

Ector County Independent School District

Bowie Middle School

2019-2020 Campus Improvement Plan

Mission Statement

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

Vision

Vision Statement: Educating for Global Success

Core Beliefs

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Enrollment						
Year	Pre-K		K-12		Bowie	# of Students on Inter-District Transfers E/M/H
2020						
2019	1635		31570		1247	5188
2018	1523		30624		1223	4608
2017	1513		29850		1283	5622
2016	1365		30046		1305	5142
2015	1405		30467		1013	6422

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

Demographics Strengths

8th Grade Science scores for STAAR for Hispanic students on Approaches Grade Level increased from 58% to 60% in 2019.

8th Science scores for White students on Approaches increase 21% points from 2018 to 2019.

Alg 1 EOC Meets Grade Level

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: The problem is continued increase in student enrollment and the decrease in high qualified teachers in the area. **Root Cause:** One root cause is the increase in students enrolling due to the current economic state of the Permian Basin. Second root cause is teachers leaving education to work in private sector. Third root cause is the district/campus inability to retain high qualified teachers. The current economic state of the Permian Basin has created a shortage of Highly qualified teachers.

Student Achievement

Student Achievement Summary

6th Grade STAAR Reading Approaches Grade Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2019		49	49	50	33	*	*		46	10	45
2018	69	48	43	43	*	*	*	*	36	*	*
2017	69	48	50	49	53	*	*	*	48	*	58
2016	69	45	46	46	52	35	*	*	44	16	19
2014	78	67									

7th Grade STAAR Reading Approaches Grade Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2019			53	51	58	59	*	*	48	8	29
2018	74	54	54	54	56	*	*	*	53	*	52
2017											
2016	71	52	48	46	54	38	*	*	45	15	19
2015	76	59	59	56	72	*	*	*	48	*	19
2014	76	58	63	63	64	*	78	*	57	35	33

8th Grade STAAR Reading Approaches Grade Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2019			62	59	75	60	*	*	58	12	34
2018	86	73	74	73	*	*	*	*	65	*	70
2017	86	75	76	77	76	*	*	*	74	*	*
2016	87	75	75	73	85	85	*	-	71	*	43
2015	88	75	77	78	74	67	89	*	74	*	53
2014	90	81	85	81	95	82	*	*	81	59	64

7th Grade STAAR Writing Approaches Grade Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2019			46	45	49	50	*	*	45	8	30
2018	69	51	55	55	54	*	*	*	54	*	*
2017	70	51	53	51	60	*	*	*	49	*	57
2016	69	51	50	50	52	44	*	*	47	19	17
2015	73	54	57	54	69	53	*	*	46	*	24
2014	72	53	58	57	62	41	78	*	50	26	41

8th Grade Science Approaches Grade Level

2019			63	60	79	70	*	*	62	24	39
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2018	76	62	58	58	58	*	*	*	50	*	62
2017	76	62	56	54	60	*	*	*	52	*	*
2016	75	58	53	49	67	69	*	-	43	*	33
2015	71	50	51	50	56	31	89	*	49	*	38
2014	72	56	63	61	69	45	*	*	53	26	24

6th Grade STAAR Math Approaches Grade Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2019			64	66	48	80	*	*	61	24	63
2018	77	61	53	53	*	*	*	*	49	*	60
2017	76	54	52	52	*	*	86	*	48	*	
2016	72	44	44	45	44	35	*	*	40	16	28
2015											
2014	79	69									

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2018	72	54	48	46	56	*	*	*	46	*	55
2016	69	34	30	28	39	*	*	*	27	17	32
2015											
2014	68	34	28	27	29	*	*	*	25	32	25

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2018	86	62	59	58	*	*	*	*	55	*	63
2016	82	62	61	59	68	57	*	*	56	*	42
2015											
2014	86	72	75	74	80	64	100	*	71	53	41

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2018	83	68	98	97	*	*	---	----	96	----	100
2016	78	61	95	95	90	*	*	----	94	*	*
2015	81	64	72	72	73	53	100	*	68	28	38
2014	80	71	83	82	83	83	*	*	78	32	*

8th Grade Social Studies Approaches Grade Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2019			37	33	53	40	*	*	36	3	18
2018	65	36	32	31	*	*	*	*	*	*	*
2017	63	40	43	41	8	*	*	*	*	*	*
2016	63	35	37	34	50	38	*	*	29	*	16
2015	65	41	44	43	44	31	89	*	38	*	18

2014	63	43	56	53	67	*	*	*	46	26	*
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Grade 8 Reading Meets Grade Level

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

Grade 7 Writing Meets Grade Level

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

Alg 1 EOC Meets Grade Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2019			86	86	88	*	100	*	93	*	*
2018	55	28	63	61	*	*	---	---	55	---	68
2017	48	28	73	71	80	8	*	*	63	---	71

Grade 8 Science Meets Grade Level

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

Grade 8 Social Studies Meets Grade Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2019			11	9	21	10	50	*	10	3	3
2018	36	10	7	6	*	*	*	*	10	11	8

2017	33	11	10	8	*	*	*	*	*	*	*
2016											
2015											
2014											

Grade 6 Reading Meets Grade Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2019			21	21	21	13	*	*	18	3	19
2018	39	20	14	11	*	*	*	*	12	*	*
2017	37	20	21	20	25	*	*	*	18	*	22

Grade 7 Reading Meets Grade Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2019			24	21	41	17	*	*	22	3	6
2018	48	27	27	25	33	*	*	*	26	*	23
2017	42	21	23	21	31	*	*	*	18	*	27

Grade 6 Math Meets Grade Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2019			25	25	21	20	*	*	21	3	25
2018	44	25	22	21	*	*	*	*	18	*	27
2017	43	20	18	16	*	*	86	*	14	*	22

Grade 7 Math Meets Grade Level

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

Grade 8 Math Meets Grade Level

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

7 Writing Masters Level

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

8th Science Masters Level

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

8 Social Studies Masters Level

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

8 Reading Masters Level

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

8 Math Masters Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2019			1	1	5	0	*	*	2	0	2
2018	15	3	4	3	*	*	*	*	5	*	6
2017	13	1	*	*	*	*	*	*	*	*	*
2016											
2015											
2014											

