

Irving Independent School District
Bowie Middle School
2023-2024 Campus Improvement Plan



Mission Statement

Bowie Mission Statement:

Our mission is to ensure high levels of learning for all students.

Vision

Bowie Vision:

Our vision is an engaged community that fosters lifelong learning.

Core Beliefs

Bowie Core Values:

Positive Relationships

Continuous Learning

Equity

Innovation

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Students - Bowie Middle School is a neighborhood school that serves 821 students enrolled in grades 6 through 8. Students live in South Irving and West Dallas. Bowie also serves as the Regional School for the Deaf and hosts a Deaf Education program for students from Irving, Duncanville and Grand Prairie. 90.9% of the school is considered Economically Disadvantaged. The demographics for the school are as follows: 89.9% Hispanic, 3.7% White, 4% African American, 1.7% Asian, and less than 1% Pacific Islander and Two or More Races. Bowie serves students in different programs including 504 (10.8%), Special Education (10%), Gifted and Talented (18.3%), and 60% of students are Bilingual/ESL served. The AVID program promotes college and career readiness for potential first-generation college-bound students. AVID starts in 7th grade. Students at Bowie can also participate in the National Junior Honor Society (by invitation), Student Council, and Kickstart. The attendance rate for the 2022-2023 school year was 92.9%.

Discipline - In the 2022-2023 school year, Bowie MS had 398 infractions.

Staff - Bowie has 43 classroom teachers, 9 special education teachers, 3 counselors, and other academic support staff (1 Math and 1 Reading Interventionists, 1 Academic Specialist) to help all students learn and grow. By working to ensure high levels of learning for all students, the staff envisions an engaged community that fosters lifelong learning. The staff embodies the values of equity, positive relationships, innovation, and continuous learning for our students. The total number of staff members is 83. The administration is made up of a principal and 2 assistant principals, and an administrative liaison. The staff retention rate for the 2022-2023 school year was 73.7%.

Bowie has a Guiding Coalition which consists of 17 staff members that meet to ensure the decisions made for the campus are aligned to our mission and vision. The Guiding Coalition has worked on different parts of the school's needs including creating operational procedures and an instructional foundation used during our Team times.

School - There are 821 students enrolled at Bowie. Bowie was awarded a VILS Lab as a part of the Verizon Innovative Learning program. The school has a library, band, orchestra, choir, an art room, a karate dojo, a practice gym and a competition gym in addition to classrooms for core subjects.

Enrollment policy: Irving ISD zones each school to serve the neighborhood. The students' home address determines the school for enrollment. Bowie serves students in a large zone ranging from both east and west sides of Highway Loop 12, extending south from the Trinity Railway Express line to Interstate I-30. The enrollment at Bowie Middle School is slowly declining. In 2021-2022 Bowie MS had 821 students and in 2022-2023 Bowie MS had 818 students.

District - Irving ISD incorporated in 1909. It currently contains 1 collegiate academy, 5 high schools, 8 middle schools, and 20 elementary schools and serves approximately 33,000 students through 4,000 employees. It is the 12th largest district in the DFW Metroplex. The district seeks to “engage learners to become critical thinkers, leaders and contributors in a diverse and competitive world” through educators who “help students excel and reach their maximum potential.”

Parents - Bowie has a Parent Liaison who operates the Parent Volunteer Center. In the past year, Bowie has been host for All Pro Dads, drive-through events, and has increased family engagement opportunities. The Parent Liaison has recruited parent volunteers and is working on continuing to grow and execute plans for community involvement. Upcoming events for families include a Salsa Showdown, Herencia Hispana Festival, and WonderMoms, amongst other events.

Communication with our constituents comes from our growing Facebook MS Family page, our school newsletter (Bowie Nation News), and the use of School Messenger and Snap Connect.

Community - Bowie Middle School is located in South Irving zip code 75060, which contains almost 50,000 people (Hispanic (48.2%), White (21.8%), Black (13.8%).) Additionally, a small population of our community resides in West Dallas within Loop 12 to the West, and Westmoreland to the East. In 2020, the median household income of 75062 households was \$57,320 (texasdemographics.com). Bowie Middle School has long served the community, originally as Irving Junior High in 1950 and renamed Bowie in 1957.

Demographics Strengths

The Hispanic community has a strong representation in our school and families. We value the celebrations and events the school and community have established. The school has a long history, spanning over 70 years. We have many well-established programs to support all learners with a variety of needs. We enjoy partnerships with parents, volunteers, and mentors to connect with and support students in our neighborhood.

Bowie has served different generations from the same family. This has led to a strong support system from the community and to close relationships with parents and grandparents of current students. We reach our parents and community via Social Media and our school newsletter. We offer creative events to bring our diverse community and families together.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 55% of Emergent bilinguals are in the Does Not Meet NWEA MAP - STAAR Reading Proficiency Level. **Root Cause:** Limited English language support and instructional resources for Emergent bilingual students.

Problem Statement 2 (Prioritized): The school has experienced a significant increase in the number of English language learners (ELL) in recent years, resulting in challenges in meeting their unique academic and linguistic needs **Root Cause:** Limited resources and support for ELL students, including insufficient bilingual staff, specialized instructional materials, and targeted professional development for teachers.

Student Learning

Student Learning Summary

Student Performance: Bowie Middle School has an overall rating of a “C” (78) for the 2021- 2022 school year. This 78 is two points higher than the previous school rating the school received for the 2018-2019 school year. Bowie received a 65 out of 100 for Student Achievement, an 80 out of 100 for School Progress, and a 74 out of 100 for Closing the Gaps. Additionally, the campus earned a Distinction Designation in RLA in 2022.

School ratings for the 2022-2023 school year are still pending.

Compared to similar campuses across the state, Bowie was placed in Quartile 1 in three areas in RLA: Attendance Rate (97.4%) This percentage outperformed the district goal and the district average), accelerated student progress in RLA (43%), and Grade 7 Reading Performance (29% masters). In math, Bowie was in the top quartile in Algebra I - Participation (40%) and Algebra I - Performance (24% meets grade level).

Bowie offers high school credit classes: Algebra I, Biology, Geometry, English I, Spanish 2 and Spanish 3.

Bowie has met the attendance goal two years in a row. Bowie has a designated staff member who works with truant students and their families when the student reaches an attendance rate below 85%. The communication with the families has been essential to getting students in the classroom.

Student Engagement: Bowie Middle School continues to plan effectively to address students’ absences. Attendance meetings take place weekly and there is a clear collaboration between the grade-level administrator, the grade level counselor, the attendance clerk and the attendance personnel assigned by the district.

