

Ector County Independent School District

Bowie Middle School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Mission

The mission of Bowie Middle School is to work in partnership with students and families as a learning community, striving to ensure that each student gains the knowledge, skills, and core values needed to achieve personal success and to enrich their community.

Vision

Vision

Our vision is that Bowie is a community of learners focused on a positive culture, consistent and meaningful learning, and uplifting relationships.

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

- Total Enrollment 1,182 students
- 6th Grade - 32.2% 381 students
- 7th Grade - 33.8% 399 students
- 8th Grade -34.0% 402 students
- Ethnic Diversity Two or More - 1.3%; Native Hawaiian/Pacific Islander - 0.4%; American Indian or Alaska Native - 0.1%; Asian - 1.0%; Black or African American - 3.6%; White - 10.4 %; Hispanic Latino - 83.3%
- Special Population: At Risk - 72.2%; Eco Dis - 55.3%; LEP - 19.9%; Special Education - 10.5%; ESL Education - 10.8%; Alternative Language - 8.2%; Gifted & Talented Education - 14.0%; Immigrant - 1.2%; Migrant - 0.3%; Military Connected - 1.1%; Foster Care - 0.8%; Homeless - 3.1%; Dyslexia - 5.0%

Demographics Strengths

1. Demographics have little mobility.
2. Size of ESL vs LEP Population
3. Size of the Gifted and Talented program
4. Diversity of population
5. Even distribution amongst grade levels.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our student population, though shifting slightly year to year, is on an overall stable trend. The concern presented in demographics is focused on two key areas: Bowie experiences turnover in our professional and teaching staff year to year and our teaching staff has traditionally been heavy with uncertified or year 1-5

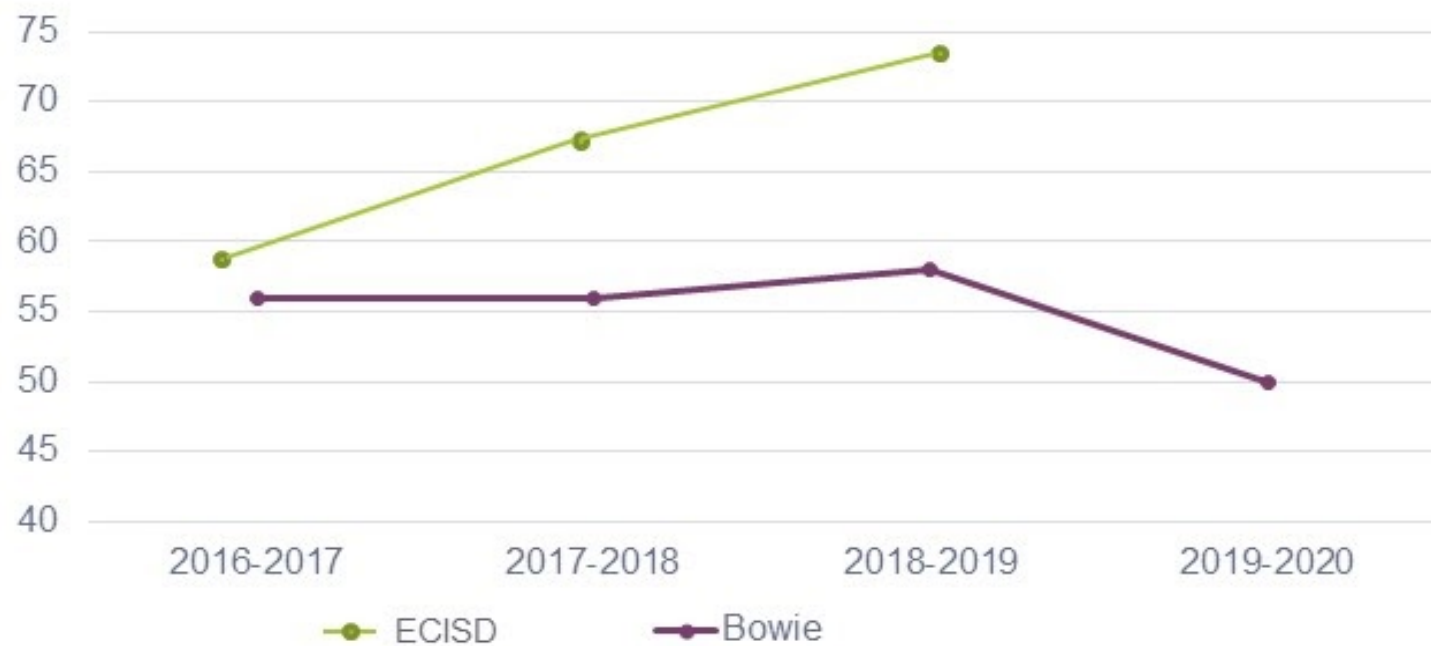
teachers. **Root Cause:** This connects to overall student achievement concerns due to systems and programs being inconsistently implemented and managed. That reality was compounded for the 2021-22 school year with the reconstitution of Bowie. This year's teacher retention rate is 36% with 50 staff vacancies for the coming year (as of 5/10/2021). The Administration turnover rate for this year is 80% (reconstitution)