7th Grade Reading Masters Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2019			11	9	20	17	*	*	10	3	1
2018	29	13	13	11	17	*	*	*	12	*	8

2017	23	10	12	10	20	*	*	*	8	*	12
2016											
2015											
2014											

7th Grade Math Masters Level

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

6th Grade Reading Masters Level

Year	State	District	Bowie	H	W	AA	Asian	2 or More	Eco-Dis	Special Ed	ELL
2019			8	8	5	7	*	*	7	0	11
2018	19	10	3	2	*	*	*	*	2	*	*
2017	19	10	8	6	11	*	*	*	6	*	6
2016	17	8									
2015	17	8									
2014	15	7									

EOC Math Masters Level

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

2015 – Algebra I only

6th Math Grade Masters Level

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

Student Achievement Strengths

Alg 1 EOC Meets Grade Level

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

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 6th Grade student achievement on STAAR dropped significantly from 5th grade thus affecting the growth progress measure in Domain 2A.. **Root Cause:** One root cause is the change in instructional time from 90 minutes to 45 minute in 6th grade. Second root cause is the increase in transitions in 6th grade throughout the instructional day.

Problem Statement 2: Math scores in 6th - 8th grade are below the state average thus affecting the growth progress measure in Domain 2A.. **Root Cause:** One root cause is 75% of the TEKS are new in 6th grade. Second root cause is the frequent transitions increase for 6th grade students. Third root cause is the lack of conceptual knowledge of 6th-8th math teachers.

School Culture and Climate

School Culture and Climate Summary

Bowie Middle School teachers had an average of 9.5 years of experience in 2017-2018. In 2019 Bowie Middle School had a turnover rate of 25%. Bowie is implementing Relay and CHAMPS in an effort to improve classroom management, school wide systems, structures and the overall positive interaction between students and teachers.

School Culture and Climate Strengths

In 2019-2020 Bowie has 25% new staff. Bowie hired 15 full time/certified teachers in 2019. With the addition of new staff, teacher morale has improved in an effort to begin the new school year on a positive note. In 2019/2020 Bowie Middle implemented a policy in which teachers of STAAR tested courses do not have to give up conference period to cover classes.

Problem Statements Identifying School Culture and Climate Needs

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

Problem Statement 2: In 2019 Bowie Middle School experienced a high turnover rate for teachers. **Root Cause:** Teachers had large class sizes and had to give up conference periods to cover classes because lack of substitutes .

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Bowie has 53 teachers with a Bachelors Degree, and 17 teachers with a Master's Degree. In addition there are 5 teachers with no degree (LTS). Bowie has 10 long term subs, 9 of which are non-certified and 1 is certified. However, one of the long term subs had the highest 6th Grade success rate for the Reading STAAR in the district.

Staff Quality, Recruitment, and Retention Strengths

Bowie has 17 teachers with a Master's Degree.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The district and campus struggled to recruit and retain highly qualified teachers. **Root Cause:** 1. Twenty-five percent of the teaching staff were long term substitutes.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

Curriculum, Instruction, and Assessment Strengths

6th and 7th Grade ELAR/Math will meet daily for PLCS meetings and all other core areas will meet weekly for PLC meetings to disaggregate student data for instructional purposes. After each short cycle assessment, teachers will determine which TEKS will be targeted for improvement in all core subjects. Students needing reteach, remediation or enrichment evaluated and targeted utilizing data drawn for short cycle assessments. Block scheduling will be utilized in 6th and 7th Grade ELAR as well as 6th Grade Math to enable teachers to focus more on providing re-teach, intervention and remediation to struggling students. Implementation of small group differentiation/intervention will occur during class time, before/after school and Saturday Academy in which certified instructors will provide an enhanced conceptual understanding of focused TEKS. Curriculum programs changes are also taking place this year. Teach To One (TTO) Math will be implemented to focus on improvement in Math skills for all 6th Grade Math Students. 7th and 8th grade Math students will also utilize Imagine Math on a supplemental basis to improve student performance. Algebra I students will be using the new NSpire calculators as well. In the area of reading, a new Pearson curriculum and textbook adoption will be implemented to enhance the new TEKS for ELAR and focus on improvement for all 6th, 7th and 8th Grade ELAR students. ELAR students will also continue to receive intervention through iStation, PEG Writing, LLI kits and the Response to Intervention Process. In addition Bowie will utilize AVID strategies such as Cornell notes and organization as well as the new AVID Excel program for 6th grade ELL students through ELAR classes. In addition Bowie has two Instructional Specialists (IS) to coordinate the focus of PLCs and teaching staff to support our students.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: The lack of structured PLCs in order to plan with fidelity **Root Cause:** The lack of substitutes required teachers to cover classes during their PLC and conference time causing insufficient time for planning.

Parent and Community Engagement

Parent and Community Engagement Summary

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

Parent and Community Engagement Strengths

Parental involvement with booster clubs is outstanding and parental involvement is incrementally growing across the board.

Problem Statements Identifying Parent and Community Engagement Needs

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

School Context and Organization

School Context and Organization Summary

Bowie's leadership structure is organized with a principal, 3 assistant principals, department chairs, 2 instructional specialists and teachers/staff. The leadership team consists of all administrators, department chairs and instructional specialists. The decision making process consists of department chairs meeting with teachers and getting input from them on all teaching and learning programs, systems and structures. The input collected is reviewed and vetted by the leadership team in order to make decisions for the campus.

School Context and Organization Strengths

The Instructional Leadership Team is actively involved in all areas of curriculum and instruction

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause:** 1. Lack of quality lesson planning. 2. Lack of highly qualified teachers with content knowledge. 3. No implementation of PLC planning process.

Technology

Technology Summary

Bowie Middle School has Smart Boards and projectors in all classrooms. Bowie has 14 mobile labs and three computer lab classrooms. Returning teachers have been trained in using smart boards for instruction.

Technology Strengths

Bowie Middle School is expecting 2-3 new mobile labs this year. Bowie Middle School is using mobile computer labs to implement Teach to One Math and Proximity Learning this school year.

Problem Statements Identifying Technology Needs

Problem Statement 1: Lack of wifi in portable buildings required to house students. **Root Cause:** Structure of wifi does not support all classrooms due to lack of networking capability.