In the 2022-2023 school year, Bowie MS had a total of 398 infractions. The demographics breakdown is as follows: 87.9% were for Hispanic students, 7.5% for African American students, and 3% were for White students. Males made up 77% of the infractions and females made up 22.6% of the infractions. If we look at infractions by grade level, 6th grade had 48%, 7th grade had 17%, and 8th grade had 34% of the infractions.

To combat students being out of the classroom for disciplinary reasons, Bowie continues to focus on Capturing Kids’ Hearts, the Student Culture Team, the

Student Council, and PBIS as a focus for fostering relationships with our students and staff.

Staff Engagement: The turnover rate following the 2021-2022 school year was mostly due to promotions for those exiting Bowie Middle School. The focus continues to be the fostering of relationships through CKH strategies, collaboration with the Leadership Coalition in updating the campus' mission, vision, and goals, establishing teacher-generated operational procedures, and implementing a plan for the PLC process and a student intervention plan with campus input. All staff members have opportunities to ask questions and provide serious input in the way the campus operates. A Leadership Coalition was originally established for the 2022-2023 school year, which is composed of teacher leaders, instructional support, and administrators. The Leadership Coalition is the driving force for the school-wide culture routines and the instructional framework in place.

Student Learning Strengths

For the 2022-2023 school year, Bowie implemented Cub Connection, a separate time-block built into the school day designed to provide students additional time for academic support.

A point of celebration for student learning, is also the STAAR performance for Bowie. Bowie is a "C" school with an overall rating of a 78, this 78 is 2 points higher than the rating the school received prior to the pandemic in 2019.

Bowie earned a RLA distinction for the Texas Education Agency Accountability Ratings for the 2021-2022 School Year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students wander the hallways and miss valuable instruction time. **Root Cause:** Students walk long distances to find cold water because water fountains put out hot water.

Problem Statement 2 (Prioritized): Tier I instruction does not result with the majority of students mastering the concepts learned. **Root Cause:** Teachers lack training to make learning accessible to all students regardless their learning gaps.

Problem Statement 3 (Prioritized): Many students exhibit poor reading comprehension skills, leading to difficulties in understanding and analyzing complex texts. **Root Cause:** Insufficient emphasis on explicit reading instruction in cross curricular contents, a lack of strategies to develop reading comprehension skills, limited access to high-quality reading materials, and inadequate support for struggling readers.

Problem Statement 4: Students exhibit low motivation and a lack of perseverance, resulting in disengagement and a decline in academic performance. **Root Cause:** Inadequate emphasis on fostering intrinsic motivation, limited opportunities for student choice and autonomy, a lack of relevance and connection to students' interests and aspirations, and a failure to address social-emotional factors that impact motivation.

Problem Statement 5 (Prioritized): Students struggle with written expression and effective communication skills, leading to difficulties in expressing ideas coherently. **Root Cause:** Insufficient instruction on writing processes and strategies in cross-content areas, limited exposure to diverse genres and writing formats, a lack of targeted feedback and revision opportunities, and a failure to develop language and vocabulary skills needed for effective com

Problem Statement 6 (Prioritized): 55% of Emergent bilinguals are in the Does Not Meet NWEA MAP - STAAR Reading Proficiency Level. **Root Cause:** Limited English language support and instructional resources for Emergent bilingual students.

School Processes & Programs

School Processes & Programs Summary

Personnel - Policy and Procedures - Bowie Middle School has a low turnover rate. When positions are open, the administrators create hiring committees reflective of the areas that need to be filled. The different interview committees consisted of an administrator, in most cases, the principal and the assistant principal over the department, the counselor, the department and/or grade level lead, and the partner teacher. Interview questions revolved around culture, professional practices, and student learning. Once a teacher is recommended for hire and a job is offered, Bowie assigns that new teacher a teacher mentor. Mentor/Mentee Meetings are held monthly. Topics include teaching best practices, Special Education, professional development, leadership, and other topics as recommended by the mentors. Bowie is focused on fostering and sustaining positive relationships within our community. Capturing Kids' Hearts (CKH) practices are also embedded in the relationships between staff members.

Professional Practice - Bowie is focused on creating instructional leaders. Each week, administrators and instructional leaders are engaged in the PLC process and conduct walkthroughs to see teachers' and students' engagement and delivery during instruction. The alignment between the PLC and instructional practices is evident by information from qualitative and quantitative data. This might include conversations but also MAP scores, discipline referrals (time in class), and walkthrough feedback. To address any gaps, the use of the academic specialist and two campus interventionists is crucial. Plans are put in place for teachers to reflect on areas of opportunity and professional development sessions are offered. Additionally, the school has in-house experts that can be paired with low-performance. Communication with teachers is of the utmost importance and teachers know the practices that will be a focus during walkthroughs. Practices can include implementation of CKH, alignment to the Demonstration of Learning (how do students know what they will learn), and academic conversations in the classroom.

Leadership Coalition: In May of 2022, the Bowie staff was able to apply to be a part of the Leadership Coalition. All applicants were interviewed and the final members were announced at the last faculty meeting. During the Summer of 2022, the Leadership Coalition met for two full-day sessions and attended a three-day institute on High Impact Teams. As a part of the team debrief sessions during the institute, the Leadership Coalition discussed the school's strengths, problem statements and root causes. One of the summer planning sessions held, focused on the betterment of Schoolwide Campus Culture Routines and the other session focused on the Instructional practices surrounding our PLC Process. Monthly Leadership Coalitions are held where we discuss, review and implement initiatives as needed.

Programs and Opportunities for Students - CKH and PBIS are the primary behavior and relationship-building programs. The primary focus is for students to know they are valued, but also to reduce behavior issues thus keeping students in the classroom engaged in learning. Additionally, these programs focus on ensuring students are held to high standards and are accountable for their behaviors. The 4-Questions from CKH are reflective and promote guiding students into changing their behavior leading to creating positive habits. Our Dean of Students and counselors work hand in hand with administrators to combat mental health issues and bullying accusations. To address the needs of the whole child, the MTSS team meets to address students' needs.

Procedures - Instructional time is protected at Bowie Middle School. Teachers abide by the 10-10 rule, no students out of the classroom the first and last 10 minutes of class. To address gaps in the learning and to enhance instruction, Bowie's schedule allows for a 30-minute period called Cub Connection. Students are assigned a period for an intervention or for extension activity during different cycles. To maximize learning, students have received professional development in CKH and the effective use of Good Things, the EXCEL model, and the implementation of the Launch. The purpose is to reduce behavior redirection in the classroom.