Student Learning

Student Learning Summary

Bowie and ECISD

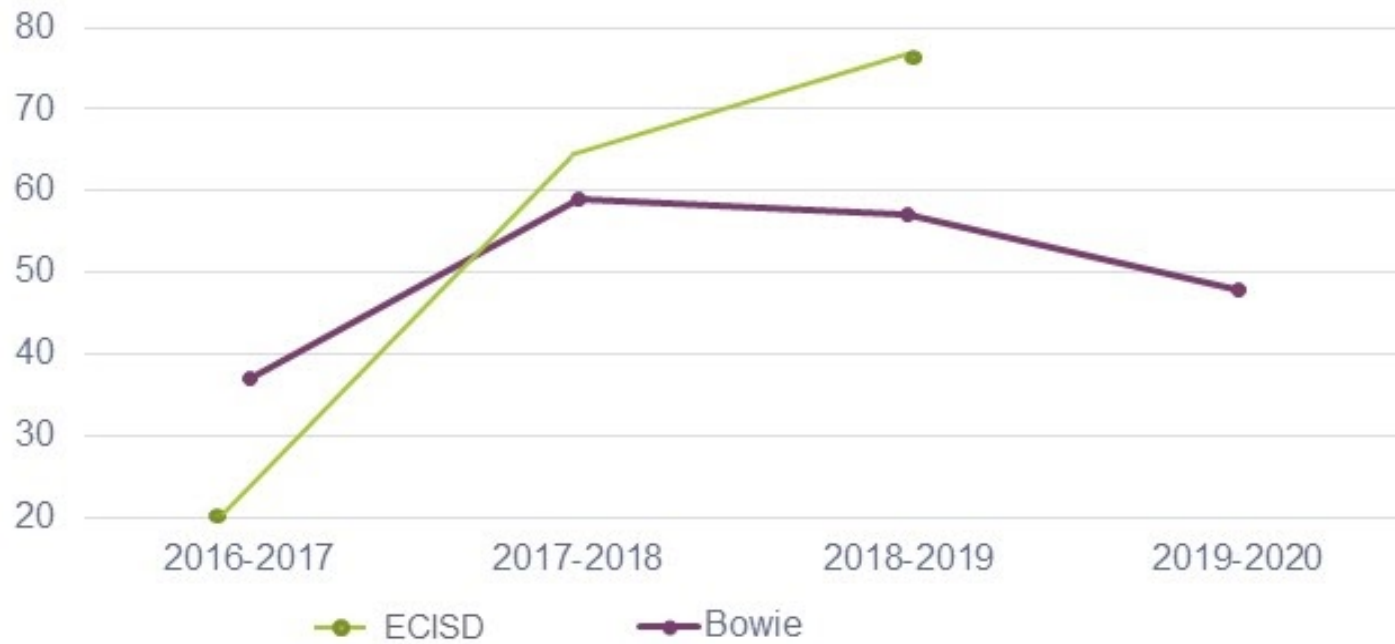
Student Achievement



Source:
2016-2017, 2017-2018, 2018-2019: TEA Report Cards (Index 1/Domain 1- Student Achievement) 1.3.21
2019-2020: Educator STAAR Released Benchmark (Load/Word Report Card Template) 2.2.20

Bowie and ECISD

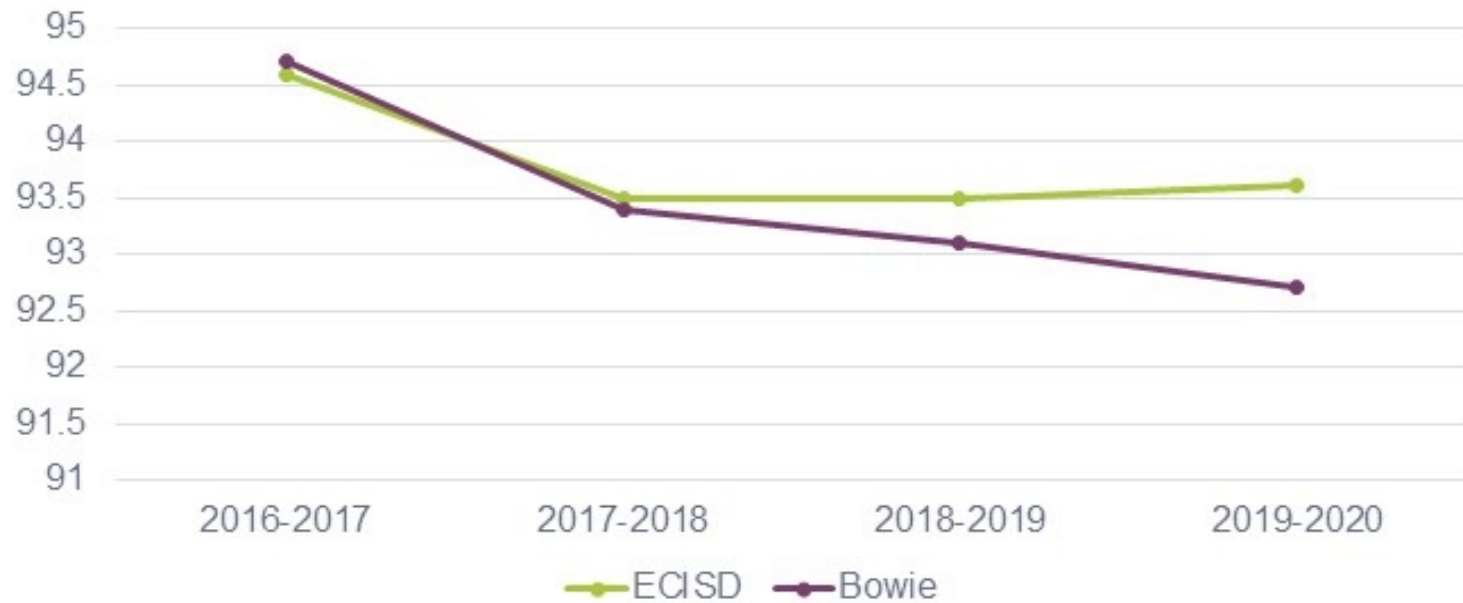
Student Growth



Source:
2016-2017, 2017-2018, 2018-2019: TEA Report Cards (Index 2/Domain 2) 1.3.21
2019-2020: Eduphoria STAAR Released Benchmark (Lead4Ward Report Card Template) 3.3.20

Bowie and ECISD

Attendance



Student Learning Strengths

1. students grow with project based assignments
2. student work well in peer groups

3. students have critical thinking and problem solving skills

4. students have grit

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our students are performing in the bottom 5% in the State of Texas, academically. MAP goal attainment is lower than 40% in Math and 30% in Reading, across the board. **Root Cause:** There are a number of factors that influence our poor performance. They include poor student attendance, inconsistent classroom experience caused by complacent and/or inadequately prepared teachers, and lack of parent engagement and involvement in the learning process. Combined with inadequate use of PLC and planning time has contributed to the already present gaps. Turnover also contributes.

Problem Statement 2 (Prioritized): The campus lacked consistent buy-in and implementation from staff regarding school processes, management and rigor expectations, and academic achievement. **Root Cause:** A combination of poor initial implementation of BRES, staffing vacancies and high absence rate among professional staff (12.6 days average) all led to slow adoption of Rigor and RTC Norms.

Problem Statement 3: Lack of quality TIER 1 instruction has resulted in continued poor student performance of all sub populations in all core areas. **Root Cause:** We continue to struggle finding qualified SpEd staff, as well as a lack of highly qualified teachers working in key content areas.

School Processes & Programs

School Processes & Programs Summary

1. RISE
2. BRES
3. Imagine Math and Reading
4. Summit k-12
5. FEB Tutoring
6. SEL curriculum

School Processes & Programs Strengths

Consistent and undifferentiated communication between administration and teacher, teacher and teacher, teacher and students.

Extended school day for enrichment and reinforcement of learning.

Instant feedback for learning.

Coaching for best teaching method.

Well defined roles and goals.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The campus suffers from a lack of effective communication between the campus and parent in regards to parent involvement opportunities.