Problem Statement 2: Not enough technology resources for every student to have daily access. **Root Cause:** Number of students exceeds the supply of technology.

Priority Problem Statements

Problem Statement 1: The problem is continued increase in student enrollment and the decrease in high qualified teachers in the area.

Root Cause 1: One root cause is the increase in students enrolling due to the current economic state of the Permian Basin. Second root cause is teachers leaving education to work in private sector. Third root cause is the district/campus inability to retain high qualified teachers. The current economic state of the Permian Basin has created a shortage of Highly qualified teachers.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 6th Grade student achievement on STAAR dropped significantly from 5th grade thus affecting the growth progress measure in Domain 2A..

Root Cause 2: One root cause is the change in instructional time from 90 minutes to 45 minute in 6th grade. Second root cause is the increase in transitions in 6th grade throughout the instructional day.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Math scores in 6th - 8th grade are below the state average thus affecting the growth progress measure in Domain 2A..

Root Cause 3: One root cause is 75% of the TEKS are new in 6th grade. Second root cause is the frequent transitions increase for 6th grade students. Third root cause is the lack of conceptual knowledge of 6th-8th math teachers.

Problem Statement 3 Areas: Student Achievement

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

Root Cause 4: 1. Lack of campus plan for effective communication with parents.

Problem Statement 4 Areas: School Culture and Climate

Problem Statement 5: In 2019 Bowie Middle School experienced a high turnover rate for teachers.

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

Problem Statement 5 Areas: School Culture and Climate

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

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

Problem Statement 6 Areas: School Culture and Climate

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

Root Cause 7: 1. Twenty-five percent of the teaching staff were long term substitutes.

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

Problem Statement 8: The lack of structured PLCs in order to plan with fidelity

Root Cause 8: The lack of substitutes required teachers to cover classes during their PLC and conference time causing insufficient time for planning.

Problem Statement 8 Areas: Curriculum, Instruction, and Assessment

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

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

Problem Statement 9 Areas: Parent and Community Engagement

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

Root Cause 10: 1. Lack of quality lesson planning. 2. Lack of highly qualified teachers with content knowledge. 3. No implementation of PLC planning process.

Problem Statement 10 Areas: School Context and Organization

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

Root Cause 11: Structure of wifi does not support all classrooms due to lack of networking capability.

Problem Statement 11 Areas: Technology

Problem Statement 12: Not enough technology resources for every student to have daily access.

Root Cause 12: Number of students exceeds the supply of technology.

Problem Statement 12 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

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

- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- TTESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Bowie will align curriculum, instruction, assessment, and professional learning to promote college and career readiness and positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 1: Students achieving the Meets Standard on state assessments will increase from 25% to 30% across all tested grade levels and content areas by May 2020.


Evaluation Data Source(s) 1: State Accountability 2019, 2020

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy TEA Priorities Improve low-performing schools 1) Campus will implement a consistent process to disaggregate and monitor data through professional learning communities.	2.4, 2.5, 2.6	Teachers, Principals, Assistant Principals and Instructional Specialists	Student Data will reflect data driven instruction and lessons. Students for all tested areas will show growth towards the meets standard.				
Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 Funding Sources: Local - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy TEA Priorities Improve low-performing schools 2) Increase instructional time in 6th and 7th grade through block scheduling in 6th ELAR and Math and 7th ELAR.	2.4, 2.5, 2.6	Teachers, Principals, Assistant Principals and Instructional Specialists	Strategy expected results include: consistent implementation of differentiated instruction through small groups and consistent intervention.				
				Problem Statements: Student Achievement 1, 2 - School Culture and Climate 1 Funding Sources: Local - 0.00, Title One School-wide - 0.00			
Targeted Support Strategy TEA Priorities Improve low-performing schools Build a foundation of reading and math 3) Offer flexible tutoring times across each department.	2.4, 2.5, 2.6	Teachers, Principals, Assistant Principals and Instructional Specialists	Expected result is increase in number of students accessing tutoring no later than October 2019.				
				Problem Statements: Student Achievement 1, 2 - School Context and Organization 1 Funding Sources: Title One School-wide - 0.00			
Targeted Support Strategy TEA Priorities Improve low-performing schools Build a foundation of reading and math 4) Implement scaffolding of developing skills through Do Now Activities and targeted TEKS instruction.	2.4, 2.5, 2.6	Teachers, Principals, Assistant Principals and Instructional Specialists	Strategy result will be filling in the gaps in learning for students.				
				Problem Statements: Student Achievement 1, 2 Funding Sources: Local - 0.00			
Targeted Support Strategy TEA Priorities Improve low-performing schools Build a foundation of reading and math 5) Implement common assessments and benchmark assessments according to schedule.	2.4, 2.6	Teachers, Principals, Assistant Principals and Instructional Specialists	Strategy result is access to current data to make timely instructional changes.				
				Problem Statements: Student Achievement 1, 2 Funding Sources: Local - 0.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy TEA Priorities Improve low-performing schools 6) Implementation of Relay aggressive monitoring by all stakeholders.	2.4, 2.6	Teachers, Principals, Assistant Principals and Instructional Specialists	Strategy result is increase in student on task behavior.				
	Problem Statements: Student Achievement 1, 2 - School Culture and Climate 3 Funding Sources: Local - 0.00						
Targeted Support Strategy 7) Teachers will create rigorous lessons using the ECISD Unit Planning mat to enhance and challenge students to master TEKS across all subject areas.	2.4, 2.5	Teachers, Principals, Assistant Principals and Instructional Specialists	Strategy result is to increase student engagement through comprehensive lesson plans.				
	Problem Statements: Student Achievement 1, 2 Funding Sources: Local - 0.00						
							

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: 6th Grade student achievement on STAAR dropped significantly from 5th grade thus affecting the growth progress measure in Domain 2A.. Root Cause 1: One root cause is the change in instructional time from 90 minutes to 45 minute in 6th grade. Second root cause is the increase in transitions in 6th grade throughout the instructional day.
Problem Statement 2: Math scores in 6th - 8th grade are below the state average thus affecting the growth progress measure in Domain 2A.. Root Cause 2: One root cause is 75% of the TEKS are new in 6th grade. Second root cause is the frequent transitions increase for 6th grade students. Third root cause is the lack of conceptual knowledge of 6th-8th math teachers.
School Culture and Climate
Problem Statement 1: Lack of effective communication between the campus and parent in regards to parent involvement opportunities. Root Cause 1: 1. Lack of campus plan for effective communication with parents.
Problem Statement 3: Campus lacked consistent expectations of student, teachers, and administration regarding school processes and academic achievement. Root Cause 3: 1. Campus did not have a consistent student management system. 2. Expectations for data driven instruction were lacking.