Parent/Guardian/Community Engagement: Parent and community participation is initiated via the school newsletter (the Bowie Nation News - BNN), School Messenger, and a Facebook group. When parents enter our school for a school event, we have to sign in sheets for our parents. In the years following COVID, Bowie MS saw a surge in parental attendance to events. This has led to an authentic partnership between the school and our parents. Anytime a Bowie staff member engages with a parent, the focus is on providing information on their child using excellent customer service. The level of support from our community has been on the rise. Bowie has a new Parent Liaison who is focused on welcoming new parent volunteers to the Parent Center, engaging community members in free classes, and providing them with opportunities to volunteer throughout the school. Bowie will rely on the help of these volunteers to continue to make our community events a success. Overall, parents feel Bowie has a positive environment that provides their students with learning opportunities. For the Capturing Kids' Heart Family Survey, parents responded higher than the national average to "I feel welcome at my student's school."

School Processes & Programs Strengths

The procedures put in place strengthen the success Bowie has seen over the past year. The leadership teams were intentional about putting into place daily procedures that would support instructional processes (Schoolwide Culture Routines). This can be seen in the daily bell/lunch schedule, restroom procedures, and the reduction to a 4-minute passing period with a plan for monitoring the halls. The value placed on instructional time revolves on the daily routines created at Bowie.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): In the 2022-2023 School year, there were 741 days of In-School and Out-of-School Suspension. **Root Cause:** Students need SEL lessons to learn how to cope with stress, conflict, and emotions.

Problem Statement 2 (Prioritized): In the 2022-2023 School year, there were 23 drug/alcohol behavior infractions that resulted in over 480 days in DAEP placement. **Root Cause:** Bowie MS needs additional support students who commit these infractions that will lead to a change in behavior.

Problem Statement 3: Many students at our school are frequently arriving late to class between 2nd and 3rd period, which is negatively impacting their learning and the learning environment for other students. **Root Cause:** Students do not have a concept of time or lapse of time prior to the tardy bell ringing.

Problem Statement 4 (Prioritized): Students miss class time when placed in ISS or OSS for student code of conduct violations. **Root Cause:** Administrators need additional disciplinary options.

Problem Statement 5 (Prioritized): Students do not bring their Chromebooks to school and it impacts class learning. **Root Cause:** The school lacks a system of monitoring.

Perceptions

Perceptions Summary

Student Engagement - Attendance across the different race/ethnicity groups is consistent. Bowie's Truancy Officer has in place a system for tracking attendance. Reports are run daily and phone/visits home are made when a pattern continues or if the student misses 3 consecutive days. Additionally, at 3 p.m. on Mondays, the attendance committee meets to discuss students who have been absent 2 or more times in the previous week and/or have attendance rates that have dropped. Students are discussed by grade level with the appropriate administrator and counselor. The campus truancy officer meets with students to solve attendance issues. Positive reinforcement is utilized when possible with class attendance challenges that earn free dress days and attendance celebrations during the day when possible. A focus has been placed on reducing the number of disciplinary placements outside of the classroom. All DAEP placements have been mandatory, according to TWEDS and parents are kept abreast of their student's behavior and progress. Conflict is reduced by mediation and conflict resolution coaching from the Dean of Students and administrators. The Student Culture Committee plans activities to engage students with current events and celebrations throughout the year.

Staff Engagement - Communication is key. A weekly Principal Update email is sent to keep all staff aware of upcoming dates, news, and items that need to be addressed. Turnover the previous year has been mostly due to promotions. New staff members to the campus have been met with a mentor and monthly support meetings. The expectations for staff members are communicated consistently with staff members and there are always opportunities for questions and recommendations. Bowie has a Leadership Coalition that assists in creating campus policies and procedures. This has led to most decisions being mostly teacher-made. The Campus Leadership Ambassadors work to encourage a positive school climate by having frequent activities for teachers and staff.

Leadership Coalition: In May of 2022, the Bowie staff was able to apply to be a part of the Leadership Coalition. All applicants were interviewed and the final members were announced at the last faculty meeting. During the Summer of 2022, the Leadership Coalition met for two full-day sessions and attended a three-day institute on High Impact Teams. As a part of the team debrief sessions during the institute, the Leadership Coalition discussed the school's strengths, problem statements and root causes. One of the summer planning sessions held, focused on the betterment of Schoolwide Campus Culture Routines and the other session focused on the Instructional practices surrounding our PLC Process. Monthly Leadership Coalitions are held where we discuss, review and implement initiatives as needed.

Parent/Guardian/Community Engagement - Bowie Middle School is committed to engaging parents and the community. The Parent Center is a hub for our parent volunteers to donate their time to the school. The partnership between the Parent Liaison, the counselors, the administration, and the Dean of Students is one that focuses on ways to schedule, organize, and gather assistance from others to make the events successful. Bowie would like to host 2-3 family events per month. The events include bigger events such as Hispanic Heritage Night, while others will be smaller and more focused, such as WonderMoms, All Pro Dads, and a menu of classes for parent enrichment. Attendance at events is documented. Barriers can be attributed to Bowie being a

campus in a working-class community where there are many two-parent working households. School events are communicated via school messenger, Peachjar, and a monthly newsletter named Bowie Nation News. Teachers engage in 2-way communication with parents in person or via telephone, Snap Connect, and email. Communication includes positive calls home and those to address behavior and/or academic concerns. The district calendar has built in parent conference dates and this is utilized to establish a deeper rapport with parents.

Perceptions Strengths

The partnership Bowie has with its parents is one of Bowie's greatest strengths. Parent attendance during events has increased since the return from COVID. Over the course of the last year, Bowie has intentionally sought out communication in the way of newsletters in English and Spanish, as well as being clear and rewording the Vision, Mission, and Values for the school. The more parent-friendly language has made communication and translating it to our parents easier and more understandable. The goal of creating real partnerships with parents is of the utmost importance and Bowie faculty and staff understand the customer service to parents is a priority for engaging them in their student's learning and every day experiences.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): In the 2022-2023 school year, Bowie's attendance rate was 93.44%, which is lower than the campus goal. **Root Cause:** At Bowie, students and parents need to be informed of the consequences students and parents will face for truancy.

Problem Statement 2: In the 2022-2023 school year, community engagement was low at campus events. **Root Cause:** Event promotions need to entice parents to come.

Problem Statement 3: Low parental involvement in school activities. **Root Cause:** Limited communication between the school and parents, lack of parent engagement strategies, and cultural or language barriers preventing effective involvement.

Problem Statement 4 (Prioritized): Parent and community engagement levels are low, resulting in a lack of trust and collaboration between the school and its stakeholders. **Root Cause:** Ineffective communication strategies, a lack of opportunities for meaningful parent involvement, negative perceptions of the school's academic performance, and limited outreach efforts to diverse communities.

Priority Problem Statements

Problem Statement 1: Students struggle with written expression and effective communication skills, leading to difficulties in expressing ideas coherently.

Root Cause 1: Insufficient instruction on writing processes and strategies in cross-content areas, limited exposure to diverse genres and writing formats, a lack of targeted feedback and revision opportunities, and a failure to develop language and vocabulary skills needed for effective com

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Tier I instruction does not result with the majority of students mastering the concepts learned.

