reading Approaches Grade Level

Year	76	54	52	52	*	*	86	*	48	*	
2017	76	54	52	52	*	*	86	*	48	*	
2016	72	44	44	45	44	35	*	*	40	16	28

8th Grade Social Studies Approaches Grade Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			44.55	43.69	48.88	48.3	100	41.75	38	35.78	34.91
2019			37	33	53	40	*	*	36	3	18
2018	65	36	32	31	*	*	*	*	*	*	*
2017	63	40	43	41	8	*	*	*	*	*	*
2016	63	35	37	34	50	38	*	*	29	*	16
2015	65	41	44	43	44	31	89	*	38	*	18
2014	63	43	56	53	67	*	*	*	46	26	*

Grade 8 Reading Meets Grade Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			23.71	21.75	34.78	30	100	34.78	0	2.78	10.17
2019			62	59	75	60	*	*	58	12	34
2018	49	28		27	38	*	*	*	22	16	22
2017	50	30		26	44	23	*	*	21	*	18
2016											
2015											
2014											

Grade 7 Writing Meets Grade Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			17	16.61	17.07	8.33	100	*	0	0	14.1
2019			23	22	31	17	0	*	22	3	9
2018	43	25	27	26	24	*	*	*	25	8	*
2017	39	20	22	21	29	*	*	*	18	*	21
2016											
2015											
2014											

Alg 1 EOC Meets Grade Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			60	60	60	66.67	100	0	*	100	16.67

Grade 8 Reading Meets Grade Level

2019			86	86	88	*	100	*	93	*	*
2018	55	28	63	61	*	*	---	---	55	---	68
2017	48	28	73	71	80	8	*	*	63	---	71

Grade 8 Science Meets Grade Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			14.51	13.36	21.43	10	100	0	0	6.25	2.44
2019			25	22	40	30	83	*	24	6	8
2018	52	33	29	28	29	*	*	*	24	*	28
2017	48	27	24	20	38	*	*	*	18	*	*
2016											
2015											
2014											

Grade 8 Social Studies Meets Grade Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			10.45	9.16	16.28	20	100	0	0	3.12	1.72
2019			11	9	21	10	50	*	10	3	3
2018	36	10	7	6	*	*	*	*	10	11	8
2017	33	11	10	8	*	*	*	*	*	*	*
2016											
2015											
2014											

Grade 6 Reading Meets Grade Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			15.11	13.07	18.6	25	100	33.33	0	2.56	5.81
2019			21	21	21	13	*	*	18	3	19
2018	39	20	14	11	*	*	*	*	12	*	*
2017	37	20	21	20	25	*	*	*	18	*	22

Grade 7 Reading Meets Grade Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			18.48	17.33	25.53	14.29	50	*	0	0	12.5
2019			24	21	41	17	*	*	22	3	6

Grade 8 Reading Meets Grade Level

2018	48	27	27	25	33	*	*	*	26	*	23
2017	42	21	23	21	31	*	*	*	18	*	27

Grade 6 Math Meets Grade Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			13.16	13.8	2.44	0	100	16.67	13	2.56	12.79
2019			25	25	21	20	*	*	21	3	25
2018	44	25	22	21	*	*	*	*	18	*	27
2017	43	20	18	16	*	*	86	*	14	*	22

Grade 7 Math Meets Grade Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			11.66	11.8	11.11	7.14	50	*	0	0	14.12
2019			22	22	20	17	*	*	19	6	10
2018	40	22	17	16	17	*	*	*	14	*	17
2017	40	20	22	21	*	*	*	*	17	*	28

Grade 8 Math Meets Grade Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			6.96	7.34	5	0	*	0	0	2.94	3.85
2019			16	16	21	11	*	*	15	6	8
2018	51	18									
2017	45	13									

7 Writing Masters Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			5.38	5.76	2.44	0	50	*	0	0	5.13
2019			5	5	6	18	0	0	3	0	4
2018	13	6	6	5	10	*	*	*	6	*	*
2017	12	5	6	5	9	*	*	*	4	*	7
2015	9	4									
2014	8	3									

8th Science Masters Level

7 Writing Masters Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			4.32	2.29	14.29	10	100	0	0	3.12	0
2019			9	7	16	0	60	20	7	3	2
2018	28	12	10	10	13	*	*	*	8	*	11
2017	19	6	7	5	15	*	8	*	4	*	*
2016											
2015											
2014											

8 Social Studies Masters Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			3.58	2.93	4.65	10	100	0	0	3.12	0
2019			6	4	13	10	*	*	4	3	0
2018	31	15	2	*	*	8	*	*	5	3	2
2017	27	12	3	2	*	*	*	*	*	*	*
2016											
2015											
2014											

8 Reading Masters Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			6.57	6.67	4.35	10	100	0	0	0	1.69
2019			12	10	19	20	*	*	10	3	0
2018	27	12	11	11	*	*	*	*	6	*	12
2017	23	10	9	7	18	*	*	*	8	*	*
2016											
2015											
2014											

8 Math Masters Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			0.37	0	0	0	*	0	0	2.94	0

7 Writing Masters Level

2019			1	1	5	0	*	*	2	0	2
2018	15	3	4	3	*	*	*	*	5	*	6
2017	13	1	*	*	*	*	*	*	*	*	*

7th Grade Reading Masters Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			10.38	10.33	10.64	7.14	50	*	0	0	5.68
2019			11	9	20	17	*	*	10	3	1
2018	29	13	13	11	17	*	*	*	12	*	8
2017	23	10	12	10	20	*	*	*	8	*	12

7th Grade Math Masters Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			2.07	2.17	0	0	50	*	0	0	2.35
2019			7	7	6	8	*	*	5	3	3
2018	18	7	7	6	10	*	*	*	6	*	9
2017	17	7	7	7	*	*	*	*	4	*	12
2016											
2015											
2014											

6th Grade Reading Masters Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			5.04	4.55	4.65	0	75	0	0	0	3.49
2019			8	8	5	7	*	*	7	0	11
2018	19	10	3	2	*	*	*	*	2	*	*
2017	19	10	8	6	11	*	*	*	6	*	6

7 Writing Masters Level

EOC Math Masters Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			30.67	29.23	40	33.33	100	0	*	100	0
2019			60	54	75	0	*	*	68	*	*
2018	24	11	34	35	*	*	--	--	26	----	36
2017	23	11	36	36	40	*	*	*	25	----	25
2016	19	6									
2015	20	6									
2014	17	7									

2015 – Algebra I

only

6th Math Grade Masters Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2020			1.91	1.69	0	0	50	0	0	0	2.33
2019			8	8	5	7	*	*	7	0	11
2018	13	6	5	5	*	*	*	*	5	*	6
2017	12	5	5	4	*	*	71	*	4	*	7
2016	15	7									
2015	9	4									
2014	8	3									

Student Achievement Strengths

Bowie’s strengths include the using CHAMPS and Relay in order to help create culture and support positive student growth in all academic areas. We have dedicated significant resources to ensure the collective use of technology and critical research skills to help all of our learners, regardless of population, to identify their areas of strength and growth. We are focused on a strong school culture that empowers both the individual and our collective population.

Bowie teachers are trained in offering targeted interventions and support for all learners. They have been trained in meeting the needs of our special populations specifically, and we have dedicated support staff in place to both provide instructional coaching and social and emotional support for our students.

Alg 1 EOC Meets Grade Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2019			86	86	88	*	100	*	93	*	*

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The lowest area of performance overall was in Grade 8 Math, with 6.96% achieving "Met Standard." **Root Cause:** Combined with inconsistent teacher capacity for moving students forward, students in Grade 8 were tested every two weeks in this area. Our culture surveys as well as qualitative data around counseling and support PLC conversations indicates that this led to a sharp decline in student initiative and performance.