Curriculum, Instruction, and Assessment

Problem Statement 1: The lack of structured PLCs in order to plan with fidelity **Root Cause 1:** The lack of substitutes required teachers to cover classes during their PLC and conference time causing insufficient time for planning.

School Context and Organization

Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause 1:** 1. Lack of quality lesson planning. 2. Lack of highly qualified teachers with content knowledge. 3. No implementation of PLC planning process.

Goal 1: Bowie will align curriculum, instruction, assessment, and professional learning to promote college and career readiness and positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 2: Students achieving the Masters Standard on state assessments will increase from 9% to 14% across all tested grade levels and content areas by May 2020.

Evaluation Data Source(s) 2: State Accountability 2019, 2020

Summative Evaluation 2:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools Connect high school to career and college 1) Honors students will be served with a new Laying the Foundations Curriculum.	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Specialists	Strategy results is to increased number of students meeting masters across all subject areas.				
				Problem Statements: Student Achievement 1 - School Context and Organization 1 Funding Sources: Local - 0.00, State Comp Ed - 0.00			
Targeted Support Strategy TEA Priorities Improve low-performing schools 2) Teachers will create rigorous lessons using the ECISD Learning mat to enhance and challenge students to master TEKS across all subject areas.	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Specialists, teachers	Strategy result is to increase student engagement through comprehensive lesson plans.				
				Problem Statements: Student Achievement 1, 2 - School Context and Organization 1 Funding Sources: Local - 0.00			

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: 6th Grade student achievement on STAAR dropped significantly from 5th grade thus affecting the growth progress measure in Domain 2A.. **Root Cause 1:** One root cause is the change in instructional time from 90 minutes to 45 minute in 6th grade. Second root cause is the increase in transitions in 6th grade throughout the instructional day.

Problem Statement 2: Math scores in 6th - 8th grade are below the state average thus affecting the growth progress measure in Domain 2A.. **Root Cause 2:** One root cause is 75% of the TEKS are new in 6th grade. Second root cause is the frequent transitions increase for 6th grade students. Third root cause is the lack of conceptual knowledge of 6th-8th math teachers.

School Context and Organization

Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause 1:** 1. Lack of quality lesson planning. 2. Lack of highly qualified teachers with content knowledge. 3. No implementation of PLC planning process.

Goal 1: Bowie will align curriculum, instruction, assessment, and professional learning to promote college and career readiness and positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 3: Students achieving the Meets Standard on the state assessments in Reading and Writing will increase by 10% by May 2020.

6th Grade Reading from 21% to 31%

7th Grade Reading from 23% to 33%

8th Grade Reading from 33% to 43%

7th Grade Writing from 22% to 32%.

Evaluation Data Source(s) 3: State Accountability 2019, 2020

Summative Evaluation 3:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy TEA Priorities Improve low-performing schools 1) Implement new ELAR program adoptions and new ELAR TEKS with fidelity.	2.4, 2.5, 2.6	Principal, APs, teachers, Instructional Specialists.	Students will increase by 10% on the meets standard.				
	Problem Statements: Student Achievement 1 - School Context and Organization 1 Funding Sources: Local - 0.00						
Targeted Support Strategy TEA Priorities Improve low-performing schools Build a foundation of reading and math 2) Facilitate Abydos Writing Institute for secondary ELAR teachers.	2.4, 2.5, 2.6	Principal, APs, teachers, Instructional Specialists.	Strategy result is increase in writing participation and increase in writing scores by 10 percentage points in 7th grade.				
	Problem Statements: Student Achievement 1 Funding Sources: Local - 0.00, State Comp Ed - 0.00						
Targeted Support Strategy 3) Increase instructional time in 6th and 7th grade through block scheduling.	2.4, 2.5, 2.6	Principal, APs, teachers, Instructional Specialists.	Strategy expected results include: consistent implementation of differentiated instruction through small group instruction and consistent intervention.				
	Problem Statements: Student Achievement 1 - School Context and Organization 1 Funding Sources: Local - 0.00, Title One School-wide - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy TEA Priorities Improve low-performing schools 4) Teachers will utilize ECISD Planning Mats during lesson planning.	2.4, 2.5, 2.6	Principal, APs, teachers, Instructional Specialists.	Strategy expected result is improvement of student engagement based on effective lesson planning.				
	Problem Statements: Student Achievement 1 - School Context and Organization 1 Funding Sources: Local - 0.00						

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: 6th Grade student achievement on STAAR dropped significantly from 5th grade thus affecting the growth progress measure in Domain 2A.. Root Cause 1: One root cause is the change in instructional time from 90 minutes to 45 minute in 6th grade. Second root cause is the increase in transitions in 6th grade throughout the instructional day.
School Context and Organization
Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. Root Cause 1: 1. Lack of quality lesson planning. 2. Lack of highly qualified teachers with content knowledge. 3. No implementation of PLC planning process.

Goal 1: Bowie will align curriculum, instruction, assessment, and professional learning to promote college and career readiness and positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 4: Students achieving the Meets Standard on state assessments in Math will increase by 10% in each tested grade level by May 2020.