Root Cause 2: Teachers lack training to make learning accessible to all students regardless their learning gaps.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The school has experienced a significant increase in the number of English language learners (ELL) in recent years, resulting in challenges in meeting their unique academic and linguistic needs

Root Cause 3: Limited resources and support for ELL students, including insufficient bilingual staff, specialized instructional materials, and targeted professional development for teachers.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Many students exhibit poor reading comprehension skills, leading to difficulties in understanding and analyzing complex texts.

Root Cause 4: Insufficient emphasis on explicit reading instruction in cross curricular contents, a lack of strategies to develop reading comprehension skills, limited access to high-quality reading materials, and inadequate support for struggling readers.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: In the 2022-2023 School year, there were 23 drug/alcohol behavior infractions that resulted in over 480 days in DAEP placement.

Root Cause 5: Bowie MS needs additional support students who commit these infractions that will lead to a change in behavior.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: In the 2022-2023 School year, there were 741 days of In-School and Out-of-School Suspension.

Root Cause 6: Students need SEL lessons to learn how to cope with stress, conflict, and emotions.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: In the 2022-2023 school year, Bowie's attendance rate was 93.44%, which is lower than the campus goal.

Root Cause 7: At Bowie, students and parents need to be informed of the consequences students and parents will face for truancy.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Students wander the hallways and miss valuable instruction time.

Root Cause 8: Students walk long distances to find cold water because water fountains put out hot water.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Students miss class time when placed in ISS or OSS for student code of conduct violations.

Root Cause 9: Administrators need additional disciplinary options.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Students do not bring their Chromebooks to school and it impacts class learning.

Root Cause 10: The school lacks a system of monitoring.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Parent and community engagement levels are low, resulting in a lack of trust and collaboration between the school and its stakeholders.

Root Cause 11: Ineffective communication strategies, a lack of opportunities for meaningful parent involvement, negative perceptions of the school's academic performance, and limited outreach efforts to diverse communities.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: 55% of Emergent bilinguals are in the Does Not Meet NWEA MAP - STAAR Reading Proficiency Level.

Root Cause 12: Limited English language support and instructional resources for Emergent bilingual students.

Problem Statement 12 Areas: Demographics - Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Goals


Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.







Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 38% to 55% by May 2024 and the percentage of Hispanic students from 37% to 55%.

High Priority

HB3 Goal

Evaluation Data Sources: MOY and EOY Data, Lesson Plans, Artifact Trackers

Strategy 1 Details	Reviews			
<p>Strategy 1: The RLA administrator will monitor teachers' lesson plans for tight alignment with the Irving ISD curriculum and inclusion of TEKS and lesson objectives, instructional activities, daily assessments, and differentiated activities/modifications for special populations.</p> <p>Strategy's Expected Result/Impact: The RLA teachers' understanding of curriculum expectations and lesson plan development will improve lesson rigor</p> <p>Staff Responsible for Monitoring: RLA Administrator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	July
				

Strategy 2 Details	Reviews			
<p>Strategy 2: RLA teachers will use daily formative assessments (e.g. Exit tickets/Demonstrations of Learning) and at least one Common Formative Assessments every two weeks to identify students' learning needs.</p> <p>Strategy's Expected Result/Impact: RLA teachers will be able effectively identify learning needs on Tier I instruction and create reteach lessons to close learning gaps.</p> <p>Staff Responsible for Monitoring: RLA Administrator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	July
				
Strategy 3 Details	Reviews			
<p>Strategy 3: RLA teachers will create intervention/extension lessons on essential standards for advisory teachers to deliver to their advisory students during their Cub Connection period (advisory period).</p> <p>Strategy's Expected Result/Impact: Tier II intervention will result in more students mastering the essential standards.</p> <p>Staff Responsible for Monitoring: Academic Specialist and RLA teachers will track student progress on essential standards.</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Academic Specialist - 211 - Title I-A, Supplies and Materials - 211 - Title I-A - \$15,000</p>	Formative			Summative
	Nov	Feb	Apr	July
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: The school has experienced a significant increase in the number of English language learners (ELL) in recent years, resulting in challenges in meeting their unique academic and linguistic needs. **Root Cause:** Limited resources and support for ELL students, including insufficient bilingual staff, specialized instructional materials, and targeted professional development for teachers.

Student Learning

Problem Statement 2: Tier I instruction does not result with the majority of students mastering the concepts learned. **Root Cause:** Teachers lack training to make learning accessible to all students regardless their learning gaps.

Problem Statement 3: Many students exhibit poor reading comprehension skills, leading to difficulties in understanding and analyzing complex texts. **Root Cause:** Insufficient emphasis on explicit reading instruction in cross curricular contents, a lack of strategies to develop reading comprehension skills, limited access to high-quality reading materials, and inadequate support for struggling readers.


Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.


Performance Objective 2: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 37% to 44% by May 2024 and our Emergent Bilinguals from 27% to 30% by May 2024.

High Priority

HB3 Goal

Evaluation Data Sources: Campus Common Assessments in RLA Classes, Lesson Plans, Artifact Trackers

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrators will lead the Reading Language Arts team in two exit ticket/demonstration of learning data meetings per grading period using the Bambrick Data Driven Instruction Protocol. These meetings will include the Academic Specialist, Content Interventionists, and Reading teachers.</p> <p>Strategy's Expected Result/Impact: Bambrick Data Driven Instruction Protocol will lead to reteach lesson creation to ensure conceptual and procedural gaps are addressed.</p> <p>Staff Responsible for Monitoring: Academic Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Academic Specialist - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	July
				

Strategy 2 Details	Reviews			
<p>Strategy 2: The RLA teachers and Title 1 Intervention Specialists will utilize Lexia and IXL to monitor student progress regularly and make adjustments to intervention and extension plans as needed.</p> <p>Strategy's Expected Result/Impact: Tier 2 interventions (in class and during Cub Connection - intervention/extension block) will be more effective in helping students to close achievement gaps.</p> <p>Staff Responsible for Monitoring: Interventionist and Academic Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 2, 3</p> <p>Funding Sources: Interventionist - 199 - General Funds: SCE, Academic Specialist - 211 - Title I-A, IXL - 199 - General Funds - \$12,000</p>	Formative			Summative
	Nov	Feb	Apr	July
				

 No Progress
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  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: Tier I instruction does not result with the majority of students mastering the concepts learned. Root Cause: Teachers lack training to make learning accessible to all students regardless their learning gaps.</p> <p>Problem Statement 3: Many students exhibit poor reading comprehension skills, leading to difficulties in understanding and analyzing complex texts. Root Cause: Insufficient emphasis on explicit reading instruction in cross curricular contents, a lack of strategies to develop reading comprehension skills, limited access to high-quality reading materials, and inadequate support for struggling readers.</p>


Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.