Problem Statement 2 (Prioritized): The next lowest area of performance in 2019-20 was Grade 7 Math, with 11.66% meeting standard. **Root Cause:** In this area, our concern was a lack of key concept knowledge in the Grade 7 Math Teachers, identified by PLC data meetings and instructional supports needed regularly throughout the year.

School Culture and Climate

School Culture and Climate Summary

Culture has been both a strength and area of growth at Bowie Middle School. Our students and parent commonly describe their school as a safe learning environment. They feel included and valued, and they respond well to an engaging approach to teaching and learning. They also note that communication is not consistent, though messaging continues to be positive. This has been a focus of previous administrations as a way to drive student achievement. Due to recent administrative and teaching turnover (data below indicates that a full staff turnover has happened in the past 5 years), student culture has taken a hit in both quantitative and qualitative areas such as culture surveys, active participation, purchase of spirit items such as yearbooks, and attendance at extracurricular and community events.

52% of teachers at Bowie Middle School have less than 5 years of experience in 2019 - 2020. In 2019 Bowie Middle School had a turnover rate of 30.38%. In 2020, Bowie has a turnover rate of 37.97%.

Bowie struggles with disciplinary referrals each school year. Though our disciplinary approach is restorative and supports student ownership of their emotions and actions, our comprehensive population means that we have a wide range of learner capacities to self-manage. When major disciplinary actions occur, the administration follows district procedures and processes. The campus administration also makes collaborative decisions as to what is best for the student and in compliance with district and state policies regarding discipline practices. In the previous year, 559 students were placed on suspension. Also in the previous year, 39 students were placed in the Alternative Education Center. Finally, Bowie had 10 total expulsions in the 2019-2020 school year. (Annual Campus Summary for a Selected Campus, 2019).

There are key culture and climate data points missing in this summary. These include a lack of parent surveys, no student survey data, no tracking data from in-person or virtual meetings that have taken place. Additionally, staff absences of less than 4 hours have not been tracked, though qualitative data and the current 2020 trend indicates that there are an excess of teacher absences of between one and four hours.

Documentation of the above issues are being implemented for the 2020-21 school year along with increased communications tracking and weekly newsletters. Bowie is implementing Big Rock Educational Systems (BRES) and CHAMPS in an effort to improve classroom management, school wide systems, structures and the overall positive interaction between students and teachers. We are also documenting absences, attendance, and expenditures in a structured and conservative manner.

EMPLOYEE RETENTION PERCENTAGES			
% Remained From Year To Year	Administrators (Principals/Asst. Prin)	Teachers	Instructional Paraprofessionals (Aides)
14/15 to 15/16	75.00%	43.21%	100.00%
15/16 to 16/17	66.67%	78.82%	75.00%
16/17 to 17/18	75.00%	79.27%	80.00%
17/18 to 18/19	75.00%	69.62%	28.57%
18/19 to 19/20	25.00%	62.03%	42.86%

TEACHER EXPERIENCE					
Total Professional Any District	Percent with 0 Years	Percent with 1-5 Years	Percent with 6 -10 Years	Percent with > 10 Years	Percent of Teachers W/Masters Degree
14/15	9.88%	27.16%	17.28%	45.68%	25.93%
15/16	18.82%	32.94%	11.76%	36.47%	22.35%
16/17	10.98%	46.34%	9.76%	32.93%	25.61%
17/18	6.17%	49.38%	7.41%	37.04%	24.69%
18/19	12.66%	41.77%	10.13%	35.44%	24.05%
19/20	16.44%	35.62%	15.07%	32.88%	23.29%

School Culture and Climate Strengths

Culture has, once again, become a focus of the Bowie Team. For the 2020-21 School year, the Bowie team added 20 new staff. Bowie hired 20 full time/certified teachers in 2020. With the addition of new staff, teacher morale has improved in an effort to begin the new school year on a positive note. In 2020-2021 all core subject teachers at Bowie Middle School will have a daily conference and PLC period.

Our new administrative team is employing the Big Rocks Education Services method of culture support to monitor student engagement and teacher effectiveness throughout lessons.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Lack of effective communication between the campus and parent in regards to parent involvement opportunities. **Root Cause:** Lack of campus plan for effective communication with parents.

Problem Statement 2 (Prioritized): In 2020 Bowie Middle School experienced a high turnover rate for teachers. **Root Cause:** Teachers had large class sizes and had to give up conference periods to cover classes because lack of substitutes .

Problem Statement 3 (Prioritized): Campus lacked consistent expectations of student, teachers, and administration regarding school processes and academic achievement. **Root Cause:** 1. Campus did not have a consistent student management system. 2. Expectations for data driven instruction were lacking.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

EMPLOYEE RETENTION PERCENTAGES			
% Remained From Year To Year	Administrators (Principals/Asst. Prin)	Teachers	Instructional Paraprofessionals (Aides)
14/15 to 15/16	75.00%	43.21%	100.00%
15/16 to 16/17	66.67%	78.82%	75.00%
16/17 to 17/18	75.00%	79.27%	80.00%
17/18 to 18/19	75.00%	69.62%	28.57%
18/19 to 19/20	25.00%	62.03%	42.86%

TEACHER EXPERIENCE					
Total Professional Any District	Percent with 0 Years	Percent with 1-5 Years	Percent with 6 -10 Years	Percent with > 10 Years	Percent of Teachers W/Masters Degree
14/15	9.88%	27.16%	17.28%	45.68%	25.93%
15/16	18.82%	32.94%	11.76%	36.47%	22.35%
16/17	10.98%	46.34%	9.76%	32.93%	25.61%
17/18	6.17%	49.38%	7.41%	37.04%	24.69%
18/19	12.66%	41.77%	10.13%	35.44%	24.05%
19/20	16.44%	35.62%	15.07%	32.88%	23.29%

Bowie has 81 teachers and currently there are only 4 vacancies going in to this new school year in comparison to 11 vacancies to begin the 2019-2020 school year. Of the 77 teachers currently serving our students, 12% are not certified. Retention rates decreased from a high of 79% in 2017 to 62% in 2020. This decrease in teacher retention has led to 52% of our teachers having less than 5 years of experience.

Staff Quality, Recruitment, and Retention Strengths

Increased financial and soft benefits provided by the district has led to an increase in teacher recruitment.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): The district and campus struggled to recruit and retain highly qualified teachers. **Root Cause:** 1. The campus has a

high percentage of teachers with Alternative Certifications.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

At Bowie, all core subjects meet daily for PLC meetings to disaggregate student data for instructional purposes and to improve student outcomes. After each short cycle assessment, teachers will determine which TEKS will be targeted for improvement in all core subjects. Students needing reteach, remediation or enrichment evaluated and targeted utilizing data drawn for short cycle assessments. Block scheduling is utilized in 6th, 7th and 8th Grade ELAR as well as 6th and 7th Grade Math to enable teachers to focus more on providing re-teach, intervention and remediation to struggling students. Implementation of small group differentiation/intervention will occur during class time, before/after school and Saturday Academy in which certified instructors will provide an enhanced conceptual understanding of focused TEKS.

Curriculum program changes continue to be implemented to improve student performance. Teach To One (TTO) Math has been implemented to focus on improvement in Math skills for all 6th and 7th Grade Math Students. 8th grade Math students will also utilize Imagine Math on a supplemental basis to improve student performance. Algebra I students will be using the new NSpire calculators as well. In the area of reading, Pearson curriculum and textbook adoption will be implemented to enhance the TEKS for ELAR and focus on improvement for all 6th, 7th and 8th Grade ELAR students. ELAR students will also continue to receive intervention through Imagine Reading, PEG Writing, LLI kits and the Response to Intervention Process. In addition Bowie will utilize AVID strategies such as Cornell notes and organization as well as the AVID Excel program for 6th and 7th grade ELL students through ELAR classes. In addition Bowie has two Instructional Specialists (IS) to coordinate the focus of PLCs and teaching staff to support our students.