6th Grade Math from 24% to 34%

7th Grade Math from 21% to 31%


8th Grade Math from 16% to 26%

Evaluation Data Source(s) 4: 2020 State Accountability

Summative Evaluation 4:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy TEA Priorities Improve low-performing schools Build a foundation of reading and math 1) 6th Grade Math Students will have Teach to One Math Curriculum	2.4, 2.5, 2.6	Principal, APs, teachers, Instructional Specialist, Math Co-ordinator	Strategy result will be an increase in student math performance of 10 percent.				
				Problem Statements: Student Achievement 1, 2 - School Context and Organization 1 Funding Sources: Local - 0.00, State Comp Ed - 0.00, Title One School-wide - 0.00			
Additional Targeted Support Strategy 2) Increase instructional time in 6th and 7th grade through block scheduling.	2.4, 2.5, 2.6	Principal, APs, teachers, Instructional Specialist, Math Co-ordinator	Strategy expected results include: consistent implementation of differentiated instruction through small group instruction and consistent intervention.				
				Problem Statements: Student Achievement 1, 2 - School Context and Organization 1 Funding Sources: Local - 0.00, Title One School-wide - 0.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Implement Imagine Math in 7th and 8th grade as a supplemental program.	2.4, 2.5, 2.6	Principal, APs, teachers, Instructional Specialist, Math Co-ordinator	Strategy result will be an increase in student math performance of 10 percent.				
	Problem Statements: Student Achievement 2 - School Context and Organization 1 Funding Sources: State Comp Ed - 0.00						
Targeted Support Strategy 4) Teachers will utilize ECISD Planning Mats during lesson planning.	2.4, 2.5, 2.6	Principal, APs, teachers, Instructional Specialist, Math Co-ordinator	Strategy expected result is improvement of student engagement based on effective lesson planning.				
	Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 Funding Sources: Local - 0.00						
							

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: 6th Grade student achievement on STAAR dropped significantly from 5th grade thus affecting the growth progress measure in Domain 2A.. Root Cause 1: One root cause is the change in instructional time from 90 minutes to 45 minute in 6th grade. Second root cause is the increase in transitions in 6th grade throughout the instructional day.
Problem Statement 2: Math scores in 6th - 8th grade are below the state average thus affecting the growth progress measure in Domain 2A.. Root Cause 2: One root cause is 75% of the TEKS are new in 6th grade. Second root cause is the frequent transitions increase for 6th grade students. Third root cause is the lack of conceptual knowledge of 6th-8th math teachers.
Curriculum, Instruction, and Assessment
Problem Statement 1: The lack of structured PLCs in order to plan with fidelity Root Cause 1: The lack of substitutes required teachers to cover classes during their PLC and conference time causing insufficient time for planning.
School Context and Organization
Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. Root Cause 1: 1. Lack of quality lesson planning. 2. Lack of highly qualified teachers with content knowledge. 3. No implementation of PLC planning process.

Goal 1: Bowie will align curriculum, instruction, assessment, and professional learning to promote college and career readiness and positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 5: Students achieving the Meets Standard on Social Studies STAAR state assessment will increase by 10% in each grade level.

8th Grade Social Studies from 11% to 21%.

Evaluation Data Source(s) 5: 2020 State Accountability

Summative Evaluation 5:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy TEA Priorities Improve low-performing schools 1) 8th grade teachers will monitor and disaggregate data during PLCs.	2.4, 2.5, 2.6	Principal, APs, Instructional Specialists, and teachers	Strategy expected results will be an increase of 10% on student performance.				
				Problem Statements: Student Achievement 1, 2 - School Culture and Climate 3 - Curriculum, Instruction, and Assessment 1 Funding Sources: Local - 0.00			
Targeted Support Strategy 2) 8th grade teachers will plan as a grade level during PLCs and implement a consistent curriculum focusing on academic curriculum.	2.4, 2.5, 2.6	Principal, APs, Instructional Specialists, and teachers	Strategy expected results will be an increase of 10% on student performance.				
				Problem Statements: Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 Funding Sources: Local - 0.00			
Targeted Support Strategy TEA Priorities Improve low-performing schools 3) Teacher will use the ECISD Planning Mats during lesson planning.	2.4, 2.5, 2.6	Principal, APs, Instructional Specialists, and teachers	Strategy expected results will be an increase of 10% on student performance due to better aligned and prepared lessons.				
				Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 Funding Sources: Local - 0.00			

Performance Objective 5 Problem Statements:

Student Achievement

Problem Statement 1: 6th Grade student achievement on STAAR dropped significantly from 5th grade thus affecting the growth progress measure in Domain 2A.. **Root Cause 1:** One root cause is the change in instructional time from 90 minutes to 45 minute in 6th grade. Second root cause is the increase in transitions in 6th grade throughout the instructional day.

Problem Statement 2: Math scores in 6th - 8th grade are below the state average thus affecting the growth progress measure in Domain 2A.. **Root Cause 2:** One root cause is 75% of the TEKS are new in 6th grade. Second root cause is the frequent transitions increase for 6th grade students. Third root cause is the lack of conceptual knowledge of 6th-8th math teachers.

School Culture and Climate

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

Curriculum, Instruction, and Assessment

Problem Statement 1: The lack of structured PLCs in order to plan with fidelity **Root Cause 1:** The lack of substitutes required teachers to cover classes during their PLC and conference time causing insufficient time for planning.

School Context and Organization

Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause 1:** 1. Lack of quality lesson planning. 2. Lack of highly qualified teachers with content knowledge. 3. No implementation of PLC planning process.

Goal 1: Bowie will align curriculum, instruction, assessment, and professional learning to promote college and career readiness and positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 6: Students achieving the Meets Standard on state assessments in Science will increase by 5% by May 2020.





8th Science from 25% to 35%.

Evaluation Data Source(s) 6: 2020 State Accountability

Summative Evaluation 6:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy TEA Priorities Improve low-performing schools 1) 8th grade teachers will monitor and disaggregate data during PLCs	2.4, 2.5, 2.6	Principal, APs, teachers and Instructional Specialists	Strategy expected results will be an increase of 10% on student performance.				
				Problem Statements: Student Achievement 1, 2 - School Culture and Climate 3 - Curriculum, Instruction, and Assessment 1 Funding Sources: Local - 0.00			
Targeted Support Strategy TEA Priorities Improve low-performing schools 2) 8th grade teachers will plan as a grade level during PLCs and implement a consistent curriculum focusing on academic curriculum.	2.4, 2.5	Principal, APs, teachers and Instructional Specialists	Strategy expected results will be an increase of 10% on student performance.				
				Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 Funding Sources: Local - 0.00			
Targeted Support Strategy TEA Priorities Improve low-performing schools 3) Teacher will use the ECISD Planning Mats during lesson planning.	2.4, 2.5, 2.6	Principal, APs, teachers and Instructional Specialists	Strategy expected results will be an increase of 10% on student performance due to better aligned and prepared lessons.				
				Problem Statements: Student Achievement 1, 2 - School Culture and Climate 3 Funding Sources: Local - 0.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 6 Problem Statements:

Student Achievement
Problem Statement 1: 6th Grade student achievement on STAAR dropped significantly from 5th grade thus affecting the growth progress measure in Domain 2A.. Root Cause 1: One root cause is the change in instructional time from 90 minutes to 45 minute in 6th grade. Second root cause is the increase in transitions in 6th grade throughout the instructional day.
Problem Statement 2: Math scores in 6th - 8th grade are below the state average thus affecting the growth progress measure in Domain 2A.. Root Cause 2: One root cause is 75% of the TEKS are new in 6th grade. Second root cause is the frequent transitions increase for 6th grade students. Third root cause is the lack of conceptual knowledge of 6th-8th math teachers.
School Culture and Climate
Problem Statement 3: Campus lacked consistent expectations of student, teachers, and administration regarding school processes and academic achievement. Root Cause 3: 1. Campus did not have a consistent student management system. 2. Expectations for data driven instruction were lacking.
Curriculum, Instruction, and Assessment
Problem Statement 1: The lack of structured PLCs in order to plan with fidelity Root Cause 1: The lack of substitutes required teachers to cover classes during their PLC and conference time causing insufficient time for planning.
School Context and Organization
Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. Root Cause 1: 1. Lack of quality lesson planning. 2. Lack of highly qualified teachers with content knowledge. 3. No implementation of PLC planning process.

Goal 1: Bowie will align curriculum, instruction, assessment, and professional learning to promote college and career readiness and positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 7: Increase Bowie student attendance rate from 94.7% to 95.7% by May 2020. State average was 95.7% in 2018.

Evaluation Data Source(s) 7: District attendance reports

Summative Evaluation 7:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy TEA Priorities Improve low-performing schools 1) Bowie Middle School will offer attendance incentives for each grade level that achieves 96% attendance for the week from Monday - Thursday. In addition Bowie will offer attendance/tardy incentives for the six weeks.	2.4, 2.5, 2.6	2 Attendance Clerks, Principal, APs	Attendance rate will improve to 95.7%				
				Problem Statements: Student Achievement 1, 2 - School Culture and Climate 3 - School Context and Organization 1 Funding Sources: Local - 0.00			
Targeted Support Strategy TEA Priorities Improve low-performing schools 2) Encourage parents to use the Attendance Campaign flyer to document their child's attendance throughout the year.	2.5, 2.6	Parents and students	Strategy expected result is the increase in student attendance and parent involvement.				
				Problem Statements: Student Achievement 1, 2 - School Culture and Climate 1, 3 Funding Sources: Local - 0.00			

Performance Objective 7 Problem Statements:

Student Achievement
Problem Statement 1: 6th Grade student achievement on STAAR dropped significantly from 5th grade thus affecting the growth progress measure in Domain 2A.. Root Cause 1: One root cause is the change in instructional time from 90 minutes to 45 minute in 6th grade. Second root cause is the increase in transitions in 6th grade throughout the instructional day.

Student Achievement

Problem Statement 2: Math scores in 6th - 8th grade are below the state average thus affecting the growth progress measure in Domain 2A.. **Root Cause 2:** One root cause is 75% of the TEKS are new in 6th grade. Second root cause is the frequent transitions increase for 6th grade students. Third root cause is the lack of conceptual knowledge of 6th-8th math teachers.

School Culture and Climate

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

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

School Context and Organization

Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause 1:** 1. Lack of quality lesson planning. 2. Lack of highly qualified teachers with content knowledge. 3. No implementation of PLC planning process.

Goal 2: Bowie will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District goals and improve student learning.

Performance Objective 1: 30% of our teachers have less than five years experience, therefore, we will identify root causes and improve our systems of support to improve retention.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy TEA Priorities Improve low-performing schools Recruit, support, retain teachers and principals 1) Provide support for teachers from Instructional Specialists, Mentor teachers, and Department chairs.		Principal, Assistant Principal, Instructional Specialists, Department Chairs	Retention Rate will Improve by 10% Teachers will benefit from coaching and support.				
	Problem Statements: School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1 Funding Sources: Local - 0.00						
Targeted Support Strategy TEA Priorities Improve low-performing schools Recruit, support, retain teachers and principals 2) Provide a common planning time for teachers to plan and disaggregate data.	2.4, 2.5, 2.6	Administrators, Instructional Specialists, Department Chairs, teachers	The strategy expectations result is confidence to deliver effective lesson plans. Teachers will have a better understanding of content.				
	Problem Statements: School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1 Funding Sources: Local - 0.00						

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 2: In 2019 Bowie Middle School experienced a high turnover rate for teachers. **Root Cause 2:** Teachers had large class sizes and had to give up conference periods to cover classes because lack of substitutes .

Staff Quality, Recruitment, and Retention

Problem Statement 1: The district and campus struggled to recruit and retain highly qualified teachers. **Root Cause 1:** 1. Twenty-five percent of the teaching staff were long term substitutes.

Goal 3: Bowie will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 1: Streamline the flow of communication so that customers are efficiently directed to the proper department in order to have their questions answered in a timely manner.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy TEA Priorities Improve low-performing schools 1) Bowie will utilize Parent Link, social media, notes home, planners and Bowie Home page, marquee to communicate with parents.	2.5, 2.6	Librarian, Principal, teachers	Increase communication and parent training to improve rapport between the parent and school.				
				Problem Statements: School Culture and Climate 1, 3 - Parent and Community Engagement 1 Funding Sources: Local - 0.00, Title One School-wide - 0.00			
Targeted Support Strategy TEA Priorities Improve low-performing schools Connect high school to career and college 2) Bowie will participate in the MSEAN 6th grade Volunteer Mentor program	2.4, 2.5, 2.6	Principals, APs, Volunteers	Strategies expected results will be establishing relationships between the mentors and 6th grade students and improve student performance.				
				Problem Statements: Student Achievement 1, 2 - School Culture and Climate 3 Funding Sources: Local - 0.00			
Targeted Support Strategy TEA Priorities Improve low-performing schools 3) Bowie will be adopted by a church in the community.		Administrators, Volunteers.	Strategies expected results will be establishing relationships between the campus and the community.				
				Problem Statements: School Culture and Climate 3 Funding Sources: Local - 0.00			

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: 6th Grade student achievement on STAAR dropped significantly from 5th grade thus affecting the growth progress measure in Domain 2A.. **Root Cause 1:** One root cause is the change in instructional time from 90 minutes to 45 minute in 6th grade. Second root cause is the increase in transitions in 6th grade throughout the instructional day.

Problem Statement 2: Math scores in 6th - 8th grade are below the state average thus affecting the growth progress measure in Domain 2A.. **Root Cause 2:** One root cause is 75% of the TEKS are new in 6th grade. Second root cause is the frequent transitions increase for 6th grade students. Third root cause is the lack of conceptual knowledge of 6th-8th math teachers.

School Culture and Climate

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

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

Parent and Community Engagement

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

Goal 4: Bowie will provide and promote a safe climate that is conducive to learning.


Performance Objective 1: Bowie will provide special programs to support the unique needs of students at various social/ emotional levels of functioning in order to promote a safe climate that is conducive to learning.

Evaluation Data Source(s) 1: Program rosters, and attendance data,

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy TEA Priorities Improve low-performing schools 1) Bowie teachers will utilize CHAMPS in the classrooms. In addition the Seven Habits of Highly Effective Teens will be taught in	2.4, 2.5, 2.6	Administrators Teachers,	Students will have a safe environment that is conducive to learning. Students will learn routines, procedures and character traits that will help them maintain a safe learning environment.				
Targeted Support Strategy TEA Priorities Improve low-performing schools 2) Bowie will provide the services of an SAS counselor to students during the school year.		Principal, Teachers, APs, SAS Counselors	Students will benefit from social and emotional counseling when necessary to maintain an environment that is conducive to learning.				
Targeted Support Strategy TEA Priorities Improve low-performing schools 3) The Bowie Relay Team will train and work with the entire staff to establish a climate and culture conducive to learning.		Administrators and all staff	Students will have a safe environment that is conducive to learning.				
Targeted Support Strategy TEA Priorities Improve low-performing schools 4) Bowie will implement the Middle School Education Action Network 6th grade mentoring program.	2.5, 2.6	Administrators, teachers, and volunteers	Strategy expected result is to increase the engagement of students in school programs and to increase student awareness of social norms.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
							

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Problem Statement 2: Math scores in 6th - 8th grade are below the state average thus affecting the growth progress measure in Domain 2A.. Root Cause 2: One root cause is 75% of the TEKS are new in 6th grade. Second root cause is the frequent transitions increase for 6th grade students. Third root cause is the lack of conceptual knowledge of 6th-8th math teachers.
School Culture and Climate
Problem Statement 1: Lack of effective communication between the campus and parent in regards to parent involvement opportunities. Root Cause 1: 1. Lack of campus plan for effective communication with parents.
Problem Statement 2: In 2019 Bowie Middle School experienced a high turnover rate for teachers. Root Cause 2: Teachers had large class sizes and had to give up conference periods to cover classes because lack of substitutes .
Problem Statement 3: Campus lacked consistent expectations of student, teachers, and administration regarding school processes and academic achievement. Root Cause 3: 1. Campus did not have a consistent student management system. 2. Expectations for data driven instruction were lacking.

Goal 4: Bowie will provide and promote a safe climate that is conducive to learning.

Performance Objective 2: Bowie will ensure that training for staff will occur annually to promote the safety of all students.

Evaluation Data Source(s) 2: Staff sign-in, archived training documents, Youth Truth Survey

Summative Evaluation 2:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy TEA Priorities Improve low-performing schools 1) Teachers will complete annual Safe Schools training, attend Ethics and Sexual Harassment Training.	2.4, 2.5, 2.6	Principal and APs	Staff will maintain high ethical standards and a safe learning environment				
Problem Statements: School Culture and Climate 3 - School Context and Organization 1 Funding Sources: Local - 0.00							
Targeted Support Strategy TEA Priorities Improve low-performing schools 2) The Bowie Relay Team will train and work with the entire staff to establish a climate and culture conducive to learning.		Administrators and all staff	Staff will implement consistent and effective routines and procedures to ensure a safe environment that is conducive to learning.				
Problem Statements: School Culture and Climate 2, 3 Funding Sources: Local - 0.00							
Targeted Support Strategy TEA Priorities Improve low-performing schools 3) The Bowie staff will review the results of the Youth Truth Survey to highlight areas that need to be addressed during the school year.	2.4, 2.5, 2.6	Administrators and staff	Strategy expected result is to create awareness among the staff of student perceptions and lack of engagement.				
Problem Statements: School Culture and Climate 1, 2, 3 Funding Sources: Local - 0.00							

Performance Objective 2 Problem Statements:

School Culture and Climate

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

Problem Statement 2: In 2019 Bowie Middle School experienced a high turnover rate for teachers. **Root Cause 2:** Teachers had large class sizes and had to give up conference periods to cover classes because lack of substitutes .

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

School Context and Organization

Problem Statement 1: Lack of quality TIER 1 instruction resulted in poor student performance of all sub populations in all core areas. **Root Cause 1:** 1. Lack of quality lesson planning. 2. Lack of highly qualified teachers with content knowledge. 3. No implementation of PLC planning process.


Goal 5: Bowie will utilize financial resources in a responsible and data-driven manner to support student learning.

Performance Objective 1: Bowie will utilize Title I funds to promote student learning, to increase parent engagement and provide a safe learning environment for all.