Performance Objective 3: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 43% to 55% by May 2024 and Hispanic students from 44% to 55% by May 2024.

High Priority

HB3 Goal

Evaluation Data Sources: MOY and EOY Data, Lesson Plans, Artifact Trackers

Strategy 1 Details	Reviews			
<p>Strategy 1: The Math administrator will monitor teachers' lesson plans for tight alignment with the Irving ISD curriculum and inclusion of TEKS and lesson objectives, instructional activities, daily assessments, and differentiated activities/modifications for special populations.</p> <p>Strategy's Expected Result/Impact: The Math teachers' understanding of curriculum expectations and lesson plan development will improve lesson rigor</p> <p>Staff Responsible for Monitoring: Math Administrator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	July
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Math teachers will use daily formative assessments (e.g. Exit tickets/Demonstrations of Learning) and at least one Common Formative Assessments every two weeks to identify students' learning needs.</p> <p>Strategy's Expected Result/Impact: Math teachers will be able effectively identify learning needs on Tier I instruction and create reteach lessons to close learning gaps.</p> <p>Staff Responsible for Monitoring: Math Administrator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	July
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Math teachers will create intervention/extension lessons on essential standards for advisory teachers to deliver to their advisory students during their Cub Connection period (advisory period).</p> <p>Strategy's Expected Result/Impact: Tier II intervention will result in more students mastering the essential standards.</p> <p>Staff Responsible for Monitoring: Academic Specialist and Math teachers will track student progress on essential standards.</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Academic Specialist - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	July
				
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Performance Objective 3 Problem Statements:

Demographics

Problem Statement 2: The school has experienced a significant increase in the number of English language learners (ELL) in recent years, resulting in challenges in meeting their unique academic and linguistic needs. **Root Cause:** Limited resources and support for ELL students, including insufficient bilingual staff, specialized instructional materials, and targeted professional development for teachers.

Student Learning

Problem Statement 2: Tier I instruction does not result with the majority of students mastering the concepts learned. **Root Cause:** Teachers lack training to make learning accessible to all students regardless their learning gaps.

Problem Statement 3: Many students exhibit poor reading comprehension skills, leading to difficulties in understanding and analyzing complex texts. **Root Cause:** Insufficient emphasis on explicit reading instruction in cross curricular contents, a lack of strategies to develop reading comprehension skills, limited access to high-quality reading materials, and inadequate support for struggling readers.


Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.


Performance Objective 4: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math and Alg 1 from 32% to 40% by May 2024 and Emergent Bilinguals from 27% to 35% by May 2024

High Priority

HB3 Goal

Evaluation Data Sources: Campus Common Assessments in Math Classes, Lesson Plans, Artifact Trackers

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrators will lead the Math teams in two exit ticket/demonstration of learning data meetings per grading period using the Bambrick Data Driven Instruction Protocol. These meetings will include the Academic Specialist, Content Interventionists, and Math teachers.</p> <p>Strategy's Expected Result/Impact: Bambrick Data Driven Instruction Protocol will lead to reteach lesson creation to ensure conceptual and procedural gaps are addressed.</p> <p>Staff Responsible for Monitoring: Academic Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Academic Specialist - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	July
				

Strategy 2 Details	Reviews			
<p>Strategy 2: The Math teachers and Title 1 Intervention Specialists will utilize STEMScopes and IXL to monitor student progress regularly and make adjustments to intervention and extension plans as needed.</p> <p>Strategy's Expected Result/Impact: Tier 2 interventions (in class and during Cub Connection - intervention/extension block) will be more effective in helping students to close achievement gaps.</p> <p>Staff Responsible for Monitoring: Interventionist and Academic Specialist</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2, 3</p> <p>Funding Sources: Interventionist - 199 - General Funds: SCE, Academic Specialist - 211 - Title I-A, IXL - 199 - General Funds - \$12,000</p>	Formative			Summative
	Nov	Feb	Apr	July
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 2: Tier I instruction does not result with the majority of students mastering the concepts learned. Root Cause: Teachers lack training to make learning accessible to all students regardless their learning gaps.</p>
<p>Problem Statement 3: Many students exhibit poor reading comprehension skills, leading to difficulties in understanding and analyzing complex texts. Root Cause: Insufficient emphasis on explicit reading instruction in cross curricular contents, a lack of strategies to develop reading comprehension skills, limited access to high-quality reading materials, and inadequate support for struggling readers.</p>


Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.







Performance Objective 5: Increase the percentage of students who score at meets or above in Algebra 1 from 55% to 75% by May 2024 and Emergent Bilinguals from 85% to 95% by May 2024.

High Priority

HB3 Goal

Evaluation Data Sources: Campus Common Assessments in Math Classes, Lesson Plans, Artifact Trackers

Strategy 1 Details	Reviews			
<p>Strategy 1: The Algebra teacher and Title 1 Intervention Specialists will utilize IXL to monitor student progress regularly and make adjustments to intervention and extension plans as needed.</p> <p>Strategy's Expected Result/Impact: Tier 2 interventions (in class and during Cub Connection - intervention/extension block) will be more effective in helping students to close achievement gaps.</p> <p>Staff Responsible for Monitoring: Interventionist and Academic Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2, 3</p> <p>Funding Sources: Interventionist - 199 - General Funds: SCE, Academic Specialist - 211 - Title I-A, IXL - 199 - General Funds - \$12,000</p>	Formative			Summative
	Nov	Feb	Apr	July
				

Strategy 2 Details	Reviews			
<p>Strategy 2: The Math administrator and Academic Specialist will work with the Algebra teacher in two exit ticket/demonstration of learning data meetings per grading period using the Bambrick Data Driven Instruction Protocol.</p> <p>Strategy's Expected Result/Impact: The Algebra teacher will be able to more effectively identify student learning needs and determine what intervention and/or extension plans are needed for each student.</p> <p>Staff Responsible for Monitoring: Math Administrator and Academic Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Academic Specialist - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	July
				
Strategy 3 Details	Reviews			
<p>Strategy 3: The Algebra teacher will use information from data meetings to ensure they have prepared rigorous instructional plans for Tier 2 interventions and extensions.</p> <p>Strategy's Expected Result/Impact: Tier 2 interventions (in class) will be more effective in helping students to close achievement gaps.</p> <p>Staff Responsible for Monitoring: Math Administrator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	July
				
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Performance Objective 5 Problem Statements:

Student Learning
<p>Problem Statement 2: Tier I instruction does not result with the majority of students mastering the concepts learned. Root Cause: Teachers lack training to make learning accessible to all students regardless their learning gaps.</p>

Student Learning

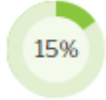





Problem Statement 3: Many students exhibit poor reading comprehension skills, leading to difficulties in understanding and analyzing complex texts. **Root Cause:** Insufficient emphasis on explicit reading instruction in cross curricular contents, a lack of strategies to develop reading comprehension skills, limited access to high-quality reading materials, and inadequate support for struggling readers.

Goal 2: In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1: Increase Parent Education and Community Engagement strategies to the Diamond Level metric on the Parent Seal of Excellence

High Priority

Evaluation Data Sources: Metric on the Parent Seal of Excellence

Strategy 1 Details	Reviews			
<p>Strategy 1: 50% of our families will complete the Parent Center survey and receive a follow up call by our parent liaison.</p> <p>Strategy's Expected Result/Impact: Diamond Level expectations will be met and parents will feel a part of the Bowie community.</p> <p>Staff Responsible for Monitoring: Parent Liaison</p> <p>Title I: 4.1</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 4</p>	Formative			Summative
	Nov	Feb	Apr	July
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Bowie Middle host at minimum two community events per month, including but not limited to parent classes, All Pro Dad, Wonder Moms, culture events, and fine arts events.</p> <p>Strategy's Expected Result/Impact: Diamond Level expectations will be met and parents will feel a part of the Bowie community.</p> <p>Staff Responsible for Monitoring: Parent Liaison</p> <p>Title I: 4.1</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 4</p> <p>Funding Sources: Supplies and material - 199 - General Funds - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	July
				
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Performance Objective 1 Problem Statements:

Perceptions







Problem Statement 4: Parent and community engagement levels are low, resulting in a lack of trust and collaboration between the school and its stakeholders. **Root Cause:** Ineffective communication strategies, a lack of opportunities for meaningful parent involvement, negative perceptions of the school's academic performance, and limited outreach efforts to diverse communities.

Goal 2: In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 2: Improve communication with parents/guardians regarding attendance to increase attendance from 93% to 95%.

High Priority

Evaluation Data Sources: Increase participation on parent surveys sent through Capturing Kids' Hearts

Strategy 1 Details	Reviews			
<p>Strategy 1: Bowie Middle School staff will utilize KINVOLE to communicate students attendance concerns. Strategy's Expected Result/Impact: Parents will feel connected to the school and feel the urgency to bring their children. Staff Responsible for Monitoring: Attendance Clerk</p> <p>Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	July
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Monthly attendance parties will be hosted during Cub Connection as an incentive for student attendance. Strategy's Expected Result/Impact: Students will want to attend Staff Responsible for Monitoring: Dean and Administrators</p> <p>Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: supplies and materials - 199 - General Funds - \$1,800</p>	Formative			Summative
	Nov	Feb	Apr	July
				
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Performance Objective 2 Problem Statements:


Perceptions


Problem Statement 1: In the 2022-2023 school year, Bowie's attendance rate was 93.44%, which is lower than the campus goal. **Root Cause:** At Bowie, students and parents need to be informed of the consequences students and parents will face for truancy.


Goal 3: In Irving ISD, we will attract, develop, and maintain life changing educators committed to each student.

Performance Objective 1: Campus instructional leaders will meet twice a month to track and review student data and provide evidence-based feedback to teachers.

Evaluation Data Sources: Completion of Instructional Artifacts in Bowie Google Drive Work of PLC Folder 23-24, Instructional Meeting Agendas

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus instructional leaders will help 100% of Core Teams (Math, RLA, Social Studies, Science) develop their pedagogical practices by conducting Data Driven Instruction (DDI) Talks on a bi-weekly basis on essential standards.</p> <p>Strategy's Expected Result/Impact: Teachers' efficacy in adhering to the protocols of DDI Talks and re-teach lessons will improve their instructional practice and ability to help each student meet achievement expectations.</p> <p>Staff Responsible for Monitoring: Principals, Academic Specialist, Team Leads</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Academic Specialist - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	July
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Campus instructional leaders will help 100% of Core Teams (Math, RLA, Social Studies, Science) develop their pedagogical practices by conducting data talks on common summative assessments twice per semester.</p> <p>Strategy's Expected Result/Impact: Teachers' efficacy in analyzing data and responding to data analysis with rigorous intervention and extension plans will improve their instructional practice and ability to adjust instruction by student by standard.</p> <p>Staff Responsible for Monitoring: Principals, Academic Specialist, Team Leads</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Academic Specialist - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	July
				

 No Progress
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  Discontinue


Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 2: Tier I instruction does not result with the majority of students mastering the concepts learned. Root Cause: Teachers lack training to make learning accessible to all students regardless their learning gaps.</p>

Goal 3: In Irving ISD, we will attract, develop, and maintain life changing educators committed to each student.

Performance Objective 2: By May 2024, with the support of the campus instructional coaching team (principal, two APs, AL, and AS), 15 teachers will improve their instructional practice by showing evidence of growth using the Bambrick Get Better Faster Scope and Sequence.

Evaluation Data Sources: Get Better Faster Scope and Sequence tracker developed by campus instructional coaching team.

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus instructional coaching team will use the Bambrick Get Better Faster Scope and Sequence to coach three teachers each.</p> <p>Strategy's Expected Result/Impact: 15 teachers will improve their instruction as measured by Bambrick Get Better Faster Scope and Sequence.</p> <p>Staff Responsible for Monitoring: Campus instructional coaching team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	July
				

 No Progress
 Accomplished
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Performance Objective 2 Problem Statements:






Student Learning
<p>Problem Statement 2: Tier I instruction does not result with the majority of students mastering the concepts learned. Root Cause: Teachers lack training to make learning accessible to all students regardless their learning gaps.</p>

Goal 3: In Irving ISD, we will attract, develop, and maintain life changing educators committed to each student.

Performance Objective 3: The instructional leaders will support teachers in using strategies in Capturing Kids Hearts to make positive connections with students, resulting in a decrease in total number in student infractions by 30%.