Core curriculum programs in math and reading have been changed in order to improve student engagement and performance. Students are assessed using STAAR and Short Cycle Assessments (SCAs). Collaborative teams will disaggregate data in PLCs and determine strengths and weaknesses for all student groups in core instructional areas. All core teachers are utilizing TEKS Resource System and Lead 4Ward strategies to maximize student performance.

Curriculum, Instruction, and Assessment Strengths

Bowie has faithfully implemented the PLC model and consistently tracks both teacher and student progress throughout each unit. We also utilize district overviews, IFDs, TEKS resources, and overlapping TEK resources to ensure consistent data tracking and instruction in the classroom.

The Year At a Glance helps focus and address the flow of each unit. Our instructional coaches provide professional development opportunities and "After the Bell" sessions to support teachers in all stages.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Student performance data clearly indicates a misalignment between teacher planning, data tracking, and student achievement **Root Cause:** We have a perfect storm of conditions on our campus. They include a regularly rotating number of new staff members, needing support, along with a lack of consistent and empowered support staff to ensure that planning and data analysis are totally connected to student outcomes.

Parent and Community Engagement

Parent and Community Engagement Summary

Bowie Middle School promotes family and community involvement through the use of parent portal, the new Bowie website, Facebook, Twitter, Parentlink and Parent Newsletter (SMORE), Booster Clubs, Open House, Parent Nights, Parent/Student Orientations, parent meetings, Fine Arts, concerts and athletic events.

Over the past several years, parent participation in live events such as information nights, extracurricular events, and even performance events, including yearbook participation, has been on the decline. Though no quantitative data is available, many examples exist, such as low fund-raising numbers, low sales of spirit items, yearbooks, and pictures.

With the COVID-19 pandemic, many of these avenues have been eliminated until conditions improve. However, we are increasing the number of virtual events and have put into place a weekly parent newsletter, using SMORE, which is shared with all of our social media outlets to ensure coverage.

In the 2020-21 school year, we are focusing on parent engagement through increased and better communication, incentives for parents and student participation, and better documentation, including sign-in sheets and frequent feedback surveys.

Parent and Community Engagement Strengths

As a silver lining to our current social distancing existence, we are fortunate to have excellent participation in both live social media events, such as Facebook Live, as well as steady and active communication through our social media applications. We continue to leverage this accessibility to our families to improve communication.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parent involvement is low due to various contributing factors. **Root Cause:** Factors that contribute to low parent involvement include, lack of planning and implementation of parental involvement strategies and events by the campus and lack of a systematic parent communication strategy or method.

School Context and Organization

School Context and Organization Summary

In line with state assessment Domains, Bowie Middle School targets our areas needing growth and progress. As a campus and collaborative team, reviewing past assessment data (school snapshot, report card, indexes breakdown), and analyzing student work samples will guide learning. Teachers will use classroom formative assessments, classroom summative assessments, standard based assessments (district), unit assessments, presentations, and benchmarks to monitor the progress of learners throughout a year and from year to year.

At the district level, there is a calendar framework to assess student learning throughout the school year called short-cycle assessments and unit assessments. These assessments serve as a checkpoint to measure achievement of student expectations.

For PLCs, facilitators have a weekly meeting time with their content area to focus on two main things; district planning and student centered professional development. All teachers are expected to play an active role in all adult learning opportunities.

Distributive leadership is the administrative/leadership approach of our campus. As leaders, it is our responsibility to serve as instructional leaders and parallel the experience of the staff with that of the learners. Bowie's leadership structure is organized with a principal, 3 assistant principals, department chairs, 2 instructional specialists and teachers/staff. The leadership team consists of all administrators, department chairs and instructional specialists.

As a faculty, norms are established to guide decision-making and other school practices. Norms are collaboratively established and revisited throughout the year. has a CCIS representative who serves as a voice between the campus and district. The campus also elects a DCIT representative to serve on the district improvement team. Administration also has an open door policy when it comes to questions, concerns, or support. Teachers are expected to contribute to the campus in various aspects for the benefit of student learning. For example, professional learning is often led by campus teachers.

School Context and Organization Strengths

The Instructional Leadership Team is actively involved in all areas of curriculum and instruction. Through shared leadership, collaboration, and regular and effective communication, the Senior Leaders and Instructional Leadership Team work together to ensure support of students and teachers and they engage in the learning process. The Professional Learning Community model in place at Bowie has helped provide structure and documentation that will help us improve student learning.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause:** In the 2019-2020 school year, there was a lack of highly qualified teachers working in key content areas. Current staffing for the 2020-21 school year indicates a continued pattern and area of concern.

Technology

Technology Summary

Bowie Middle School has Smart Boards and projectors in most classrooms. Bowie has 27 mobile labs farmed out to students for virtual learning and three computer lab classrooms. Bowie Middle School now has a ratio of one to one on chromebooks per student. All teachers have been trained in using smart boards, discovery education, classlinks, loom, google classroom, flipgrid, paradec, and waking up wonder for enhanced instruction.

Technology Strengths

Bowie Middle School has 27 mobile labs and a one to one ratio of chromebooks to students. Bowie Middle School is using mobile computer labs to implement Teach to One Math and Blended Learning this school year to enhance student's educational growth.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Lack of wifi in all 6 portable buildings required to house students. **Root Cause:** The portables were delivered to campus without access to wifi and we have been waiting for wifi since we ordered it at the beginning of the 2019 - 2020 school year.

Priority Problem Statements

Problem Statement 1: Our student population, though fluctuating slightly year to year, in terms of the mobility of our Hispanic population, continues to be on an overall upward trend. The concern presented in demographics is focused on two key areas: Bowie experiences a high rate of turnover in our professional and teaching staff year to year. Between the 2018-19 to 2019-2020 year, for example our retention percentage for teachers was 62.03% It was even lower amongst administrators, sitting at 25% retention. This connects to overall student achievement concerns due to systems and programs being inconsistently implemented and managed. Teacher experience is another area that has an effect overall. During the 2019-20 school year, for example, 52.06% of the teaching staff had less than 5 years experience.

Root Cause 1:

Problem Statement 1 Areas: Demographics

Problem Statement 2: The lowest area of performance overall was in Grade 8 Math, with 6.96% achieving "Met Standard."

Root Cause 2: Combined with inconsistent teacher capacity for moving students forward, students in Grade 8 were tested every two weeks in this area. Our culture surveys as well as qualitative data around counseling and support PLC conversations indicates that this led to a sharp decline in student initiative and performance.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: The next lowest area of performance in 2019-20 was Grade 7 Math, with 11.66% meeting standard.

Root Cause 3: In this area, our concern was a lack of key concept knowledge in the Grade 7 Math Teachers, identified by PLC data meetings and instructional supports needed regularly throughout the year.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Lack of effective communication between the campus and parent in regards to parent involvement opportunities.

Root Cause 4: Lack of campus plan for effective communication with parents.

Problem Statement 4 Areas: School Culture and Climate

Problem Statement 5: In 2020 Bowie Middle School experienced a high turnover rate for teachers.

Root Cause 5: Teachers had large class sizes and had to give up conference periods to cover classes because lack of substitutes .

Problem Statement 5 Areas: School Culture and Climate

Problem Statement 6: Campus lacked consistent expectations of student, teachers, and administration regarding school processes and academic achievement.

Root Cause 6: 1. Campus did not have a consistent student management system. 2. Expectations for data driven instruction were lacking.