Root Cause: Ineffective demographic tracking and lack of parent eyes on messages sent out.

Problem Statement 2 (Prioritized): Despite a considerable advertising expenditure, specifically for Bowie, the district and campus struggled to recruit and retain highly qualified teachers. **Root Cause:** The high cost of living in Odessa, the poor advertising campaign results, Bowie's reputation as a campus, and a very small pool of qualified candidates in ECISD, in competition for jobs at numerous schools.

Problem Statement 3 (Prioritized): Student performance data clearly indicates a misalignment between teacher planning, data tracking and analysis, and student achievement.

Root Cause: Causes include a regularly rotating number of new staff members, needing support, along with a lack of support coming from support staff to ensure that planning

and data analysis are totally connected to student outcomes. BRES has gone a long way to address this, but the reconstitution will help us reset.

Problem Statement 4: Though we have an abundance of technology options, we struggle with effective use of some of the online resources available to teachers, including leveraging Summit K12, Imagine Math/Reading, and MAP resources. **Root Cause:** Training, tracking and teacher mindset are contributing causes.

Perceptions

Perceptions Summary

There has been a regular dissonance between teacher culture and student/parent culture in the past years. As Bowie changed from an AP campus to a comprehensive school, the staff did not adjust accordingly. This led to conflict in the community and an adversarial relationship between staff and families. This resulted in a steadily decreasing parent and community involvement.

With our RISE realignment, and tied to our Title I project plans, we will be dedicating training, time, and resources to rebuild this situation. This includes part-time community liaison positions, additional resources for work with CIS, a reboot of the PTA program, development of parent school monthly events, and a comprehensive communications plan.

Perceptions Strengths

- Parents and community are primed for a change and for new programs.
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Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The campus has been teacher-focused instead of student-focused. **Root Cause:** High turnover in administration has created a void of expectations, filled by teachers who are not focused on all students.

Problem Statement 2: Parent involvement is low due to various contributing factors. **Root Cause:** Outside of COVID restrictions, factors include, lack of an established PTA, lack of success in implementation of parental involvement strategies and events by the campus and lack of an effective parent communication, often due to shifting contact information, resulting in information not reaching home.

Priority Problem Statements

Problem Statement 1: Our students are performing in the bottom 5% in the State of Texas, academically. MAP goal attainment is lower than 40% in Math and 30% in Reading, across the board.

Root Cause 1: There are a number of factors that influence our poor performance. They include poor student attendance, inconsistent classroom experience caused by complacent and/or inadequately prepared teachers, and lack of parent engagement and involvement in the learning process. Combined with inadequate use of PLC and planning time has contributed to the already present gaps. Turnover also contributes.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The campus lacked consistent buy-in and implementation from staff regarding school processes, management and rigor expectations, and academic achievement.

Root Cause 2: A combination of poor initial implementation of BRES, staffing vacancies and high absence rate among professional staff (12.6 days average) all led to slow adoption of Rigor and RTC Norms.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Despite a considerable advertising expenditure, specifically for Bowie, the district and campus struggled to recruit and retain highly qualified teachers.

Root Cause 3: The high cost of living in Odessa, the poor advertising campaign results, Bowie's reputation as a campus, and a very small pool of qualified candidates in ECISD, in competition for jobs at numerous schools.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Student performance data clearly indicates a misalignment between teacher planning, data tracking and analysis, and student achievement.

Root Cause 4: Causes include a regularly rotating number of new staff members, needing support, along with a lack of support coming from support staff to ensure that planning and data analysis are totally connected to student outcomes. BRES has gone a long way to address this, but the reconstitution will help us reset.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: The campus has been teacher-focused instead of student-focused.

Root Cause 5: High turnover in administration has created a void of expectations, filled by teachers who are not focused on all students.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: The campus suffers from a lack of effective communication between the campus and parent in regards to parent involvement opportunities.

Root Cause 6: Ineffective demographic tracking and lack of parent eyes on messages sent out.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Our student population, though shifting slightly year to year, is on an overall stable trend. The concern presented in demographics is focused on two key

areas: Bowie experiences turnover in our professional and teaching staff year to year and our teaching staff has traditionally been heavy with uncertified or year 1-5 teachers.

Root Cause 7: This connects to overall student achievement concerns due to systems and programs being inconsistently implemented and managed. That reality was compounded for the 2021-22 school year with the reconstitution of Bowie. This year's teacher retention rate is 36% with 50 staff vacancies for the coming year (as of 5/10/2021). The Administration turnover rate for this year is 80% (reconstitution)

Problem Statement 7 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Effective Schools Framework data

Student Data: Assessments

- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- TTESS data
- T-PSS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

- Community surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

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





Performance Objective 1: Under the RISE program, Bowie Middle School will work to provide an environment conducive to the educational and Social/Emotional needs of its students in conjunction with the continued development of a sustainable program that will continue beyond the 2-year RISE grant as demonstrated by decreased discipline and placement referrals, an increase in student belonging survey responses, and a increase in student achievement and attendance.

Targeted or ESF High Priority

Evaluation Data Sources: Panorama, Truancy data, Discipline reports, Attendance reports.