Evaluation Data Source(s) 1: Budget, Title I, sign in sheets

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy TEA Priorities Improve low-performing schools 1) Bowie will purchase the S'Mores parent newsletter template to use in communication with parents	2.5, 2.6, 3.1, 3.2	Principal, APs, Principal Secretary	Strategy expected result is to improve the quality and quantity of communication with parents.				
Targeted Support Strategy TEA Priorities Improve low-performing schools 2) Bowie will plan and host an Open House event for parents.	2.5, 2.6, 3.1, 3.2	Administrators, teachers, parents	Strategy expected result is to improve the relationship and rapport between the parents and the school.				
Targeted Support Strategy TEA Priorities Improve low-performing schools 3) Bowie will host 2 more academic parent nights during the school year. (Block Party and Reading/Math Night)	2.5, 2.6, 3.1, 3.2	Administrators, teachers, parents	Strategy expected result is to improve the relationship and rapport between the parents and the school and provide the parent with academic information.				
							

Performance Objective 1 Problem Statements:

Student Achievement

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School Culture and Climate

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

Parent and Community Engagement

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


Goal 6: Bowie will utilize technology to enhance instruction, create efficient processes, and to increase communication and collaboration within the district and with all stakeholders.

Performance Objective 1: Bowie campus improvement will be 100% in alignment with ECISD improvement plan.

Evaluation Data Source(s) 1: Campus/District Improvement Plan

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Improve low-performing schools 1) Campus Improvement Plan will be aligned with District Improvement Plan and Campus Needs.	2.4, 2.5, 2.6	Principal, Campus Improvement Team	Campus Improvement Plan that aligns with District Plan and Campus Needs				
Problem Statements: Demographics 1 - Student Achievement 1, 2 - School Culture and Climate 1, 2 - Staff Quality, Recruitment, and Retention 1							
							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The problem is continued increase in student enrollment and the decrease in high qualified teachers in the area. Root Cause 1: One root cause is the increase in students enrolling due to the current economic state of the Permian Basin. Second root cause is teachers leaving education to work in private sector. Third root cause is the district/campus inability to retain high qualified teachers. The current economic state of the Permian Basin has created a shortage of Highly qualified teachers.
Student Achievement
Problem Statement 1: 6th Grade student achievement on STAAR dropped significantly from 5th grade thus affecting the growth progress measure in Domain 2A.. Root Cause 1: One root cause is the change in instructional time from 90 minutes to 45 minute in 6th grade. Second root cause is the increase in transitions in 6th grade throughout the instructional day.

Student Achievement

Problem Statement 2: Math scores in 6th - 8th grade are below the state average thus affecting the growth progress measure in Domain 2A.. **Root Cause 2:** One root cause is 75% of the TEKS are new in 6th grade. Second root cause is the frequent transitions increase for 6th grade students. Third root cause is the lack of conceptual knowledge of 6th-8th math teachers.

School Culture and Climate

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

Problem Statement 2: In 2019 Bowie Middle School experienced a high turnover rate for teachers. **Root Cause 2:** Teachers had large class sizes and had to give up conference periods to cover classes because lack of substitutes .

Staff Quality, Recruitment, and Retention

Problem Statement 1: The district and campus struggled to recruit and retain highly qualified teachers. **Root Cause 1:** 1. Twenty-five percent of the teaching staff were long term substitutes.

Goal 6: Bowie will utilize technology to enhance instruction, create efficient processes, and to increase communication and collaboration within the district and with all stakeholders.

Performance Objective 2: Increase student computer (wireless device) ratio to a minimum of one computer per four students. Moving towards a long term goal of one computer at Bowie per four students by 2024.

Evaluation Data Source(s) 2: Campus inventory and student enrollment

Summative Evaluation 2:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Improve low-performing schools 1) Utilize any available funds to purchase additional technology for campus needs, specifically Computers on Wheels (COWs)	2.4, 2.5, 2.6	Principal	Improve computer to student ratio to one computer to four students.				
Problem Statements: Technology 2 Funding Sources: Title One School-wide - 20000.00							

Performance Objective 2 Problem Statements:

Technology
Problem Statement 2: Not enough technology resources for every student to have daily access. Root Cause 2: Number of students exceeds the supply of technology.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
6	1	1	Campus Improvement Plan will be aligned with District Improvement Plan and Campus Needs.
6	2	1	Utilize any available funds to purchase additional technology for campus needs, specifically Computers on Wheels (COWs)

State Compensatory

Budget for Bowie Middle School:

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

Personnel for Bowie Middle School:

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

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Teach to One Math-\$22,000

Parent Engagement-Family Nights-\$2857.00

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

Admin Professional Development-\$13,000.00

Counselor Professional Development-\$1500.00

Teacher Professional Development-\$15,000

Title I Budget-74,329.00

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

2.2: Regular monitoring and revision

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

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

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

2.4: Opportunities for all children to meet State standards

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

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

Teach to One Math for 6th Grade Math

Implementation of new ELAR TEKS

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

AVID EXCEL for 6th Grade

AVID MSEAN Mentoring

CHAMPS

Relay

After School and before school tutoring

Istation

Imagine Math

2.5: Increased learning time and well-rounded education

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

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

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

At-Risk students will be monitored for the following:

1. Academic growth and performance

Math

ELAR

2. Attendance

3. Intervention

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

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

3.2: Offer flexible number of parent involvement meetings

Flexible parent involvement meetings include;

6th Grade parent orientation

Meet Your Teacher Night-Open House

2019-2020 Campus Improvement Team

Committee Role	Name	Position
Principal	Brian Ellington	Principal
Counselor	Chelsea Pinkerton	Counselor
Classroom Teacher	Candace Morris	Teacher
Classroom Teacher	Bianca Hernandez	Teacher
ICS	Mary Gorman	Instructional Coach Specialist
Administrator	Lola Brooks	Assistant Principal
Parent	Sandra Pilger	Parent

Campus Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	7			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	4			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	5	3			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
1	6	3			\$0.00

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1			\$0.00
1	7	2			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
4	2	3	Youth Truth Survey Results for Bowie		\$0.00
Sub-Total					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	3	2			\$0.00
1	4	1			\$0.00
1	4	3			\$0.00
4	1	2			\$0.00
Sub-Total					\$0.00

Title One School-wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	3			\$0.00
1	3	3			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
3	1	1			\$0.00
4	1	1			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
5	1	3			\$0.00
6	2	1			\$20,000.00
Sub-Total					\$20,000.00
Grand Total					\$20,000.00