Problem Statement 6 Areas: School Culture and Climate

Problem Statement 7: The district and campus struggled to recruit and retain highly qualified teachers.

Root Cause 7: 1. The campus has a high percentage of teachers with Alternative Certifications.

Problem Statement 7 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 8: Student performance data clearly indicates a misalignment between teacher planning, data tracking, and student achievement

Root Cause 8: We have a perfect storm of conditions on our campus. They include a regularly rotating number of new staff members, needing support, along with a lack of consistent and empowered support staff to ensure that planning and data analysis are totally connected to student outcomes.

Problem Statement 8 Areas: Curriculum, Instruction, and Assessment

Problem Statement 9: Parent involvement is low due to various contributing factors.

Root Cause 9: Factors that contribute to low parent involvement include, lack of planning and implementation of parental involvement strategies and events by the campus and lack of a systematic parent communication strategy or method.

Problem Statement 9 Areas: Parent and Community Engagement

Problem Statement 10: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas.

Root Cause 10: In the 2019-2020 school year, there was a lack of highly qualified teachers working in key content areas. Current staffing for the 2020-21 school year indicates a continued pattern and area of concern.

Problem Statement 10 Areas: School Context and Organization

Problem Statement 11: Lack of wifi in all 6 portable buildings required to house students.

Root Cause 11: The portables were delivered to campus without access to wifi and we have been waiting for wifi since we ordered it at the beginning of the 2019 - 2020 school year.

Problem Statement 11 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Dyslexia Data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- School safety data

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- TTESS data
- T-PESS data

Goals

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Bowie Middle School will ensure efficient systems are in place to increase productivity to meet the needs of all that we serve.


Strategy 1: Daily PLC meetings will be implemented in 6th -8th grade core subjects.	
Strategy's Expected Result/Impact: Planning will be aligned which will improve student performance.	Formative
Staff Responsible for Monitoring: Administrative team, Instructional Specialists and PLC Lead Teachers.	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Improve low-performing schools	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Summative
Targeted Support Strategy	May
Strategy 2: Bowie Middle School will implement and monitor Relay strategies to ensure student progress and teacher efficiency.	
Strategy's Expected Result/Impact: Implementation of Relay school-wide routines and procedures will result in improved student and teacher productivity.	Formative
Staff Responsible for Monitoring: Administrative Team, Instructional Specialists, Department Chairs and Teachers.	Oct
Title I Schoolwide Elements: 2.4, 2.6	Jan
TEA Priorities: Improve low-performing schools	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Summative
Targeted Support Strategy	May

Strategy 3: Develop a master schedule that allows for daily PLC times and planning time for all core subjects. This will include double block instructional times for sixth, seventh and eighth grade ELAR and seventh and eighth grade Math.

<p>Strategy's Expected Result/Impact: Protection of Data Driven Instruction (DDI), Maximizing instructional and planning time to improve student performance.</p> <p>Staff Responsible for Monitoring: Administrative team and Instructional Specialists.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: Improve low-performing schools</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	<p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>	<p>Funding Sources: None</p>	Formative
			Oct
			Jan
	Mar	Summative	
	May		

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

School Culture and Climate

Problem Statement 3: Campus lacked consistent expectations of student, teachers, and administration regarding school processes and academic achievement. **Root Cause:** 1. Campus did not have a consistent student management system. 2. Expectations for data driven instruction were lacking.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student performance data clearly indicates a misalignment between teacher planning, data tracking, and student achievement **Root Cause:** We have a perfect storm of conditions on our campus. They include a regularly rotating number of new staff members, needing support, along with a lack of consistent and empowered support staff to ensure that planning and data analysis are totally connected to student outcomes.

Performance Objective 2: Bowie Middle School will provide differentiated processes for priority classrooms/students.

Strategy 1: Plan and implement effective transition processes for fifth and eighth grades to maintain academic learning and support the social and emotional learning of students.

Strategy's Expected Result/Impact: Students will make a smooth transition to next grade level.

Staff Responsible for Monitoring: Administrative team, counselors, department chairs and teachers.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

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

Problem Statements:

School Culture and Climate 3

Parent and Community Engagement 1

Funding Sources:

None

Formative

Oct

Jan

Mar

Summative

May

Strategy 2: Provide students with instruction that is relevant and appropriate for diverse learners.

Strategy's Expected Result/Impact: Improve student growth.

Staff Responsible for Monitoring: Administrative Team, Instructional Specialists, and Teachers.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:

Student Achievement 2

Curriculum, Instruction, and Assessment 1

School Context and Organization 1

Funding Sources:

None

Formative

Oct

Jan


Mar

Summative

May

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Student Achievement

Problem Statement 2: The next lowest area of performance in 2019-20 was Grade 7 Math, with 11.66% meeting standard. **Root Cause:** In this area, our concern was a lack of key concept knowledge in the Grade 7 Math Teachers, identified by PLC data meetings and instructional supports needed regularly throughout the year.

School Culture and Climate

Problem Statement 3: Campus lacked consistent expectations of student, teachers, and administration regarding school processes and academic achievement. **Root Cause:** 1. Campus did not have a consistent student management system. 2. Expectations for data driven instruction were lacking.

Curriculum, Instruction, and Assessment

Problem Statement 1: Student performance data clearly indicates a misalignment between teacher planning, data tracking, and student achievement **Root Cause:** We have a perfect storm of conditions on our campus. They include a regularly rotating number of new staff members, needing support, along with a lack of consistent and empowered support staff to ensure that planning and data analysis are totally connected to student outcomes.

Parent and Community Engagement

Problem Statement 1: Parent involvement is low due to various contributing factors. **Root Cause:** Factors that contribute to low parent involvement include, lack of planning and implementation of parental involvement strategies and events by the campus and lack of a systematic parent communication strategy or method.

School Context and Organization

Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause:** In the 2019-2020 school year, there was a lack of highly qualified teachers working in key content areas. Current staffing for the 2020-21 school year indicates a continued pattern and area of concern.

Performance Objective 3: Bowie Middle School will embed technology for anytime, anywhere teaching and learning.

Strategy 1: Provide teachers with the necessary tools and training to embed technology in face-to-face and remote lessons.		
Strategy's Expected Result/Impact: Every student will participate in Google Classroom both virtually and in school which will align to our hybrid educational environment.		Formative
Staff Responsible for Monitoring: Administrators, Instructional Specialists and Department Chairs.		Oct
Title I Schoolwide Elements: 2.4, 2.6		Jan
TEA Priorities: Improve low-performing schools		Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		Summative
Problem Statements: School Context and Organization 1 Technology 1		May
Funding Sources: None		
Strategy 2: Use opportunity for a Blended Learning Grant to ensure student achievement growth through increased blended learning opportunity and teacher professional development.		
Strategy's Expected Result/Impact: Increased academic performance and improved social and emotional learning due to more effective instruction.		Formative
Staff Responsible for Monitoring: Administrators, Instructional Specialists and Department Chairs.		Oct
Title I Schoolwide Elements: None		Jan
TEA Priorities: None		Mar
ESF Levers: None		Summative
Problem Statements: None		May
Funding Sources: None		
Strategy 3: Using data sources and teacher planning to ensure that each student receives differentiated instruction.		
Strategy's Expected Result/Impact: Increased academic performance and improved social and emotional learning due to more effective instruction.		Formative
Staff Responsible for Monitoring: Administrators, Instructional Specialists, teachers, and Department Chairs.		Oct
Title I Schoolwide Elements: None		Jan
TEA Priorities: None		Mar
ESF Levers: None		Summative
Problem Statements: None		May
Funding Sources: None		



No Progress



Accomplished



Continue/Modify



Discontinue





School Context and Organization

Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause:** In the 2019-2020 school year, there was a lack of highly qualified teachers working in key content areas. Current staffing for the 2020-21 school year indicates a continued pattern and area of concern.