High Priority

Evaluation Data Sources: Student discipline data

Strategy 1 Details	Reviews			
<p>Strategy 1: Through ongoing professional development, modeling, and feedback, campus instructional leaders will support teachers in incorporating Capturing Kids Hearts strategies in classroom instruction and common areas.</p> <p>Strategy's Expected Result/Impact: Teachers and staff will improve their practice of establishing safe and predictable classrooms. Student sense of safety and connection will increase, causing student infractions to decrease.</p> <p>Staff Responsible for Monitoring: Teachers, staff, and administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1, 2, 4</p> <p>Funding Sources: Capturing Kids Hearts - 199 - General Funds - \$12,000</p>	Formative			Summative
	Nov	Feb	Apr	July
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: In the 2022-2023 School year, there were 741 days of In-School and Out-of-School Suspension. Root Cause: Students need SEL lessons to learn how to cope with stress, conflict, and emotions.</p> <p>Problem Statement 2: In the 2022-2023 School year, there were 23 drug/alcohol behavior infractions that resulted in over 480 days in DAEP placement. Root Cause: Bowie MS needs additional support students who commit these infractions that will lead to a change in behavior.</p> <p>Problem Statement 4: Students miss class time when placed in ISS or OSS for student code of conduct violations. Root Cause: Administrators need additional disciplinary options.</p>

State Compensatory

Budget for Bowie Middle School

Total SCE Funds: \$13,675.00

Total FTEs Funded by SCE: 6

Brief Description of SCE Services and/or Programs

At Bowie Middle School, we are committed to providing the best possible education for all of our students, and we recognize that some students may face particular challenges in their academic journey. To address the needs of students who are at risk of dropping out of school or who have not performed satisfactorily on end-of-course assessments, we utilize State Compensatory Education (SCE) funds to supplement our regular education program. A portion of these funds, specifically \$7,675, is allocated to the acquisition of supplies and materials. These materials play a crucial role in enhancing the learning experience for students, enabling us to provide additional resources and tools to support their education. These supplies and materials are carefully chosen to meet the unique needs of students who require extra support in reaching academic success. Additionally, we allocate \$6,000 of our SCE funds towards staff development. This investment is essential for enhancing the capacity of our educators to deliver effective Tier II interventions. These professional development opportunities empower our teachers with the knowledge and skills required to implement strategies and practices that target the specific needs of at-risk students. By ensuring our teaching staff is well-prepared, we can provide personalized, high-quality instruction that addresses individual student challenges and helps them meet essential standards. The materials and staff development initiatives funded by SCE serve as crucial components of our Tier II intervention approach. This approach aims to ensure that all students have the opportunity to learn and excel in their educational journey. We are dedicated to using these funds effectively to provide the necessary support and resources that empower every student to thrive and reach their academic potential at Bowie Middle School.

Personnel for Bowie Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Brian Barnard	MS - SCE SOCIAL STUDIES/COACH	1
Crystal Watts	Interventionist	1
Evosha Wilson	MS - SCE SCIENCE/GT	1
Kellis Escobar	MS - SCE SCIENCE	1
Mackensie Shaft	MS - SCE SCIENCE	1
Roswitha Pearl	MS - SCE SCIENCE	1

Title I

1.1: Comprehensive Needs Assessment

The school's needs assessment process is a vital component of continuous improvement. The process is designed to identify and address the school's strengths and weaknesses, focusing on key areas such as Schoolwide Campus Culture Routines and Instructional Practices. The process involves a collaborative effort by the Leadership Coalition, consisting of staff members who have been selected through an application and interview process. This document outlines the step-by-step process of how the school conducts its needs assessment.

1. Application and Selection (May 2023):

- In May 2023, the school staff had the opportunity to apply to become part of the Leadership Coalition.
- All applicants went through an interview process.
- The final members of the Leadership Coalition were announced during the last faculty meeting.

2. Summer Institute (Summer 2023):

- During the summer, the Leadership Coalition met for two full days.
- One of the primary objectives of this institute was to discuss the school's strengths and problem statements, as well as identifying their root causes.
- The Leadership Coalition organized debrief sessions where they brainstormed, shared insights, and documented these findings.

3. Focus Areas (Summer Planning Sessions):

- Two distinct summer planning sessions were held, each with a specific focus:
- a. Schoolwide Campus Culture Routines:- One session concentrated on assessing and enhancing Schoolwide Campus Culture Routines. - The Leadership Coalition discussed current practices, identified areas for improvement, and devised strategies to enhance the school's culture.
- b. Instructional Practices and PLC Process:- The other session centered on evaluating instructional practices related to the Professional Learning Community (PLC) Process. - The Leadership Coalition reviewed the effectiveness of existing PLC practices and proposed enhancements to improve teaching and learning.

4. Monthly Leadership Coalition Meetings (Ongoing):

- Following the summer institute, monthly Leadership Coalition meetings are held throughout the academic year.
- These meetings serve as a platform for ongoing discussion, review, and implementation of initiatives as required.
- The Leadership Coalition collaboratively monitors the progress of previously identified areas for improvement, refines strategies, and introduces new initiatives when necessary.

5. Data Collection and Analysis:

- The Leadership Coalition collects data to support their assessments, which may include surveys, classroom observations, and academic performance metrics.
- Data is analyzed to identify trends, areas of concern, and opportunities for growth.
- The Coalition maintains a record of findings and uses them to guide decision-making.

6. Stakeholder Involvement:

- The needs assessment process may involve input from various stakeholders, including teachers, students, parents, and community members.
- Input from these groups is collected through surveys, meetings, and open forums.

7. Action Planning:

- Based on the data collected and the collaborative discussions, the Leadership Coalition creates action plans to address identified needs and weaknesses.
- These action plans are designed to be specific, measurable, achievable, relevant, and time-bound (SMART).

8. Implementation and Monitoring:

- The school implements the action plans, and the Leadership Coalition oversees their execution.
- Progress is continuously monitored, and adjustments are made as needed.

9. Evaluation and Feedback:

- Periodic evaluations are conducted to measure the impact of implemented initiatives.
- Feedback is gathered from stakeholders to assess the effectiveness of the changes made.

10. Continuous Improvement:

- The school's needs assessment process is ongoing and cyclical.
- Findings and lessons learned are used to inform future assessments and improvement initiatives.

The school's needs assessment process is a dynamic and collaborative approach that involves multiple stakeholders. It ensures that the school continuously strives to improve and provides a high-quality educational experience for all its students.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan is a collaborative effort that involves the expertise and input of the Leadership Coalition and members of the Campus Improvement Committee. The committee is composed of individuals from various roles and backgrounds, all committed to enhancing our educational institution. The Campus Improvement Plan is developed with the valuable contributions of these dedicated committee members. Their diverse perspectives and expertise help shape the strategic initiatives aimed at improving the educational experience for our students and the overall performance of the school. Here are the members of the Campus Improvement Committee:

Anabel Ibarra

- Role: Campus Administrator
- Email:

Brittney MiShaw

- Role: Assistant Principal
- Email:

OT Thomas

- Role: Assistant Principal
- Email:

Robert Tredway

- Role: District Representative
- Email:

Lizzette Roppolo

- Role: District Representatives
- Email:

Mayra Orozco

- Role: Paraprofessional
- Email:

Hannah Bowen

- Role: Elective Teacher
- Email:

Rachel Stearns

- Role: Academic Specialist
- Email:

Melinda Estrello

- Role: Teacher - LPAC Lead
- Email:

Madeline Balderas

- Role: AVID Teacher
- Email: mbalderas@irvingisd.net

Diana Velasquez

- Role: Community Member
- Email:

Layla Sergey

- Role: Business Representative
- Email:

Michelle Flores

- Role: Business Representative

- Email:

Idalia Eagans

- Role: Parent
- Email:

Bonnie Jones

- Role: Parent
- Email:

Jessica Del Rio

- Role: Parent
- Email: Jessicabarr94@yahoo.com

Stephanie Mendoza

- Role: Parent
- Email:

Montoya Hunter

- Role: Community Member
- Email: montoya.hunter@equusworks.com

2.2: Regular monitoring and revision

The campus needs assessment will be closely monitored and reviewed by both the Campus Improvement Committee and the Leadership Coalition during a series of scheduled meetings. These meetings are essential for ensuring that our improvement strategies remain on track and are effectively implemented. The Campus Improvement Committee will convene on Thursday, September 21, 2023, focusing on welcoming new members and discussing Campus Improvement Committee (CIC) matters, followed by subsequent meetings on Thursday, December 7, 2023, Thursday, February 8, 2024, Thursday, April 11, 2024, and Thursday, May 16, 2024, each running from 5:00 PM to 6:00 PM in the Bowie Middle School Library. The Leadership Coalition, on the other hand, will also play a vital role in monitoring the campus needs assessment on the following dates: Monday, September 18, 2023, Monday, October 30, 2023, Monday, December 18, 2023, Monday, January 29, 2024, Monday, March 25, 2024, and Monday, May 6, 2024. These meetings will provide ample opportunities to assess our progress, address emerging needs, and ensure that our Campus Improvement Plan aligns with the evolving requirements of our educational community. It is through this regular review and monitoring process that we remain dedicated to enhancing the educational experience at Bowie Middle School.

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

The Campus Improvement Plan (CIP) is made accessible to the public through various channels to ensure transparency and inclusivity. One primary source where the CIP can be found is the school's official website. It is posted on the website in English to cater to a wide audience. In recognition of the diverse community we serve, the school website is equipped with a language translation feature, which allows users to easily translate the CIP content from English into Spanish. This feature ensures that important information about the school's improvement initiatives and goals is accessible to both English and Spanish-speaking community members. In addition to the website, printed copies of the CIP may also be available at the school campus, especially during important school events and meetings, providing a physical copy for those who prefer that format. This multi-pronged approach to dissemination ensures that the CIP is readily available and accessible to all stakeholders, regardless of their preferred language or method of accessing information.

2.4: Opportunities for all children to meet State standards

Please see TitleIcrate for the following documentation.

2.5: Increased learning time and well-rounded education

Please see TitleIcrate for the following documentation.

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

Please see TitleIcrate for the following documentation.

3.1: Annually evaluate the schoolwide plan

The schoolwide plan is a dynamic and responsive document that undergoes regular evaluation and refinement to ensure the ongoing improvement of the educational experience for our students. Each year, in the months of May and June, the school's leadership, including the Campus Improvement Committee and the Leadership Coalition, collaboratively assesses the effectiveness of the schoolwide plan. This evaluation process involves a thorough examination of the plan's objectives, strategies, and the outcomes achieved during the academic year.

The goal of this annual evaluation is to identify strengths and areas for growth, allowing us to make data-informed decisions about the direction of our educational programs. The insights gained from this evaluation are used to refine and enhance the schoolwide plan, ensuring that it remains aligned with our evolving educational needs and the changing landscape of education.

This commitment to an annual evaluation and refinement process reflects our unwavering dedication to providing the best possible schooling for our students. By continuously fine-tuning our strategies and objectives, we aim to create an environment where every student can thrive and reach their full potential.

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy is a crucial component of our commitment to building a strong partnership between the school and our students' families. To ensure that this policy is reflective of the needs and preferences of our school community, it is developed through a collaborative process that includes gathering feedback from parents and families.

This feedback collection process takes place during the previous school year, allowing us to integrate the valuable insights and suggestions provided by our parents and families. We believe in the importance of listening to our community's voices to create a policy that truly serves their needs and expectations.

Once the Parent and Family Engagement Policy is finalized, it is shared with the entire Bowie Middle School community through multiple channels. It is prominently featured on the Bowie Nation Newsletter Website, making it easily accessible to parents and families. Furthermore, it is posted on the school's official website, ensuring that it is available to anyone who wishes to review the policy. This transparency and accessibility are essential elements of our commitment to engaging parents and families in the education of our students, and we look forward to continuing to work together to support the success of every child at Bowie Middle School.

4.2: Offer flexible number of parent involvement meetings

At Bowie Middle School, we are committed to fostering a strong partnership between the school and our students' families. We believe that involving parents and families in the educational process is essential for student success. To this end, we offer a flexible range of opportunities for parent involvement, recognizing that different families have varying needs and schedules.

One of the key events we host is the Annual Title I Meeting. This meeting serves as a vital platform to inform parents about our school's participation in Title I programs, explain Title I requirements, and emphasize the rights that parents have to be actively involved in their child's education. To ensure that parents are well-informed and can participate, we offer a variety of dates and times for this meeting. For the 2023-2024 school year, the Annual Title I Meeting will be held on the following occasions:

1. Title I & Volunteer Information Meeting:

- Date: September 11, 2023
- Time: 5:30 PM - 6:30 PM
- Location: In Person

2. Title I & Wonder Moms Meeting:

- Date: September 28, 2023
- Time: 7:15 AM

These meetings are thoughtfully scheduled at different times and formats to accommodate various schedules and preferences, ensuring that all parents have the opportunity to participate and engage in discussions.

In addition to these annual meetings, we are proud to offer "Wonder Moms" and "All Pro Dads" meetings every six weeks. These gatherings provide an ongoing opportunity for parents to connect, share experiences, and strengthen the relationship between home and school.

Our "Wonder Moms" meetings are designed to create a space for mothers and female caregivers to come together, offering support and discussions on relevant topics. This allows them to build a strong network of support within the Bowie Middle School community.

The "All Pro Dads" meetings are tailored for fathers and male caregivers to actively participate in their child's education. These meetings encourage open dialogue and insights on various aspects of parenting and education.

By offering these meetings regularly, we aim to be inclusive of diverse schedules and family dynamics. We invite and encourage all parents to attend these gatherings, share their thoughts, ask questions, and actively participate. Together, we can foster a collaborative educational environment that benefits all students at Bowie Middle School.

5.1: Determine which students will be served by following local policy

Please see TitleIcrate for the following documentation.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Fabiola Olvera	Intervention Specialist	Title I	1
Fabiola Olvera	Intervention Specialist	Title I	1
Mayra Orozco	T1 Parent Liaison	Title I	1
Vacancy	Title I Aide	Title I	1