Strategy 1 Details	Reviews			
<p>Strategy 1: Bowie Middle School will continue to implement BRES strategies of instructional rigor and student engagement to ensure student progress and teacher efficiency.</p> <p>Strategy's Expected Result/Impact: Implementation of BRES school-wide routines and procedures will result in improved student and teacher productivity.</p> <p>Staff Responsible for Monitoring: Administration, ILT</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 3</p> <p>Funding Sources: Funding for BRES Services - Local</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Bowie will implement a District-Approved Social and Emotional Learning Program and Restorative Justice Discipline Model and then embed those strategies into the planning and execution of our academic program and non-academic activities.</p> <p>Strategy's Expected Result/Impact: Students will perform better academically, report better connectedness and satisfaction in school surveys, and have fewer discipline</p> <p>Staff Responsible for Monitoring: Administration, ILT, CIS, Counseling Team, and Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 3</p> <p>Funding Sources: PD for staff in SEL strategies and Restorative Justice Model. - Title One School-wide - \$10,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Bowie will increase involvement in the school's parent community through the establishment of a PTA and Monthly Parent School Program</p> <p>Strategy's Expected Result/Impact: Increase the communication and involvement of our parent community at Bowie Middle School, supporting the overall health of our community and increasing student performance.</p> <p>Staff Responsible for Monitoring: Administration, ILT, CIS, Counseling Team</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: Funding for materials, advertising, and activities within PTA and Parent School - Title One School-wide - \$10,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Bowie Middle School will establish an extended hour tutoring/activity program in order to support the targeted academic needs of our students as well as the non-academic growth and social/emotional opportunities.</p> <p>Strategy's Expected Result/Impact: Targeted before/after school tutoring will result in increased student performance and closing learning gaps, while the activity program will allow all students at Bowie the opportunity to participate in high-interest clubs and extracurricular activities.</p> <p>Staff Responsible for Monitoring: Administration, ILT, Department Chairs, and Teachers</p> <p>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 3: Positive School Culture, Lever 4: High-Quality Curriculum - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 3</p> <p>Funding Sources: Materials and support - Local - \$5,000, Materials and support - Title One School-wide - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 5 Details	Reviews			
<p>Strategy 5: Bowie Middle School will support culture by redesigning symbols of the school, including the logo and uniform, in order to support a positive culture and sense of belonging among students.</p> <p>Strategy's Expected Result/Impact: Students will feel more connected to their campus and school program because of consistent symbols and a team-focused uniform.</p> <p>Staff Responsible for Monitoring: Administration, ILT</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Funding for Eco-Dis student uniforms - Title One School-wide - \$20,000</p>	Formative			Summative
	Oct	Jan	Mar	May
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Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 1: Our students are performing in the bottom 5% in the State of Texas, academically. MAP goal attainment is lower than 40% in Math and 30% in Reading, across the board. Root Cause: There are a number of factors that influence our poor performance. They include poor student attendance, inconsistent classroom experience caused by complacent and/or inadequately prepared teachers, and lack of parent engagement and involvement in the learning process. Combined with inadequate use of PLC and planning time has contributed to the already present gaps. Turnover also contributes.</p>
<p>Problem Statement 2: The campus lacked consistent buy-in and implementation from staff regarding school processes, management and rigor expectations, and academic achievement. Root Cause: A combination of poor initial implementation of BRES, staffing vacancies and high absence rate among professional staff (12.6 days average) all led to slow adoption of Rigor and RTC Norms.</p>
School Processes & Programs
<p>Problem Statement 1: The campus suffers from a lack of effective communication between the campus and parent in regards to parent involvement opportunities. Root Cause: Ineffective demographic tracking and lack of parent eyes on messages sent out.</p>
<p>Problem Statement 3: Student performance data clearly indicates a misalignment between teacher planning, data tracking and analysis, and student achievement. Root Cause: Causes include a regularly rotating number of new staff members, needing support, along with a lack of support coming from support staff to ensure that planning and data analysis are totally connected to student outcomes. BRES has gone a long way to address this, but the reconstitution will help us reset.</p>
Perceptions
<p>Problem Statement 1: The campus has been teacher-focused instead of student-focused. Root Cause: High turnover in administration has created a void of expectations, filled by teachers who are not focused on all students.</p>

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

Performance Objective 2: Bowie Middle School will ensure that efficient systems are in place to increase student and teacher productivity to meet our RISE Growth Goals.

Evaluation Data Sources: BRES Data and Students Academic Data (SCA, MAP,)

Strategy 1 Details	Reviews			
<p>Strategy 1: Bowie Middle School Assistant Principals will calendar out and consistently devote 75% of their daily schedule to directly working with teachers and students to improve academic and social/emotional performance. This will be accomplished by co-planning and leading PLC meetings, WDM, and CRPM, as well as RTC of BRES objectives across all classrooms and courses.</p> <p>Strategy's Expected Result/Impact: Students will achieve their individual MAP and STAAR performance goals.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 3</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Bowie Middle School Principal will calendar out and consistently devote 60% of their daily schedule to directly working with teachers, staff, and students to improve academic and social/emotional performance. This will be accomplished by co-planning and leading PLC meetings, WDM, and CRPM, as well as RTC of BRES objectives across all classrooms and courses.</p> <p>Strategy's Expected Result/Impact: Students will achieve their individual MAP and STAAR performance goals. Teachers and administrators will receive the coaching needed to directly improve our academic performance.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 3</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Bowie Middle School will create a campus aligned planning process to yield consistent planning that is connected directly to the unit plans and assessments at the district level.</p> <p>Strategy's Expected Result/Impact: The programmatic expectation is an TEA rating of B to A within two years, demonstrating a 60% student growth rate on MAP assessments.</p> <p>Staff Responsible for Monitoring: Administration, ILT</p> <p>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 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 3 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Bowie Middle School will review and adjust the master schedule to ensure daily PLCs are occurring in Reading and Math daily so that lesson plans are supported by the ILT.</p> <p>Strategy's Expected Result/Impact: The programmatic expectation is an TEA rating of B to A within two years, demonstrating a 60% student growth rate on MAP assessments.</p> <p>Staff Responsible for Monitoring: Administration, ILT, Department Chairs</p> <p>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 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Oct	Jan	Mar	May
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Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Our student population, though shifting slightly year to year, is on an overall stable trend. The concern presented in demographics is focused on two key areas: Bowie experiences turnover in our professional and teaching staff year to year and our teaching staff has traditionally been heavy with uncertified or year 1-5 teachers.</p> <p>Root Cause: This connects to overall student achievement concerns due to systems and programs being inconsistently implemented and managed. That reality was compounded for the 2021-22 school year with the reconstitution of Bowie. This year's teacher retention rate is 36% with 50 staff vacancies for the coming year (as of 5/10/2021). The Administration turnover rate for this year is 80% (reconstitution)</p>
Student Learning
<p>Problem Statement 1: Our students are performing in the bottom 5% in the State of Texas, academically. MAP goal attainment is lower than 40% in Math and 30% in Reading, across the board. Root Cause: There are a number of factors that influence our poor performance. They include poor student attendance, inconsistent classroom experience caused by complacent and/or inadequately prepared teachers, and lack of parent engagement and involvement in the learning process. Combined with inadequate use of PLC and planning time has contributed to the already present gaps. Turnover also contributes.</p>

Student Learning

Problem Statement 2: The campus lacked consistent buy-in and implementation from staff regarding school processes, management and rigor expectations, and academic achievement. **Root Cause:** A combination of poor initial implementation of BRES, staffing vacancies and high absence rate among professional staff (12.6 days average) all led to slow adoption of Rigor and RTC Norms.

School Processes & Programs

Problem Statement 3: Student performance data clearly indicates a misalignment between teacher planning, data tracking and analysis, and student achievement. **Root Cause:** Causes include a regularly rotating number of new staff members, needing support, along with a lack of support coming from support staff to ensure that planning and data analysis are totally connected to student outcomes. BRES has gone a long way to address this, but the reconstitution will help us reset.





Perceptions

Problem Statement 1: The campus has been teacher-focused instead of student-focused. **Root Cause:** High turnover in administration has created a void of expectations, filled by teachers who are not focused on all students.

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

Performance Objective 3: Annual student attendance will increase from 92.7 in 2020-2021 to 94.0 in 2021-2022.

Evaluation Data Sources: iTTCS Attendance Data
Weekly Attendance and Drop Out Dashboard Data From Community Outreach Center (COC)

Strategy 1 Details	Reviews			
<p>Strategy 1: Bowie Middle School will provide incentives for perfect attendance each six weeks in an effort to improve attendance to 94.0 %, using the RISE Program Incentives.</p> <p>Strategy's Expected Result/Impact: Attendance will improve to 94.0%</p> <p>Staff Responsible for Monitoring: Attendance Clerks, APs, SAS Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1, 3</p> <p>Funding Sources: Incentives and Materials for Renaissance Program. - Title One School-wide - \$3,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Bowie Middle School will monitor student attendance through the attendance clerks and through the Advisory Program, making contact with parents of students that fail to achieve the 90% rule of required attendance.</p> <p>Strategy's Expected Result/Impact: Increased awareness by parents of students with attendance issues and improved rate of student attendance.</p> <p>Staff Responsible for Monitoring: Attendance Clerks, SAS Counselors and APs, CIS</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1, 3</p> <p>Funding Sources: Part-Time community liaison - Title One School-wide - \$15,000</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Our students are performing in the bottom 5% in the State of Texas, academically. MAP goal attainment is lower than 40% in Math and 30% in Reading, across the board. Root Cause: There are a number of factors that influence our poor performance. They include poor student attendance, inconsistent classroom experience caused by complacent and/or inadequately prepared teachers, and lack of parent engagement and involvement in the learning process. Combined with inadequate use of PLC and planning time has contributed to the already present gaps. Turnover also contributes.</p>

School Processes & Programs

Problem Statement 1: The campus suffers from a lack of effective communication between the campus and parent in regards to parent involvement opportunities. **Root Cause:** Ineffective demographic tracking and lack of parent eyes on messages sent out.

Problem Statement 3: Student performance data clearly indicates a misalignment between teacher planning, data tracking and analysis, and student achievement. **Root Cause:** Causes include a regularly rotating number of new staff members, needing support, along with a lack of support coming from support staff to ensure that planning and data analysis are totally connected to student outcomes. BRES has gone a long way to address this, but the reconstitution will help us reset.





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

Performance Objective 4: Bowie Middle School will provide a safe and supportive school environment resulting in a measurable reduction in discipline and criminal referrals.

Targeted or ESF High Priority

Evaluation Data Sources: Referral and police activity data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Bowie will establish both a House System and Small Group Advisory program, encompassing all instructional staff and students, in order to promote unity, action, and safety on campus.</p> <p>Strategy's Expected Result/Impact: Fewer referrals reported, safety issues more quickly addressed, and communication with student and parent community increased, resulting in increased sense of belonging and better academic performance.</p> <p>Staff Responsible for Monitoring: Administration, ILT, Department Chairs, and Teachers.</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1 - Perceptions 1</p> <p>Funding Sources: Materials and Resources - Title One School-wide - \$10,000</p>	Formative			Summative
	Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 4 Problem Statements:





Student Learning
<p>Problem Statement 1: Our students are performing in the bottom 5% in the State of Texas, academically. MAP goal attainment is lower than 40% in Math and 30% in Reading, across the board. Root Cause: There are a number of factors that influence our poor performance. They include poor student attendance, inconsistent classroom experience caused by complacent and/or inadequately prepared teachers, and lack of parent engagement and involvement in the learning process. Combined with inadequate use of PLC and planning time has contributed to the already present gaps. Turnover also contributes.</p>
Perceptions
<p>Problem Statement 1: The campus has been teacher-focused instead of student-focused. Root Cause: High turnover in administration has created a void of expectations, filled by teachers who are not focused on all students.</p>

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

Performance Objective 5: Bowie Middle School will develop a comprehensive communication plan focused on increasing exposure and promoting parent and community engagement.

Evaluation Data Sources: Communication tracking (blackboard), meeting attendance sheets, improved survey results.

Strategy 1 Details	Reviews			
<p>Strategy 1: Bowie Middle School will improve our social media feed appearance, including website redesign/reorganization and increase postings.</p> <p>Strategy's Expected Result/Impact: Increase exposure of Bowie Program to parent and school community.</p> <p>Staff Responsible for Monitoring: Webmaster, Administration, ILT</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Bowie Middle School will post weekly on Marquee and highlight Monthly goals to share with community. This will include SEL, Academic, and Cultural announcements and student highlights.</p> <p>Strategy's Expected Result/Impact: Increased exposure</p> <p>Staff Responsible for Monitoring: Office Staff, Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Bowie Middle School will complete a Monthly Audit of parent communication data to ensure that 90% of family demographic data is current and accurate, allowing for better communication with the school community.</p> <p>Strategy's Expected Result/Impact: Increased distribution and effectiveness of weekly announcements and parent communication.</p> <p>Staff Responsible for Monitoring: Administration, Registrar, Attendance clerks.</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Monthly Parent Meetings (Parent School) will include a school update and demographic information review.</p> <p>Strategy's Expected Result/Impact: Increased distribution and effectiveness of weekly announcements and parent communication.</p> <p>Staff Responsible for Monitoring: Administration, SAS, CIS</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 5 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: The campus suffers from a lack of effective communication between the campus and parent in regards to parent involvement opportunities. Root Cause: Ineffective demographic tracking and lack of parent eyes on messages sent out.</p>

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

Performance Objective 1: Throughout the 2021-22 schoolyear, Bowie Middle School will include and provide for professional learning opportunities, including those focused on RISE, Restorative Justice, Instructional Excellence, Classroom Management, Classroom Rigor, Cultural Sensitivity, Communication, and Collaboration.

HB3 Goal





Evaluation Data Sources: Employee Performance Evaluations

Staff Retention Rates

Eduphoria STRIVE

Staff Survey Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Bowie Middle School will leverage our BRES partnership and RISE program to front-load learning during 10 additional summer PD days.</p> <p>Strategy's Expected Result/Impact: An Effective and smooth start to the School year.</p> <p>Staff Responsible for Monitoring: Administration, ILT</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 3</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Throughout the school year, Staff will be offered additional opportunities to visit schools, colleagues, and trainings to support their professional learning and student achievement.</p> <p>Strategy's Expected Result/Impact: Increased satisfaction survey results, higher retention, and increased academic performance.</p> <p>Staff Responsible for Monitoring: Administration, ILT</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2</p> <p>Funding Sources: Substitute Funding for additional opporutnities - Title One School-wide - \$10,000, PD Funding - Title One School-wide - \$10,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Each Bowie Middle School administrator will conduct a minimum of five documented walkthroughs and/or observation and feedback meetings per week, including BRES and TTESS.</p> <p>Strategy's Expected Result/Impact: Improve visibility and instruction which will have a positive impact on student outcomes.</p> <p>Staff Responsible for Monitoring: Administration, ILT</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:





Demographics
<p>Problem Statement 1: Our student population, though shifting slightly year to year, is on an overall stable trend. The concern presented in demographics is focused on two key areas: Bowie experiences turnover in our professional and teaching staff year to year and our teaching staff has traditionally been heavy with uncertified or year 1-5 teachers.</p> <p>Root Cause: This connects to overall student achievement concerns due to systems and programs being inconsistently implemented and managed. That reality was compounded for the 2021-22 school year with the reconstitution of Bowie. This year's teacher retention rate is 36% with 50 staff vacancies for the coming year (as of 5/10/2021). The Administration turnover rate for this year is 80% (reconstitution)</p>
Student Learning
<p>Problem Statement 1: Our students are performing in the bottom 5% in the State of Texas, academically. MAP goal attainment is lower than 40% in Math and 30% in Reading, across the board. Root Cause: There are a number of factors that influence our poor performance. They include poor student attendance, inconsistent classroom experience caused by complacent and/or inadequately prepared teachers, and lack of parent engagement and involvement in the learning process. Combined with inadequate use of PLC and planning time has contributed to the already present gaps. Turnover also contributes.</p>
School Processes & Programs
<p>Problem Statement 2: Despite a considerable advertising expenditure, specifically for Bowie, the district and campus struggled to recruit and retain highly qualified teachers. Root Cause: The high cost of living in Odessa, the poor advertising campaign results, Bowie's reputation as a campus, and a very small pool of qualified candidates in ECISD, in competition for jobs at numerous schools.</p> <p>Problem Statement 3: Student performance data clearly indicates a misalignment between teacher planning, data tracking and analysis, and student achievement. Root Cause: Causes include a regularly rotating number of new staff members, needing support, along with a lack of support coming from support staff to ensure that planning and data analysis are totally connected to student outcomes. BRES has gone a long way to address this, but the reconstitution will help us reset.</p>

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

Performance Objective 2: Bowie Middle School will utilize strategic teacher placement to ensure the most effective use of talent to improve student outcomes.

Evaluation Data Sources: Master Schedule

Strategy 1 Details	Reviews			
<p>Strategy 1: Bowie Middle School will leverage the Opportunity Culture Program available with current and potential staff in order to ensure a variety of classroom and teacher leaders working to impact student achievement.</p> <p>Strategy's Expected Result/Impact: Effective instructional practices across all classrooms. Impact is improve outcomes on MAP and STAAR.</p> <p>Staff Responsible for Monitoring: Principal and ILT</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:





School Processes & Programs
<p>Problem Statement 2: Despite a considerable advertising expenditure, specifically for Bowie, the district and campus struggled to recruit and retain highly qualified teachers.</p> <p>Root Cause: The high cost of living in Odessa, the poor advertising campaign results, Bowie's reputation as a campus, and a very small pool of qualified candidates in ECISD, in competition for jobs at numerous schools.</p>

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

Performance Objective 3: The Bowie Middle School campus teacher retention rate will increase from 39% in 2021 to 80% in 2022.

Targeted or ESF High Priority





Evaluation Data Sources: Staff Position Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Strategic Hiring for the 2021-2022 School year to include the most qualified candidates and a clear understanding of the situation and expectations.</p> <p>Strategy's Expected Result/Impact: Strong teacher performance and group collaboration to improve student achievement and teacher experience.</p> <p>Staff Responsible for Monitoring: Administration, ILT</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Real time BRES and RISE coaching will be implemented by administrative and ILT through use of observation and feedback to identify gaps in instruction and foster teacher improvement.</p> <p>Strategy's Expected Result/Impact: Train and grow highly effective teachers.</p> <p>Staff Responsible for Monitoring: Administration, ILT</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 1: Bowie Middle School will work with SAS and CIS to ensure that we provide interventions for our homeless, foster, and military families to help remove barriers to school attendance and success. We will provide direct interventions to 70% of parents of students with 10 or more unexcused absences and those students on the drop out list. Interventions will be documented in Eduphoria.





Evaluation Data Sources: Eduphoria
Attendance Reports
Drop Out Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Advisory group leaders and Attendance clerks will communicate weekly with Counseling, SAS, and CIS to share current trends and concerns. Those concerns will be documented, and followed up on by an Attendance Team.</p> <p>Strategy's Expected Result/Impact: Improved attendance, better resources for students, increased academic performance, and better communication with at-risk families.</p> <p>Staff Responsible for Monitoring: Administration, SAS,</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Parent contact and offer of support meetings will be documented monthly in order to provide at-risk students and families additional tools and resources.</p> <p>Strategy's Expected Result/Impact: Better communication and improved attendance/academic performance.</p> <p>Staff Responsible for Monitoring: SAS, CIS, and Administration</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.2 - TEA Priorities: Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 2: Grade 6 Reading "Meets Standard" percentage will increase from 13 % in 2020 to 60% in 2021 as measured by the STAAR.

Evaluation Data Sources: District benchmarks and STAAR test data





Strategy 1 Details	Reviews			
<p>Strategy 1: Bowie Middle School will leverage extended hour and in-school tutoring options, using FEV tutors, to improve individual student achievement outcomes and experience.</p> <p>Strategy's Expected Result/Impact: lowest performing students will receive additional on on one instruction and support, increasing their exposure to the content and improving their results.</p> <p>Staff Responsible for Monitoring: Administration, ILT.</p> <p>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 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Funding Sources: FEV tutoring - Title One School-wide - \$50,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Bowie Middle School will use Imagine Math/Reading to scaffold individual student learning.</p> <p>Strategy's Expected Result/Impact: Close student gaps in Reading and Math.</p> <p>Staff Responsible for Monitoring: Administration, ILT</p> <p>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 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Bowie Middle School will leverage K-12 Summit to improve language acquisition for ELs.</p> <p>Strategy's Expected Result/Impact: lowest performing students will receive additional on on one instruction and support, increasing their exposure to the content and improving their results.</p> <p>Staff Responsible for Monitoring: Administration, ILT</p> <p>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 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Funding Sources: Part Time-Summit K-12 Tutor - Title One School-wide - \$15,000</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 3: Grade 6 Math "meets" percentage will increase from 13% in 2020 to 60% in 2021 as measured by the STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: MAP data, District benchmarks, and STAAR test data

Strategy 1 Details	Reviews			
<p>Strategy 1: Bowie Middle School will leverage extended hour and in-school tutoring options, using FEV tutors, to improve individual student achievement outcomes and experience.</p> <p>Strategy's Expected Result/Impact: lowest performing students will receive additional on on one instruction and support, increasing their exposure to the content and improving their results.</p> <p>Staff Responsible for Monitoring: Administration, ILT.</p> <p>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 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 3</p> <p>Funding Sources: FEV tutoring - Title One School-wide - \$50,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Bowie Middle School will use Imagine Math/Reading to scaffold individual student learning.</p> <p>Strategy's Expected Result/Impact: Close student gaps in Reading and Math.</p> <p>Staff Responsible for Monitoring: Administration, ILT</p> <p>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 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 3</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Our students are performing in the bottom 5% in the State of Texas, academically. MAP goal attainment is lower than 40% in Math and 30% in Reading, across the board. Root Cause: There are a number of factors that influence our poor performance. They include poor student attendance, inconsistent classroom experience caused by complacent and/or inadequately prepared teachers, and lack of parent engagement and involvement in the learning process. Combined with inadequate use of PLC and planning time has contributed to the already present gaps. Turnover also contributes.</p>

School Processes & Programs

Problem Statement 3: Student performance data clearly indicates a misalignment between teacher planning, data tracking and analysis, and student achievement. **Root Cause:** Causes include a regularly rotating number of new staff members, needing support, along with a lack of support coming from support staff to ensure that planning and data analysis are totally connected to student outcomes. BRES has gone a long way to address this, but the reconstitution will help us reset.

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

Performance Objective 4: Grade 8 Reading "meets standard" percentage will increase from 20% in 2020 to 55% in 2021 as measured by the STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: MAP results, District benchmarks, and STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: Bowie Middle School will leverage extended hour and in-school tutoring options, using FEV tutors, to improve individual student achievement outcomes and experience.</p> <p>Strategy's Expected Result/Impact: lowest performing students will receive additional on on one instruction and support, increasing their exposure to the content and improving their results.</p> <p>Staff Responsible for Monitoring: Administration, ILT.</p> <p>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 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 3</p> <p>Funding Sources: FEV tutoring - Title One School-wide - \$50,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Bowie Middle School will use Imagine Math/Reading to scaffold individual student learning.</p> <p>Strategy's Expected Result/Impact: Close student gaps in Reading and Math.</p> <p>Staff Responsible for Monitoring: Administration, ILT</p> <p>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 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 3</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Bowie Middle School will leverage K-12 Summit to improve language acquisition for ELs.</p> <p>Strategy's Expected Result/Impact: lowest performing students will receive additional on on one instruction and support, increasing their exposure to the content and improving their results.</p>	Formative			Summative
	Oct	Jan	Mar	May

<p>Staff Responsible for Monitoring: Administration, ILT</p> <p>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 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 3</p> <p>Funding Sources: Part Time-Summit K-12 Tutor - Title One School-wide - \$15,000</p>				
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4 Problem Statements:





Student Learning
<p>Problem Statement 1: Our students are performing in the bottom 5% in the State of Texas, academically. MAP goal attainment is lower than 40% in Math and 30% in Reading, across the board. Root Cause: There are a number of factors that influence our poor performance. They include poor student attendance, inconsistent classroom experience caused by complacent and/or inadequately prepared teachers, and lack of parent engagement and involvement in the learning process. Combined with inadequate use of PLC and planning time has contributed to the already present gaps. Turnover also contributes.</p>
School Processes & Programs
<p>Problem Statement 3: Student performance data clearly indicates a misalignment between teacher planning, data tracking and analysis, and student achievement. Root Cause: Causes include a regularly rotating number of new staff members, needing support, along with a lack of support coming from support staff to ensure that planning and data analysis are totally connected to student outcomes. BRES has gone a long way to address this, but the reconstitution will help us reset.</p>

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

Performance Objective 5: Grade 8 Math "meets" percentage will increase from 2% in 2020 to 35% in 2021 as measured by the STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: MAP results, District benchmarks, and STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: Bowie Middle School will leverage extended hour and in-school tutoring options, using FEV tutors, to improve individual student achievement outcomes and experience.</p> <p>Strategy's Expected Result/Impact: lowest performing students will receive additional on on one instruction and support, increasing their exposure to the content and improving their results.</p> <p>Staff Responsible for Monitoring: Administration, ILT.</p> <p>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 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 3</p> <p>Funding Sources: FEV tutoring - Title One School-wide - \$50,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Bowie Middle School will use Imagine Math/Reading to scaffold individual student learning.</p> <p>Strategy's Expected Result/Impact: Close student gaps in Reading and Math.</p> <p>Staff Responsible for Monitoring: Administration, ILT</p> <p>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 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 3</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 5 Problem Statements:

Student Learning
<p>Problem Statement 1: Our students are performing in the bottom 5% in the State of Texas, academically. MAP goal attainment is lower than 40% in Math and 30% in Reading, across the board. Root Cause: There are a number of factors that influence our poor performance. They include poor student attendance, inconsistent classroom experience caused by complacent and/or inadequately prepared teachers, and lack of parent engagement and involvement in the learning process. Combined with inadequate use of PLC and planning time has contributed tot he already present gaps. Turnover also contributes.</p>





School Processes & Programs

Problem Statement 3: Student performance data clearly indicates a misalignment between teacher planning, data tracking and analysis, and student achievement. **Root Cause:** Causes include a regularly rotating number of new staff members, needing support, along with a lack of support coming from support staff to ensure that planning and data analysis are totally connected to student outcomes. BRES has gone a long way to address this, but the reconstitution will help us reset.

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

Performance Objective 6: Grade 8 Science "meets" percentage will increase from 19% in 2020 to 50% in 2021 as measured by the STAAR.

Evaluation Data Sources: MAP results, District benchmarks, and STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: Bowie Middle School Eighth Grade Science Teachers will have a PLC and planning period daily in order to disaggregate data and plan in WDM and CRPMs.</p> <p>Strategy's Expected Result/Impact: Increase percentage of students who achieve "Meets" on Eighth Grade Science STAAR.</p> <p>Staff Responsible for Monitoring: Administration, ILT</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF</p> <p>Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 3</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Bowie Middle School will integrate Science into ELAR during non fiction units.</p> <p>Strategy's Expected Result/Impact: Support Science through reading across the curriculum.</p> <p>Staff Responsible for Monitoring: Administration, ILT</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF</p> <p>Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 3</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 6 Problem Statements:





Student Learning
<p>Problem Statement 1: Our students are performing in the bottom 5% in the State of Texas, academically. MAP goal attainment is lower than 40% in Math and 30% in Reading, across the board. Root Cause: There are a number of factors that influence our poor performance. They include poor student attendance, inconsistent classroom experience caused by complacent and/or inadequately prepared teachers, and lack of parent engagement and involvement in the learning process. Combined with inadequate use of PLC and planning time has contributed to the already present gaps. Turnover also contributes.</p>
School Processes & Programs
<p>Problem Statement 3: Student performance data clearly indicates a misalignment between teacher planning, data tracking and analysis, and student achievement. Root Cause: Causes include a regularly rotating number of new staff members, needing support, along with a lack of support coming from support staff to ensure that planning and data analysis are totally connected to student outcomes. BRES has gone a long way to address this, but the reconstitution will help us reset.</p>

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

Performance Objective 7: The percentage of students scoring "Meets" on the Algebra I EOC will increase from 19% to 65% will improve as measured by the 2022 STAAR Assessment.

Evaluation Data Sources: MAP results, District benchmarks, and STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: Bowie Middle School will leverage extended hour and in-school tutoring options, using FEV tutors, to improve individual student achievement outcomes and experience.</p> <p>Strategy's Expected Result/Impact: lowest performing students will receive additional on on one instruction and support, increasing their exposure to the content and improving their results.</p> <p>Staff Responsible for Monitoring: Administration, ILT.</p> <p>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 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 3</p> <p>Funding Sources: FEV tutoring - Title One School-wide - \$50,000</p>	Formative			Summative
	Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 7 Problem Statements:

Student Learning
<p>Problem Statement 1: Our students are performing in the bottom 5% in the State of Texas, academically. MAP goal attainment is lower than 40% in Math and 30% in Reading, across the board. Root Cause: There are a number of factors that influence our poor performance. They include poor student attendance, inconsistent classroom experience caused by complacent and/or inadequately prepared teachers, and lack of parent engagement and involvement in the learning process. Combined with inadequate use of PLC and planning time has contributed tot he already present gaps. Turnover also contributes.</p>
School Processes & Programs
<p>Problem Statement 3: Student performance data clearly indicates a misalignment between teacher planning, data tracking and analysis, and student achievement. Root Cause: Causes include a regularly rotating number of new staff members, needing support, along with a lack of support coming from support staff to ensure that planning and data analysis are totally connected to student outcomes. BRES has gone a long way to address this, but the reconstitution will help us reset.</p>





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

Performance Objective 8: The percentage of students that Met Standard on all subjects/grades tested will increase from 10% (2021 STAAR) to 40% as measured by the 2022 STAAR assessment.

Targeted or ESF High Priority

Evaluation Data Sources: MAP results, District benchmarks, and STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: Bowie Middle School will leverage extended hour and in-school tutoring options, using FEV tutors, to improve individual student achievement outcomes and experience.</p> <p>Strategy's Expected Result/Impact: lowest performing students will receive additional on on one instruction and support, increasing their exposure to the content and improving their results.</p> <p>Staff Responsible for Monitoring: Administration, ILT.</p> <p>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 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 3</p> <p>Funding Sources: FEV tutoring - Title One School-wide - \$50,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Bowie Middle School will use Imagine Math/Reading to scaffold individual student learning.</p> <p>Strategy's Expected Result/Impact: Close student gaps in Reading and Math.</p> <p>Staff Responsible for Monitoring: Administration, ILT</p> <p>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 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 3</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Bowie Middle School will leverage K-12 Summit to improve language acquisition for ELs.</p> <p>Strategy's Expected Result/Impact: lowest performing students will receive additional on on one instruction and support, increasing their exposure to the content and improving their results.</p> <p>Staff Responsible for Monitoring: Administration, ILT</p> <p>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 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 3</p> <p>Funding Sources: Part Time-Summit K-12 Tutor - Title One School-wide - \$15,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Bowie Middle School will use Imagine Math/Reading to scaffold individual student learning.</p> <p>Strategy's Expected Result/Impact: Close student gaps in Reading and Math.</p> <p>Staff Responsible for Monitoring: Administration, ILT</p> <p>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 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 3</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 8 Problem Statements:

Student Learning
<p>Problem Statement 1: Our students are performing in the bottom 5% in the State of Texas, academically. MAP goal attainment is lower than 40% in Math and 30% in Reading, across the board. Root Cause: There are a number of factors that influence our poor performance. They include poor student attendance, inconsistent classroom experience caused by complacent and/or inadequately prepared teachers, and lack of parent engagement and involvement in the learning process. Combined with inadequate use of PLC and planning time has contributed to the already present gaps. Turnover also contributes.</p>
School Processes & Programs
<p>Problem Statement 3: Student performance data clearly indicates a misalignment between teacher planning, data tracking and analysis, and student achievement. Root Cause: Causes include a regularly rotating number of new staff members, needing support, along with a lack of support coming from support staff to ensure that planning and data analysis are totally connected to student outcomes. BRES has gone a long way to address this, but the reconstitution will help us reset.</p>

Campus Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Funding for BRES Services		\$0.00
1	1	4	Materials and support		\$5,000.00
Sub-Total					\$5,000.00
Title One School-wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	PD for staff in SEL strategies and Restorative Justice Model.		\$10,000.00
1	1	3	Funding for materials, advertising, and activities within PTA and Parent School		\$10,000.00
1	1	4	Materials and support		\$5,000.00
1	1	5	Funding for Eco-Dis student uniforms		\$20,000.00
1	3	1	Incentives and Materials for Renaissance Program.		\$3,000.00
1	3	2	Part-Time community liaison		\$15,000.00
1	4	1	Materials and Resources		\$10,000.00
2	1	2	Substitute Funding for additional opporutnities		\$10,000.00
2	1	2	PD Funding		\$10,000.00
3	2	1	FEV tutoring		\$50,000.00
3	2	3	Part Time-Summit K-12 Tutor		\$15,000.00
3	3	1	FEV tutoring		\$50,000.00
3	4	1	FEV tutoring		\$50,000.00
3	4	3	Part Time-Summit K-12 Tutor		\$15,000.00
3	5	1	FEV tutoring		\$50,000.00
3	7	1	FEV tutoring		\$50,000.00
3	8	1	FEV tutoring		\$50,000.00
3	8	3	Part Time-Summit K-12 Tutor		\$15,000.00
Sub-Total					\$438,000.00
Grand Total					\$443,000.00

Addendums