Technology

Problem Statement 1: Lack of wifi in all 6 portable buildings required to house students. **Root Cause:** The portables were delivered to campus without access to wifi and we have been waiting for wifi since we ordered it at the beginning of the 2019 - 2020 school year.

Performance Objective 4: Bowie Middle School will provide a rigorous, relevant and engaging curriculum

Strategy 1: Teachers will create rigorous lesson plans using district created unit overviews.		
Strategy's Expected Result/Impact: Increased student engagement through comprehensive lesson plans, growth on NWEA/MAP Assessments.		Formative
Staff Responsible for Monitoring: Administrative Team, Instructional Specialists, Department Chairs, and Teachers.		Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements:	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Curriculum, Instruction, and Assessment 1 School Context and Organization 1	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Funding Sources: None	Summative
		May
Strategy 2: Teachers will be trained on and will implement the Laying the Foundations Curriculum for Honors/GT Students.		
Strategy's Expected Result/Impact: Increase "Masters" performance across all subject areas on 2021 STAAR.		Formative
Staff Responsible for Monitoring: Administrative Team, Department Chairs, Instructional Specialists and Honors Teachers.		Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Jan
TEA Priorities: Improve low-performing schools	Funding Sources:	Mar
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	None	Summative
		May
 No Progress  Accomplished  Continue/Modify  Discontinue		
Curriculum, Instruction, and Assessment		
Problem Statement 1: Student performance data clearly indicates a misalignment between teacher planning, data tracking, and student achievement Root Cause: We have a perfect storm of conditions on our campus. They include a regularly rotating number of new staff members, needing support, along with a lack of consistent and empowered support staff to ensure that planning and data analysis are totally connected to student outcomes.		
School Context and Organization		
Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. Root Cause: In the 2019-2020 school year, there was a lack of highly qualified teachers working in key content areas. Current staffing for the 2020-21 school year indicates a continued pattern and area of concern.		

Performance Objective 5: Bowie Middle School will provide and safe and supportive school environment


Strategy 1: Teachers will complete annual Safe School training (ie Blood Borne Pathogens, Cyber Security and COVID-19 Training), and will attend Ethics, Trauma and Sexual Harassment training.	
Strategy's Expected Result/Impact: Students and Teacher will have a safe environment that is conducive to learning.	Formative
Staff Responsible for Monitoring: Administrative Team , Department Chairs.	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: Recruit, support, retain teachers and principals	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Summative
Problem Statements: School Culture and Climate 2	May
Funding Sources: None	
Strategy 2: Teachers will be trained on CHAMPS and will utilize training in classrooms and throughout the building.	
Strategy's Expected Result/Impact: Student will have a safe environment that is conducive to learning.	Formative
Staff Responsible for Monitoring: Administrative Team, Department Chairs	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: Improve low-performing schools	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Summative
Problem Statements: School Culture and Climate 3	May
Funding Sources: None	
Targeted Support Strategy	

Strategy 3: Administrators will model BRES school-wide routines and procedures, while providing teacher/staff coaching on the Culture Playbook process.

Strategy's Expected Result/Impact: Improve student safety, improve transitions	Formative Oct Jan Mar Summative May	
Staff Responsible for Monitoring: Administrators, Teachers, Instructional Specialists.		
Title I Schoolwide Elements: None		Problem Statements: None
TEA Priorities: Improve low-performing schools		Funding Sources: None
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

School Culture and Climate

Problem Statement 2: In 2020 Bowie Middle School experienced a high turnover rate for teachers. **Root Cause:** Teachers had large class sizes and had to give up conference periods to cover classes because lack of substitutes .





Problem Statement 3: Campus lacked consistent expectations of student, teachers, and administration regarding school processes and academic achievement. **Root Cause:** 1. Campus did not have a consistent student management system. 2. Expectations for data driven instruction were lacking.

Performance Objective 6: Annual student attendance will increase from 92.8 in 2019-2020 to 94.0 in 2020-2021.

Evaluation Data Sources: iTTCS Attendance Data

Weekly Attendance and Drop Out Dashboard Data From Community Outreach Center (COC)

Summative Evaluation: None

Strategy 1: Bowie Middle School will provide incentives for perfect attendance each six weeks in an effort to improve attendance to 94.0 %	
Strategy's Expected Result/Impact: Attendance will improve to 94.0%	Formative
Staff Responsible for Monitoring: Attendance Clerks, APs, SAS Counselor	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Improve low-performing schools	Mar
ESF Levers: Lever 3: Positive School Culture	Summative
Problem Statements: School Culture and Climate 1 Parent and Community Engagement 1	May
Funding Sources: None	
Strategy 2: Bowie will monitor student attendance through the attendance clerks, and make contact with parents of students that fail to achieve the 90% rule of required attendance.	
Strategy's Expected Result/Impact: Increased awareness by parents of students with attendance issues and improved rate of student attendance.	Formative
Staff Responsible for Monitoring: Attendance Clerks, SAS Counselors and Assistant Principals, Communities in Schools Representative.	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Improve low-performing schools	Mar
ESF Levers: Lever 3: Positive School Culture	Summative
Problem Statements: School Culture and Climate 1 Parent and Community Engagement 1	May
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	
School Culture and Climate	
Problem Statement 1: Lack of effective communication between the campus and parent in regards to parent involvement opportunities. Root Cause: Lack of campus plan for effective communication with parents.	

Parent and Community Engagement

Problem Statement 1: Parent involvement is low due to various contributing factors. **Root Cause:** Factors that contribute to low parent involvement include, lack of planning and implementation of parental involvement strategies and events by the campus and lack of a systematic parent communication strategy or method.

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: In 2020-21, Bowie Middle School will offer a job-embedded, personalized professional learning system for teachers and administrators.

Evaluation Data Sources: Employee Performance Evaluations
 Staff Retention Rates
 Eduphoria STRIVE

Summative Evaluation: None

Strategy 1: Each campus administrator will conduct a minimum of five documented walkthroughs and/or observation and feedback meetings per week.

Strategy's Expected Result/Impact: Improve instruction which will have a positive impact on student outcomes.	Formative
Staff Responsible for Monitoring: Administrative team and Instructional Specialists.	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Summative
Problem Statements: Curriculum, Instruction, and Assessment 1 School Context and Organization 1	May
Funding Sources: None	

Strategy 2: Campus instructional leaders will leverage digital learning to develop teacher skills in the blended learning model

Strategy's Expected Result/Impact: Students will receive more robust virtual instruction, due to increased teacher capacity.	Formative
Staff Responsible for Monitoring: Administrative team and Instructional Specialists.	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	



No Progress



Accomplished



Continue/Modify



Discontinue

Curriculum, Instruction, and Assessment

Problem Statement 1: Student performance data clearly indicates a misalignment between teacher planning, data tracking, and student achievement **Root Cause:** We have a perfect storm of conditions on our campus. They include a regularly rotating number of new staff members, needing support, along with a lack of consistent and empowered support staff to ensure that planning and data analysis are totally connected to student outcomes.





School Context and Organization

Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause:** In the 2019-2020 school year, there was a lack of highly qualified teachers working in key content areas. Current staffing for the 2020-21 school year indicates a continued pattern and area of concern.

Performance Objective 2: The campus teacher retention rate will increase from 62% in 2020 to 80% in 2021.

