Ector County Independent School District

Bowie Middle School

2025-2026 Board Goals/Performance Objectives/Strategies

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Board Goals

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

Performance Objective 1: By May 2026, the percentage of students achieving or exceeding their READING RIT goal will increase from 61% to 66%.

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: MAP 2025 end of year results compared to MAP 2026 end of year results.

Strategy 1 Details	Reviews			
Strategy 1: Admin will place students into high-quality READING teaching classrooms based on STAAR data, some of which are double blocked to provide extended practice time and intervention time in order to close gaps.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: By May 2026, the percentage of students achieving or exceeding their READING RIT goal will increase from 61% to 66%. **Staff Responsible for Monitoring:** Principal, admin team, counselors. **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
Strategy 2: All teaching staff will attend quality back to school professional development training on HQIM, high quality instructional materials, to be used in the READING classroom.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: By May 2026, the percentage of students achieving or exceeding their READING RIT goal will increase from 61% to 66%. **Staff Responsible for Monitoring:** Principal, admin team, MCLs, Dept chairs **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Although the campus has moved out of IR (Improvement Required), the campus is still mid to high C in accountability.   **Root Cause**: Sixty-one percent of Core Math and Reading are non-certified teachers, although 100% of them are actively in the pipeline certification process.

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

Performance Objective 2: By May 2026, the percentage of students achieving or exceeding their MATH RIT goal will increase from 50% to 55%.

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: MAP 2025 end of year results compared to MAP 2026 end of year results.

Strategy 1 Details	Reviews			
Strategy 1: Admin will place students into high-quality MATH teaching classrooms based on STAAR data, some of which are double blocked to provide extended practice time and intervention time in order to close gaps.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: By May 2026, the percentage of students achieving or exceeding their MATH RIT goal will increase from 50% to 55%. **Staff Responsible for Monitoring:** Principal, admin team, counselors. **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
Strategy 2: All teaching staff will attend quality back to school professional development training on HQIM, high quality instructional materials, to be used in the MATH classroom.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: By May 2026, the percentage of students achieving or exceeding their MATH RIT goal will increase from 50% to 55%.
    Staff Responsible for Monitoring: Principal, admin team, MCLs, Dept chairs
 	
    Title I:
2.51, 2.52, 2.53
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
Problem Statements: Student Learning 1				

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Although the campus has moved out of IR (Improvement Required), the campus is still mid to high C in accountability. **Root Cause**: Sixty-one percent of Core Math and Reading are non-certified teachers, although 100% of them are actively in the pipeline certification process.

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

Performance Objective 3: By May of 2026, the percentage of students performing at the MEETS level on 6th-8th MATH STAAR will increase from 33.7% to 41%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: STAAR 2025 end of year results compared to STAAR 2026 end of year results.

Strategy 1 Details				Reviews			
Strategy 1: Admin team attended summer PD with Solutions Tree, PLCs at Work, in order to align PLC expectations across campus contents and grade levels including the MATH classrooms.				**Formative**			**Summative**
				Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: By May of 2026, the percentage of students performing at the MEETS level on 6th-8th MATH STAAR will increase from 33.7% to 41%. **Staff Responsible for Monitoring:** Admin, MCLs, Instructional leadership team. **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1							

Strategy 2 Details	Reviews			
Strategy 2: Admin and instructional leads will role out, lead and monitor, the implementation of PLCs The Bowie Way Protocol including pacing calendars, built in checkpoint data reviews, and lesson planning, using Solutions Tree, Leveraged Leadership and Get Better Faster protocols in order to produce high quality instruction planning PLCs to improve Tier I instruction in the Math classrooms.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: By May of 2026, the percentage of students performing at the MEETS level on 6th-8th MATH STAAR will increase from 33.7% to 41%. **Staff Responsible for Monitoring:** Admin, MCLs, Instructional leadership team. **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

○ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Although the campus has moved out of IR (Improvement Required), the campus is still mid to high C in accountability.   **Root Cause**: Sixty-one percent of Core Math and Reading are non-certified teachers, although 100% of them are actively in the pipeline certification process.

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

Performance Objective 4: By May of 2026, the percentage of students performing at the MEETS level on 6th-8th READING STAAR will increase from 37.6%. to 45%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: STAAR 2025 end of year results compared to STAAR 2026 end of year results.

Strategy 1 Details	Reviews			
Strategy 1: Admin team attended summer PD with Solutions Tree, PLCs at Work, in order to align PLC expectations across campus contents and grade levels including the Reading classrooms.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: By May of 2026, the percentage of students performing at the MEETS level on 6th-8th READING STAAR will increase from 37.6%. to 45%. **Staff Responsible for Monitoring:** Admin, MCLs, Instructional leadership team. **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2				

Strategy 2 Details	Reviews			
Strategy 2: Admin and instructional leads will role out, lead and monitor, the implementation of PLCs The Bowie Way Protocol including pacing calendars, built in checkpoint data reviews, and lesson planning, using Solutions Tree, Leveraged Leadership and Get Better Faster protocols in order to produce high quality instruction planning PLCs to improve Tier I instruction in the Reading classrooms.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: By May of 2026, the percentage of students performing at the MEETS level on 6th-8th READING STAAR will increase from 37.6%. to 45%. **Staff Responsible for Monitoring:** Admin, MCLs, Instructional leadership team. **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2				

○ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 2: 2025 STAAR scores show that the campus is still below other campuses in reading, science and social studies.   **Root Cause**: Strong PLC processes were not implemented with fidelity and monitored by the administrative team campus-wide.

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

Performance Objective 5: By May of 2026, the percentage of students performing at the MEETS level on ALGEBRA 1 STAAR will increase from 39%. to 46%.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: STAAR 2025 end of year results compared to STAAR 2026 end of year results.

Strategy 1 Details				Reviews		
Strategy 1: Admin will recruit a High Quality Algebra 1 teacher with a record of high performance on STAAR tests.				**Formative**		**Summative**
Strategy's Expected Result/Impact: By May of 2026, the percentage of students performing at the MEETS level on ALGEBRA 1 STAAR will increase from 39%. to 46%. **Staff Responsible for Monitoring:** Admin **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				**Oct**	**Jan**	**Mar**	**May**

Strategy 2 Details	Reviews			
Strategy 2: Admin and instructional leads will role out, lead and monitor, the implementation of PLCs The Bowie Way Protocol including pacing calendars, built in checkpoint data reviews, and lesson planning, using Solutions Tree, Leveraged Leadership and Get Better Faster protocols in order to produce high quality instruction planning PLCs to improve Tier I instruction in the Algebra 1 classrooms.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: By May of 2026, the percentage of students performing at the MEETS level on ALGEBRA 1 STAAR will increase from 39%. to 46%. **Staff Responsible for Monitoring:** Admin and Math MCL **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: Although the campus has moved out of IR (Improvement Required), the campus is still mid to high C in accountability.   **Root Cause**: Sixty-one percent of Core Math and Reading are non-certified teachers, although 100% of them are actively in the pipeline certification process.

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

Performance Objective 6: By May of 2026, the percentage of students performing at the MEETS level on Social Studies STAAR will increase from 13%. to 20%

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: STAAR 2025 end of year results compared to STAAR 2026 end of year results.

Strategy 1 Details		Reviews		
Strategy 1: 8th Grade Social Studies teachers will engage in Professional Development from Region 18 including Coaching Feedback Cycles (observation and coaching) in order to increase Tier 1 High Yield Instructional Strategies	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: By May of 2026, the percentage of students performing at the MEETS level on Social Studies STAAR will increase from 13%. to 20%
     Staff Responsible for Monitoring: Admin, Dept Chair, teachers
 	
     Title I:
 2.51, 2.52, 2.53
  - **TEA Priorities:**
 Recruit, support, retain teachers and principals, Improve low-performing schools
  - **ESF Levers:**
 Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
     Problem Statements: School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: Admin and instructional leads will role out, lead and monitor, the implementation of PLCs The Bowie Way Protocol including pacing calendars, built in checkpoint data reviews, and lesson planning, using Solutions Tree, Leveraged Leadership and Get Better Faster protocols in order to produce high quality instruction planning PLCs to improve Tier I instruction in the Social Studies classrooms.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: By May of 2026, the percentage of students performing at the MEETS level on Social Studies STAAR will increase from 13%. to 20% **Staff Responsible for Monitoring:** Admin, Dept Chair, teachers **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2				

○ No Progress   ◎ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 6 Problem Statements:

School Processes & Programs
Problem Statement 1: Social Studies and Science scores have lagged behind the rapid increase in math STAAR scores.   **Root Cause**: Students move into secondary with little to no emphasis on Social Studies and Sciences in the elementary grades.
Problem Statement 2: 2025 STAAR scores show that the campus is still below other campuses in reading, science and social studies.   **Root Cause**: Strong PLC processes were not implemented with fidelity and monitored by the administrative team campus-wide.

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

Performance Objective 7: By May of 2026, the percentage of students performing at the MEETS level on Science STAAR will increase from 24% to 31%

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: STAAR 2025 end of year results compared to STAAR 2026 end of year results.

Strategy 1 Details	Reviews			
Strategy 1: 8th Grade Science teachers will engage in Professional Development from Region 18 including Coaching Feedback Cycles (observation and coaching) in order to increase Tier 1 High Yield Instructional Strategies	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: By May of 2026, the percentage of students performing at the MEETS level on Science STAAR will increase from 24%. to 31% **Staff Responsible for Monitoring:** Admin, Dept Chair, teachers **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: Admin and instructional leads will role out, lead and monitor, the implementation of PLCs The Bowie Way Protocol including pacing calendars, built in checkpoint data reviews, and lesson planning, using Solutions Tree, Leveraged Leadership and Get Better Faster protocols in order to produce high quality instruction planning PLCs to improve Tier I instruction in the Science classrooms.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: By May of 2026, the percentage of students performing at the MEETS level on Science STAAR will increase from 24%. to 31% **Staff Responsible for Monitoring:** Admin, Dept Chair, teachers **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2				

No Progress   Accomplished   Continue/Modify   ✕ Discontinue

Performance Objective 7 Problem Statements:

School Processes & Programs
Problem Statement 1: Social Studies and Science scores have lagged behind the rapid increase in math STAAR scores.   **Root Cause**: Students move into secondary with little to no emphasis on Social Studies and Sciences in the elementary grades.
Problem Statement 2: 2025 STAAR scores show that the campus is still below other campuses in reading, science and social studies.   **Root Cause**: Strong PLC processes were not implemented with fidelity and monitored by the administrative team campus-wide.

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

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 1: Bowie will increase average daily attendance from 91.9% to 93% by May 2025.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Bowie will work with district truancy committee and campus Counselors, assigned AP, teachers, who will work weekly on attendance, look at data, and make a plan to increase campus attendance.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Bowie will increase daily attendance from 91.9% to 93% by May 2025. **Staff Responsible for Monitoring:** Assigned AP, counselors, teachers **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Inventive Reward items for attendance - Local - $2,500				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will receive back to school Counselor training from counselors including Trauma informed, Child Abuse/Mandatory Reporting, referral process, community and family outreach support. as well as iLead classroom curriculum modules to use with students.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Bowie will increase daily attendance from 91.9% to 93% by May 2025. **Staff Responsible for Monitoring:** Counselors, Admin **Title I:** 2.51, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

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

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

    Evaluation Data Sources: District and campus Focus discipline reports.

Strategy 1 Details	Reviews			
Strategy 1: Campus will receive back to school PBIS Tiered discipline training across campus with preventive measures to decrease classroom disturbances, including training in MTSS (Multi Tiered System of Support) which was rolled out in the district in 2024-2025.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Focus campus overall "incidence report" disciplinary infractions will decrease by 5% from 2025 to 2026 school year.
    Staff Responsible for Monitoring: Assistant Principals, classroom teachers, department chairs, counselors.
 	
    Title I:
    2.51, 2.53
     - TEA Priorities:
    Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
     - ESF Levers:
    Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Campus will continue our effective and successful Bowie's Pre-Referral Checklist processes and procedures in order to lower classroom discipline issues while increasing classroom student engagement.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: 100% of Bowie will use the Pre-Referral Checklist processes and procedures to reduce instances of students being removed from the Tier 1 classroom.
    Staff Responsible for Monitoring: Counselors, Assistant Principals, classroom teachers, department chairs.
 	
    Title I:
    2.51, 2.53
     - TEA Priorities:
    Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
     - ESF Levers:
    Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

○ No Progress   ○ Accomplished   → Continue/Modify   ✗ Discontinue

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 3: Bowie Middle School will increase college and career readiness by creating equitable opportunities for students to develop instructional routines that support secondary academic success which leads to post-secondary and career readiness which will increase the number of students accepted into choice school by 5% by May 2026.

Indicators of Success:

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

Evaluation Data Sources: The number of students who are accepted into choice high schools will increase from 20% to 25%. (20% of our 8th graders were accepted into a choice high school in May 2025.)

Strategy 1 Details	Reviews			
Strategy 1: Campus will utilize 8th grade counselor to bring awareness and opportunity for all students to have equitable access to choice schools, and assist with application and parent awareness.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: The number of students who are accepted into choice high schools will increase from 20% to 25%. (20% of our 8th graders were accepted into a choice high school in May 2025.) **Staff Responsible for Monitoring:** Principal, AP, 8th Grade Counselor **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Bowie new AVID Site lead will attend summer training in order to provide campus PD bimonthly across campus with a lead team.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: The number of students who are accepted into choice high schools will increase from 20% to 25%. (20% of our 8th graders were accepted into a choice high school in May 2025.) **Staff Responsible for Monitoring:** Bowie AVID site team, admin **Title I:** 2.51, 2.52 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

○ No Progress   ○ Accomplished   → Continue/Modify   ✗ Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 1: Bowie will strive to decrease the percent of non-certified teachers in Reading and Math from 61% to 55% by May 2025.

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

Strategy 1 Details	Reviews			
Strategy 1: Non-certified teachers will meet with Dept Chair and Principal at MOY and EOY to show progress on certification.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Non-certified teachers in Reading and Math will decrease from 61% to 55% by May 2025.
    Staff Responsible for Monitoring: Dept Chair Principal
 	
    Title I:
2.51, 2.52, 2.53
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing
    Problem Statements: Student Learning 1				

Strategy 2 Details	Reviews			
Strategy 2: Bowie will work with Alt-Certification Entities and ECISD HR department such as OPT, to provide needed PD classes, and PD for pipeline teachers to work toward certification this school year.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Non-certified teachers in Reading and Math will decrease from 61% to 55% by May 2025.
    Staff Responsible for Monitoring: Principal, Dept Chairs, MCL
 	
    Title I:
2.51, 2.52, 2.53
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction
    Problem Statements: Student Learning 1				

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Although the campus has moved out of IR (Improvement Required), the campus is still mid to high C in accountability. **Root Cause**: Sixty-one percent of Core Math and Reading are non-certified teachers, although 100% of them are actively in the pipeline certification process.

Board Goal 4: Classroom Excellence

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

Evaluation Data Sources: Admin and Coaching walkthroughs, TTESS And STAAR data 2025

Strategy 1 Details	Reviews			
Strategy 1: Bowie Admin Team will attend summer PD: Solutions Tree, PLCs at Work conference.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Admin team will have a quality understanding of what PLCs should and will look like at Bowie MS.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal and Admin Team, MCLs, Dept Chairs.				
Title I: 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2 **Funding Sources:** Travel for admin Summer Professional development - Local - $6,500				

Strategy 2 Details	Reviews			
Strategy 2: Bowie will provide Back to School high quality professional development to entire campus staff and support aides on productive and effective PLCs the Bowie Way.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers, PLC leads will implement and lead high quality PLCs that will improve checkpoint and EOY data gathered.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers, PLC leads, Admin, MCLs, Dept Chairs				
Title I: 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2				

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: 2025 STAAR scores show that the campus is still below other campuses in reading, science and social studies. **Root Cause**: Strong PLC processes were not implemented with fidelity and monitored by the administrative team campus-wide.

Board Goal 4: Classroom Excellence

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

Evaluation Data Sources: Admin and Coaching walkthroughs, TTESS And STAAR data 2025 and 2026

Strategy 1 Details	Reviews			
Strategy 1: Bowie will implement Learning Walks across the campus to increase teacher capacity.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Tier 1 instruction will increase as teachers attend the scheduled Learning Walk Observation, Action Cycle.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Admin, MCLs, Dept Chairs. **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 2				

Strategy 2 Details	Reviews			
Strategy 2: Bowie Admin and instruction leadership team will have job-embedded Coaching cycles to build capacity in the Leadership Team.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Tier 1 instruction will increase Admin and instructional leadership team increase their capacity to lead quality observation and coaching cycles with their classroom teachers.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Instructional Coach - Title One School-wide - $75,000, Contract Services Observation, Coaching Feedback cycles for Admin Team Math/RLA - Title One School-wide - $30,000, Contract Services for Observation, Coaching Feedback cycles for Science - Title One School-wide - $30,000, Contract Services for Observation, Coaching Feedback cycles for Soc Studies - Title One School-wide - $30,000				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Although the campus has moved out of IR (Improvement Required), the campus is still mid to high C in accountability.   **Root Cause**: Sixty-one percent of Core Math and Reading are non-certified teachers, although 100% of them are actively in the pipeline certification process.
Problem Statement 2: Campus has continued to move out of a steep accountability decline since it moved from choice school AP/IB to neighborhood school over the last 5-7 years.   **Root Cause**: Bowie Middle School has suffered five years straight turnover in two grade levels for reading teachers.

School Processes & Programs
Problem Statement 2: 2025 STAAR scores show that the campus is still below other campuses in reading, science and social studies.   **Root Cause**: Strong PLC processes were not implemented with fidelity and monitored by the administrative team campus-wide.

Board Goal 5: Culture of Excellence

Performance Objective 1: Bowie's School Connectedness Panorama's Connectedness Indicator will increase from 35% to 40% by May 2026.

Evaluation Data Sources: Panorama Connectedness BOY and EOY

Strategy 1 Details	Reviews			
Strategy 1: All classrooms will post The Bowie Way tenets: High Expectations, Strong Instruction, Opportunity as well as in the hallways, (which is included in our Emergent Tree implementation, a pilot for the district).	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Panorama's Connectedness Indicator will increase from 35% to 40% by May 2026.
    Staff Responsible for Monitoring: Admin, MCLs, Dept Chairs
 	
    Title I:
2.51, 2.53
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
 - **Results Driven Accountability**
    Funding Sources: School Wide The Bowie Way posters Throughout the Building and classrooms - Local - $500				

Strategy 2 Details	Reviews			
Strategy 2: The Principal will add to daily announcements a purposed The Bowie Way tenets: High Expectations, Strong Instruction, Opportunity and APs will embed in common areas and all areas from discipline to instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Panorama's Connectedness Indicator will increase from 35% to 40% by May 2026.
    Staff Responsible for Monitoring: Principal, Admin team
 	
    Title I:
2.51, 2.53
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
 - **Results Driven Accountability**				

○ No Progress   ○ Accomplished   → Continue/Modify   ✗ Discontinue

Board Goal 5: Culture of Excellence

Performance Objective 2: Bowie's School Connectedness Panorama's Rigorous Expectations Indicator will increase from 57% to 63% by May 2026

    Evaluation Data Sources: Panorama Connectedness BOY and EOY

Strategy 1 Details	Reviews			
Strategy 1: High Quality PLCs will occur daily in all STAAR tested areas, and weekly in non-tested areas to ensure classroom excellence across the campus and across all contents.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Panorama's Rigorous Expectations Indicator will increase from 57% to 63% by May 2026
    Staff Responsible for Monitoring: Admin Team, MCLs, Department chairs
 	
    Title I:
2.51, 2.52, 2.53
 - TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
    Problem Statements: Student Learning 1				

Strategy 2 Details	Reviews			
Strategy 2: 6th Grade all Reading and all Math classes will be double block to ensure a high quality foundation of excellence as students move to 7th and 8th and then are ready for high school transition.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Panorama's Rigorous Expectations Indicator will increase from 57% to 63% by May 2026
    Staff Responsible for Monitoring: Principal
 	
    Title I:
2.51, 2.52, 2.53
    Problem Statements: Student Learning 1				

⚪ No Progress	🟢 Accomplished	➡️ Continue/Modify	❌ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Although the campus has moved out of IR (Improvement Required), the campus is still mid to high C in accountability. **Root Cause**: Sixty-one percent of Core Math and Reading are non-certified teachers, although 100% of them are actively in the pipeline certification process.