Evaluation Data Sources: TAPR Report

Summative Evaluation: None

Strategy 1: Relay coaching will be implemented by administrative team through use of observation and feedback to identify gaps in instruction and foster teacher improvement.	
Strategy's Expected Result/Impact: Train and grow highly effective teachers.	Formative
Staff Responsible for Monitoring: Administrative Team, Instructional Specialists	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Summative
Problem Statements: School Culture and Climate 2 Staff Quality, Recruitment, and Retention 1 School Context and Organization 1	May
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	
School Culture and Climate	
Problem Statement 2: In 2020 Bowie Middle School experienced a high turnover rate for teachers. Root Cause: Teachers had large class sizes and had to give up conference periods to cover classes because lack of substitutes .	
Staff Quality, Recruitment, and Retention	
Problem Statement 1: The district and campus struggled to recruit and retain highly qualified teachers. Root Cause: 1. The campus has a high percentage of teachers with Alternative Certifications.	
School Context and Organization	
Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. Root Cause: In the 2019-2020 school year, there was a lack of highly qualified teachers working in key content areas. Current staffing for the 2020-21 school year indicates a continued pattern and area of concern.	

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Bowie Middle School will implement innovative instructional models which enable personalized learning for all students.

Targeted or ESF High Priority

Evaluation Data Sources: Observations, Data sessions, teacher evaluation rubrics, district and state assessments.

Summative Evaluation: None

Strategy 1: Bowie Middle School will utilize K-12 Summit to improve language acquisition for ELs.	
Strategy's Expected Result/Impact: Increase in scores in TELPAS and or exit the ESL program	Formative
Staff Responsible for Monitoring: Administrative Team, teachers, ESL Facilitators/Aides.	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: Lever 5: Effective Instruction	Summative
Targeted Support Strategy	May
Strategy 2: Bowie Middle School will use Imagine Math/Reading to scaffold individual student learning.	
Strategy's Expected Result/Impact: Close student gaps in Reading and Math.	Formative
Staff Responsible for Monitoring: Administrative Team, Teachers, IS	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Targeted Support Strategy	May

Strategy 3: Bowie Middle School will use Brain Child to scaffold learning for Special Education students

Strategy's Expected Result/Impact: Using performance data close current gaps in math and reading for all students.	Formative
Staff Responsible for Monitoring: Administrative Team, Special Education Teachers, and Teachers.	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Problem Statements: Student Achievement 1, 2 School Context and Organization 1	May
Funding Sources: None	

Strategy 4: Bowie Middle School will utilize the Laying the Foundations curriculum for Honors/GT Students.

Strategy's Expected Result/Impact: Differentiate instruction to ensure that 85% of students move from meets to masters on the STAAR test.	Formative
Staff Responsible for Monitoring: Administrative Team, Honors/GT Teachers, IS.	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Problem Statements: None	May
Funding Sources: None	

Strategy 5: Teach to One Math will be implemented in sixth and seventh grade to close the learning gaps that students have in math.

Strategy's Expected Result/Impact: Bring students up, by 15%, to grade level in Math and improve student achievement on STAAR and District Assessments	Formative
Staff Responsible for Monitoring: Administrative Team, IS, Math Director, and teachers.	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Problem Statements: None	May
Funding Sources: None	
Targeted Support Strategy	



No Progress



Accomplished



Continue/Modify



Discontinue

Student Achievement

Problem Statement 1: The lowest area of performance overall was in Grade 8 Math, with 6.96% achieving "Met Standard." **Root Cause:** Combined with inconsistent teacher capacity for moving students forward, students in Grade 8 were tested every two weeks in this area. Our culture surveys as well as qualitative data around counseling and support PLC conversations indicates that this led to a sharp decline in student initiative and performance.

Problem Statement 2: The next lowest area of performance in 2019-20 was Grade 7 Math, with 11.66% meeting standard. **Root Cause:** In this area, our concern was a lack of key concept knowledge in the Grade 7 Math Teachers, identified by PLC data meetings and instructional supports needed regularly throughout the year.

School Context and Organization

Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause:** In the 2019-2020 school year, there was a lack of highly qualified teachers working in key content areas. Current staffing for the 2020-21 school year indicates a continued pattern and area of concern.

Performance Objective 2: 6th Grade Reading "Meets Standard" percentage will increase from 23 % in 2019 to 57% in 2021 as measured by the STAAR.

Evaluation Data Sources: District benchmarks and STAAR test data

Summative Evaluation: None

Strategy 1: Continue the implementation of the Balanced Literacy framework.	
Strategy's Expected Result/Impact: Increase the "meets" percentage in Reading on the STAAR Exam.	Formative
Staff Responsible for Monitoring: Administrative Team, Teachers, Instructional Specialists.	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Targeted Support Strategy	May

Strategy 2: Continue the implementation of 90 minute block scheduling for 6th Grade Reading which allows more time for remediation, intervention and re-teach.

Strategy's Expected Result/Impact: Growth in percentage of students who achieve "Meets" on STAAR.	
Staff Responsible for Monitoring: Administrative Team, Instructional Specialists, Teachers.	Formative
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Oct
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Jan
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Mar
Targeted Support Strategy	Summative
	May



No Progress



Accomplished



Continue/Modify



Discontinue

Student Achievement

Problem Statement 1: The lowest area of performance overall was in Grade 8 Math, with 6.96% achieving "Met Standard." **Root Cause:** Combined with inconsistent teacher capacity for moving students forward, students in Grade 8 were tested every two weeks in this area. Our culture surveys as well as qualitative data around counseling and support PLC conversations indicates that this led to a sharp decline in student initiative and performance.

School Context and Organization

Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause:** In the 2019-2020 school year, there was a lack of highly qualified teachers working in key content areas. Current staffing for the 2020-21 school year indicates a continued pattern and area of concern.

Performance Objective 3: 6th grade math "meets" percentage will increase from 27% in 2019 to 57% in 2021 as measured by the STAAR.

Strategy 1: Bowie Middle School will continue implementation of Teach to One Math for Sixth Grade Math.	
Strategy's Expected Result/Impact: Close gaps in student learning in Math.	Formative
Staff Responsible for Monitoring: Administrative Team, Instructional Specialist, Math Director, TTO Teachers.	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Targeted Support Strategy	May
Strategy 2: Bowie Middle School will continue the implementation of 90 minute blocked classes for sixth and seventh grade math.	
Strategy's Expected Result/Impact: Students will have exposure to five modalities of math which will increase the number of students who achieve "Meets" on the STAAR Math Exam.	Formative
Staff Responsible for Monitoring: Administrative Team, Instructional Specialists, Math Director, teach to one (TTO) Teachers.	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Targeted Support Strategy	May

Strategy 3: Bowie Middle School Sixth Grade Math teachers will participate in PLCs daily and will have a planning period daily in which to plan their lessons.

<p>Strategy's Expected Result/Impact: Closing of gaps in math learning, increase in number of students who achieve "Meets" on STAAR Math.</p> <p>Staff Responsible for Monitoring: Administrative Team, Instructional Specialist, Math Director, TTO Teachers.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Targeted Support Strategy</p>	Formative
	Oct
	Jan
	Mar
	Summative
	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Student Achievement

Problem Statement 1: The lowest area of performance overall was in Grade 8 Math, with 6.96% achieving "Met Standard." **Root Cause:** Combined with inconsistent teacher capacity for moving students forward, students in Grade 8 were tested every two weeks in this area. Our culture surveys as well as qualitative data around counseling and support PLC conversations indicates that this led to a sharp decline in student initiative and performance.

Problem Statement 2: The next lowest area of performance in 2019-20 was Grade 7 Math, with 11.66% meeting standard. **Root Cause:** In this area, our concern was a lack of key concept knowledge in the Grade 7 Math Teachers, identified by PLC data meetings and instructional supports needed regularly throughout the year.





Curriculum, Instruction, and Assessment

Problem Statement 1: Student performance data clearly indicates a misalignment between teacher planning, data tracking, and student achievement **Root Cause:** We have a perfect storm of conditions on our campus. They include a regularly rotating number of new staff members, needing support, along with a lack of consistent and empowered support staff to ensure that planning and data analysis are totally connected to student outcomes.

School Context and Organization

Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause:** In the 2019-2020 school year, there was a lack of highly qualified teachers working in key content areas. Current staffing for the 2020-21 school year indicates a continued pattern and area of concern.

Performance Objective 4: 8th Grade Reading "meets standard" percentage will increase from 35% in 2019 to 57% in 2021 as measured by the STAAR.

Strategy 1: Bowie Middle School Eighth Grade Reading teachers will have PLCs and a planning period daily.	
Strategy's Expected Result/Impact: Target needed skills to improve student performance data.	Formative
Staff Responsible for Monitoring: Administrative Team, Instructional Specialist, Teachers	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Targeted Support Strategy	May
Strategy 2: Bowie Middle School will implement 90 minute block scheduling for grade 8 Reading.	
Strategy's Expected Result/Impact: Increased number of students achieving "Meets" on STAAR Reading	Formative
Staff Responsible for Monitoring: Administrative Team, Instructional Specialists, Teachers.	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Summative
Targeted Support Strategy	May
 No Progress  Accomplished  Continue/Modify  Discontinue	
Curriculum, Instruction, and Assessment	
Problem Statement 1: Student performance data clearly indicates a misalignment between teacher planning, data tracking, and student achievement Root Cause: We have a perfect storm of conditions on our campus. They include a regularly rotating number of new staff members, needing support, along with a lack of consistent and empowered support staff to ensure that planning and data analysis are totally connected to student outcomes.	
School Context and Organization	
Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. Root Cause: In the 2019-2020 school year, there was a lack of highly qualified teachers working in key content areas. Current staffing for the 2020-21 school year indicates a continued pattern and area of concern.	

Performance Objective 5: 8th grade Math "meets" percentage will increase from 18% in 2019 to 48% in 2021 as measured by the STAAR.

Strategy 1: Bowie Middle School Eighth Grade Math teachers will have a PLC and planning period daily in order to disaggregate data and plan.

Strategy's Expected Result/Impact: Increase number of students achieving "Meets" on STAAR Math.

Staff Responsible for Monitoring: Administrative Team, Instructional Specialist, Teachers.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

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

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Targeted Support Strategy

Problem Statements:
Curriculum, Instruction, and Assessment 1

Funding Sources:
None

Formative

Oct

Jan

Mar

Summative

May



No Progress



Accomplished



Continue/Modify



Discontinue

Curriculum, Instruction, and Assessment

Problem Statement 1: Student performance data clearly indicates a misalignment between teacher planning, data tracking, and student achievement **Root Cause:** We have a perfect storm of conditions on our campus. They include a regularly rotating number of new staff members, needing support, along with a lack of consistent and empowered support staff to ensure that planning and data analysis are totally connected to student outcomes.

Performance Objective 6: 8th grade Science "meets" percentage will increase from 26% in 2019 to 45% in 2021 as measured by the STAAR.

Strategy 1: Bowie Middle School Eighth Grade Science Teachers will have a PLC and planning period daily in order to disaggregate data and plan.

Strategy's Expected Result/Impact: Increase percentage of students who achieve "Meets" on Eighth Grade Science STAAR.	Formative
Staff Responsible for Monitoring: Administrative Team, Instructional Specialist.	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Improve low-performing schools	Mar
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Summative
Targeted Support Strategy	May

Strategy 2: Bowie Middle School will utilize Brain Pop to support student learning.

Strategy's Expected Result/Impact: Increased number of students achieving "Meets" on STAAR Science Exam.	Formative
Staff Responsible for Monitoring: Administrative Team, Instructional Specialist, Department Chair, Teachers.	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Improve low-performing schools	Mar
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
	May


Strategy 3: Bowie Middle School will implement a LEGO Robotics Program for Grade 7 and 8 students during the 2020-2021 school year.


Strategy's Expected Result/Impact: Increase in student engagement in the field of Science/Tech.	Formative
Staff Responsible for Monitoring: Principal, AP, Robotics Teacher.	Oct
Title I Schoolwide Elements: 2.4, 2.5	Jan
TEA Priorities: Improve low-performing schools	Mar
ESF Levers: Lever 5: Effective Instruction	Summative
Problem Statements: School Context and Organization 1	May
Funding Sources: None	

Strategy 4: Bowie Middle School will integrate Science into ELAR during non fiction units

Strategy's Expected Result/Impact: Support Science through reading across the curriculum.	Formative
Staff Responsible for Monitoring: Administrative Team, Instructional Specialist, ELAR and Science Department Chairs.	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Improve low-performing schools	Mar
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Problem Statements: School Context and Organization 1	May
Funding Sources: None	

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue





Curriculum, Instruction, and Assessment

Problem Statement 1: Student performance data clearly indicates a misalignment between teacher planning, data tracking, and student achievement **Root Cause:** We have a perfect storm of conditions on our campus. They include a regularly rotating number of new staff members, needing support, along with a lack of consistent and empowered support staff to ensure that planning and data analysis are totally connected to student outcomes.

School Context and Organization

Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause:** In the 2019-2020 school year, there was a lack of highly qualified teachers working in key content areas. Current staffing for the 2020-21 school year indicates a continued pattern and area of concern.

Performance Objective 7: The percentage of students scoring "Meets" on the first administration of the Algebra I EOC will increase from 86% to 90% will improve as measured by the 2021 STAAR Assessment.

Strategy 1: Teachers will attend District INSPIRE Calculator training throughout the year.	
Strategy's Expected Result/Impact: Student scores will improve on ALG I EOC	Formative
Staff Responsible for Monitoring: Administrative team, IS, Math Department Chair, Algebra Teacher	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Problem Statements: Student Achievement 2 School Context and Organization 1	May
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	
Student Achievement	
Problem Statement 2: The next lowest area of performance in 2019-20 was Grade 7 Math, with 11.66% meeting standard. Root Cause: In this area, our concern was a lack of key concept knowledge in the Grade 7 Math Teachers, identified by PLC data meetings and instructional supports needed regularly throughout the year.	
School Context and Organization	
Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. Root Cause: In the 2019-2020 school year, there was a lack of highly qualified teachers working in key content areas. Current staffing for the 2020-21 school year indicates a continued pattern and area of concern.	

Performance Objective 8: The percentage of students that Met Standard on all subjects/grades tested will increase from 25% (2019 STAAR) to 29% as measured by the 2021 STAAR assessment.

Strategy 1: 90 minute Block scheduling will be provided to increase instructional time for sixth through eighth ELAR as well as sixth and seventh grade Math.	
Strategy's Expected Result/Impact: Improved student achievement on district assessments and STAAR	Formative
Staff Responsible for Monitoring: Administrative team, ISs, Department Chairs	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Targeted Support Strategy	May
Strategy 2: Teachers will provide target STAAR tutoring for students as needed throughout the week.	
Strategy's Expected Result/Impact: Improved student achievement on district assessments and STAAR.	Formative
Staff Responsible for Monitoring: Administrative team, ISs, Teachers	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Summative
Targeted Support Strategy	May

Strategy 3: Teach to One Math will be implemented in sixth and seventh grade to close learning gaps that students have in Math

Strategy's Expected Result/Impact: Bring students up to grade level in Math and improve data and student achievement on STAAR and District Assessments

Formative

Staff Responsible for Monitoring: Administrative Team, IS, Math Director

Oct

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements:
Student Achievement 2

Jan

TEA Priorities: Improve low-performing schools

Funding Sources:
None

Mar

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Summative

Targeted Support Strategy

May

Strategy 4: All core subject teachers will have daily protected PLC time as well as a daily planning period and Big Rocks Intensive Support and Training on Rigor.

Strategy's Expected Result/Impact: Teachers will have more time to analyze data and plan, which will result in student growth.

Formative

Staff Responsible for Monitoring: Leadership Team, ISs,

Oct

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements:
Curriculum, Instruction, and Assessment 1

Jan

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

Funding Sources:
None

Mar


ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Summative

May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Student Achievement

Problem Statement 1: The lowest area of performance overall was in Grade 8 Math, with 6.96% achieving "Met Standard." **Root Cause:** Combined with inconsistent teacher capacity for moving students forward, students in Grade 8 were tested every two weeks in this area. Our culture surveys as well as qualitative data around counseling and support PLC conversations indicates that this led to a sharp decline in student initiative and performance.

Problem Statement 2: The next lowest area of performance in 2019-20 was Grade 7 Math, with 11.66% meeting standard. **Root Cause:** In this area, our concern was a lack of key concept knowledge in the Grade 7 Math Teachers, identified by PLC data meetings and instructional supports needed regularly throughout the year.





Curriculum, Instruction, and Assessment

Problem Statement 1: Student performance data clearly indicates a misalignment between teacher planning, data tracking, and student achievement **Root Cause:** We have a perfect storm of conditions on our campus. They include a regularly rotating number of new staff members, needing support, along with a lack of consistent and empowered support staff to ensure that planning and data analysis are totally connected to student outcomes.

School Context and Organization

Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause:** In the 2019-2020 school year, there was a lack of highly qualified teachers working in key content areas. Current staffing for the 2020-21 school year indicates a continued pattern and area of concern.

Performance Objective 9: The percentage of students meeting or exceeding the growth target will increase from 57% in 2020 to 75% in 2021.

Strategy 1: Bowie Middle School will implement DDI through PLCs to plan, teach and re-teach	
Strategy's Expected Result/Impact: Student Growth	Formative
Staff Responsible for Monitoring: Administrative Team, IS	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Problem Statements: Curriculum, Instruction, and Assessment 1 School Context and Organization 1	May
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	
Curriculum, Instruction, and Assessment	
Problem Statement 1: Student performance data clearly indicates a misalignment between teacher planning, data tracking, and student achievement Root Cause: We have a perfect storm of conditions on our campus. They include a regularly rotating number of new staff members, needing support, along with a lack of consistent and empowered support staff to ensure that planning and data analysis are totally connected to student outcomes.	
School Context and Organization	
Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. Root Cause: In the 2019-2020 school year, there was a lack of highly qualified teachers working in key content areas. Current staffing for the 2020-21 school year indicates a continued pattern and area of concern.	

Performance Objective 10: Create systems that support all graduating seniors to and through college, career, and military decisions.

Strategy 1: Middle school students, parents, counselors and teachers will be provided information annually concerning dual credit, higher education admissions, financial aid, TEXAS grant, TEACH for TEXAS grant to guide their decisions on course selections.

Strategy's Expected Result/Impact: More effective course selections, resulting in more graduates being prepared for college, career, or military service.

Staff Responsible for Monitoring: Administrative Team, IS, Teaching staff

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative


Oct


Jan


Mar


Summative

May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Daily PLC meetings will be implemented in 6th -8th grade core subjects.
1	1	2	Bowie Middle School will implement and monitor Relay strategies to ensure student progress and teacher efficiency.
1	5	2	Teachers will be trained on CHAMPS and will utilize training in classrooms and throughout the building.
3	1	1	Bowie Middle School will utilize K-12 Summit to improve language acquisition for ELs.
3	1	2	Bowie Middle School will use Imagine Math/Reading to scaffold individual student learning.
3	1	5	Teach to One Math will be implemented in sixth and seventh grade to close the learning gaps that students have in math.
3	2	1	Continue the implementation of the Balanced Literacy framework.
3	2	2	Continue the implementation of 90 minute block scheduling for 6th Grade Reading which allows more time for remediation, intervention and re-teach.
3	3	1	Bowie Middle School will continue implementation of Teach to One Math for Sixth Grade Math.
3	3	2	Bowie Middle School will continue the implementation of 90 minute blocked classes for sixth and seventh grade math.
3	3	3	Bowie Middle School Sixth Grade Math teachers will participate in PLCs daily and will have a planning period daily in which to plan their lessons.
3	4	1	Bowie Middle School Eighth Grade Reading teachers will have PLCs and a planning period daily.
3	4	2	Bowie Middle School will implement 90 minute block scheduling for grade 8 Reading.
3	5	1	Bowie Middle School Eighth Grade Math teachers will have a PLC and planning period daily in order to disaggregate data and plan.
3	6	1	Bowie Middle School Eighth Grade Science Teachers will have a PLC and planning period daily in order to disaggregate data and plan.
3	8	1	90 minute Block scheduling will be provided to increase instructional time for sixth through eighth ELAR as well as sixth and seventh grade Math.
3	8	2	Teachers will provide target STAAR tutoring for students as needed throughout the week.

Goal	Objective	Strategy	Description
3	8	3	Teach to One Math will be implemented in sixth and seventh grade to close learning gaps that students have in Math

State Compensatory

Budget for Bowie Middle School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
164.11..00.043.6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$100,000.00
	6100 Subtotal:	\$100,000.00

Personnel for Bowie Middle School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cynthia Pierce	Teacher	Dyslexia	
Dan Dorethy	SAS Counselor	Counseling	
Sylvia Gonzales	Liaison	Communities in schools	

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Teach to One Math-\$22,000

Parent Engagement-Family Nights-\$2857.00

Purchase of 2 new mobile computer stations (COWS)-\$17,000.00

Admin Professional Development-\$13,000.00

Counselor Professional Development-\$1500.00

Teacher Professional Development-\$15,000

Title I Budget-74,329.00

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Stakeholders include Dept Chairs, teachers, Administrators, Counselors, campus feedback and parent involvement.

2.2: Regular monitoring and revision

The Campus Improvement Plan will be monitored and revised at in November and February of the school year to make revisions.

2.3: Available to parents and community in an understandable format and language

Parent Meeting planning following district related time line and posted on campus website for parent access.

2.4: Opportunities for all children to meet State standards

Bowie has the strategies of the ECISD Middle School redesign which includes the following:

90 Minute block for 6th ELAR/Math and 7th ELAR

Teach to One Math for 6th Grade Math

Implementation of new ELAR TEKS

Dedicated PLC Planning for 6th and 7th Grade ELAR and Math teachers

AVID EXCEL for 6th Grade

AVID MSEAN Mentoring

CHAMPS

Relay

After School and before school tutoring

Istation

Imagine Math

2.5: Increased learning time and well-rounded education

Learning time will increase 6th Grade ELAR and Math as well as 7th ELAR as they are moving to a 90 minute block schedule.

2.6: Address needs of all students, particularly at-risk

All planned and implemented academic strategies are designed to meet the needs of At-Risk students on the campus.

At-Risk students will be monitored for the following:

1. Academic growth and performance

Math

ELAR

2. Attendance

3. Intervention

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parent policy and parent compact will be developed by members of the school including parents. Both documents will focus on student achievement and parent involvement.

The documents will be distributed during Open House and parent nights.

3.2: Offer flexible number of parent involvement meetings

Flexible parent involvement meetings include;

6th Grade parent orientation

Meet Your Teacher Night-Open House

Family Nights (Math, Science, Reading)

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	8	1	Tutoring Supplemental Pay		\$0.00
Sub-Total					\$0.00
Title One School- Improvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	6	2			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums