

Irving Independent School District
Bowie Middle School
2024-2025 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

Revised/Approved: May 6, 2024

Demographics

Demographics Summary

School Overview Bowie Middle School, located in Irving and serving a part of West Dallas, serves approximately 800 students in grades 6 through 8. It is also the Regional School for the Deaf, accommodating students from Irving, Duncanville, and Grand Prairie. The school is characterized by a high level of economic disadvantage, with 90.9% of students considered economically disadvantaged. The student body is predominantly Hispanic (89.9%), with smaller percentages of White (3.7%), African American (4%), Asian (1.7%), and less than 1% Pacific Islander and Two or More Races.

Programs and Services Bowie offers various programs to support its diverse student population:

- **504 Program:** 10.8%
- **Special Education:** 10%
- **Gifted and Talented:** 17.49%
- **Bilingual/ESL:** 65%

The AVID program, which promotes college and career readiness for potential first-generation college-bound students, starts in 8th grade. Students can also participate in the National Junior Honor Society and Student Council.

Staff Composition The school employs a total of 83 staff members, including:

- 43 classroom teachers
- 9 special education teachers
- 2 counselors
- Various academic support staff, including 1 Reading Interventionist, and 1 Academic Specialist

The administration team consists of a principal, 2 assistant principals, and a Student Success Coach. A Leadership Coalition of 13 staff members meets regularly to ensure alignment with the school's mission and vision.

Facilities and Enrollment Policy Bowie Middle School, with an enrollment of 789 students, features comprehensive facilities including a library, band, orchestra, choir, an art room, a dance studio, an outdoor education classroom, a practice gym, and a competition gym. The school is part of the Verizon Innovative Learning program and has a VILS Lab. Enrollment is determined by zoning through Irving ISD, with the school zone extending from both east and west sides of Loop 12, south from the Trinity Railway Express line to Interstate I-30.

District Information Irving ISD, established in 1909, comprises 1 collegiate academy, 5 high schools, 8 middle schools, and 18 elementary schools, serving around 33,000 students with approximately 4,000 employees. It is the 12th largest district in the DFW Metroplex.

Parent and Community Engagement Bowie has a Parent Liaison who operates the Parent Volunteer Center, organizing events like All Pro Dads and WonderMoms, and increasing family engagement opportunities. Communication is facilitated through various channels, including a growing Facebook page, the school newsletter (Bowie Nation News), School Messenger, and

Kinvolved. The surrounding community in South Irving zip code 75060 has nearly 50,000 residents, with a demographic composition of 48.2% Hispanic, 21.8% White, and 13.8% Black. The median household income in 2020 was \$57,320.

Key Trends and Changes

- **Stakeholder Involvement:** Increased parent and community engagement through new events and a student advisory council.
- **Programs and Services:** Introduction of new programs like dance and outdoor education, despite the loss of Kickstart karate.
- **Behavioral Trends:** Significant reduction in infractions from 1092 in the 2022-23 school year to 553 in the 2023-24 school year.
- **Mobility and Support:** 17.2% of students are considered mobile, with student council members providing tours for incoming students.
- **Class Size and Ratios:** The average student-to-teacher ratio is 25:1.
- **Attendance and Discipline:** Continuous efforts to improve attendance and reduce tardiness through strategic procedures and policies.

Student Demographics

- **Race/Ethnicity:** 89.9% Hispanic, 3.7% White, 4% African American, 1.7% Asian, and less than 1% Pacific Islander and Two or More Races.
- **Gender Distribution:** In 6th grade, there were 121 females and 136 males; in 7th grade, 123 females and 146 males; and in 8th grade, 120 females and 143 males.
- **Student Groups:** Bowie serves students in various programs, including 504 (10.8%), Special Education (10%), Gifted and Talented (18.3%), and 60% of students are Bilingual/ESL served.

Disciplinary Infractions: With a total of 553 infractions in the 2023-2024 school year, Bowie focuses on reducing disciplinary placements through programs like Capturing Kids' Hearts, PBIS, and student councils. These efforts have led to a 33.8% decrease in disciplinary placements from the previous year.

The Discipline Infraction breakdown by demographics is as follows 88.6% were for Hispanic students, 5.3% for African American students, and 2.1% were for White students. Males made up 79.5% of the infractions and females made up 20.5% of the infractions. If we look at infractions by grade level, 6th grade had 21.4%, 7th grade had 52.8%, and 8th grade had 25.8% of the infractions.

- **Attendance and Engagement:**
 - Bowie has improved attendance rates from 92.6% to 93.9% over the last three years, nearing the pre-COVID average of 95%. Efforts to engage students and families through coordinated communication and support systems have been effective in enhancing attendance.
 - To combat students being out of the classroom for disciplinary reasons, the Student Culture Team continues to focus on Capturing Kids' Hearts, Student Council, and PBIS as a focus for fostering relationships with our students and staff.
 - 17% of students are chronically absent (missing more than 10% of the school year).

Staff Data

- **Gender and Ethnicity:** 42 female and 18 male teachers. The ethnic composition includes 1 American Indian/Alaska Native, 18 Asian, 20 African American/Black, and 20 White staff members.
- **Staff Retention Rate:** The school has a 76% retention rate, with many vacancies due to promotions.
- **New Staff Support:** New staff members are assigned a mentor and attend monthly support meetings during the first semester and bi-monthly meetings during the second semester.

Bowie Middle School is dedicated to fostering a supportive and inclusive environment that promotes academic excellence and community involvement. The school continuously adapts to meet the needs of its diverse student population and engages actively with parents and the broader community to ensure a collaborative and enriching educational experience.

Demographics Strengths

Long-standing Community Presence

- **Historical Significance:** Established as Irving Junior High in 1950 and renamed Bowie in 1957, the school has deep roots in the community, leading to strong support from multiple generations of families and a stable community-school relationship.

Extensive Extracurricular Opportunities

- **Variety of Programs:** The availability of diverse extracurricular activities such as VILS, AVID, National Junior Honor Society, Student Council, and new additions like dance and outdoor education enrich students' school experience and promote holistic development.

Commitment to Academic Excellence and Equity

- **AVID Program:** The AVID program promotes college and career readiness, particularly targeting potential first-generation college-bound students, which aligns with the school's mission of fostering academic excellence and equity.
- **Equity and Inclusion:** A dedicated staff that emphasizes equity, positive relationships, innovation, and continuous learning creates an environment conducive to high levels of student achievement.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 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:** Appropriate ESL strategies and scaffolding have not been implemented with fidelity.

Problem Statement 2 (Prioritized): 90.9% of the student body is considered economically disadvantaged, which can impact student performance, attendance, and overall well-being. **Root Cause:** Students experience high stress levels related to economic instability.

Problem Statement 3 (Prioritized): Despite a reduction in infractions, there were still 553 discipline referrals in the 2023-24 school year, indicating ongoing behavioral challenges. **Root Cause:** Behavior policies and support programs need improvement.

Problem Statement 4 (Prioritized): In the 2023-2024 school year, Bowie's attendance rate was 93.9%, which is lower than the campus goal. **Root Cause:** The school attendance expectations and policies need to be enforced consistently and communicated clearly parents.

Problem Statement 5 (Prioritized): Bowie Middle School is experiencing high rates of staff absences, which is affecting the overall functioning and effectiveness of the school. **Root Cause:** Staff members often experience high levels of stress and burnout due to demanding workloads and insufficient opportunities for self-care and maintaining a healthy work-life balance.

Student Learning

Student Learning Summary

Student Learning Summary

1. Progress and Domain Ratings:

- 8 Social Studies grew from 36% of students achieving Approaches and above to 41% this past year.
- Reading, Science, and Social Studies each increased the percentage of students achieving Masters.
The issuance of 2023 and 2024 A-F Ratings remains pending and subject to change based on judicial rulings.

1. 2024 Domain 1 Data

- The average of approaches, meets, and masters of all STAAR Assessments for the 2024 Spring Administration was a raw score of 34.
- The raw score of a 34 result in a Scaled Score of 64.
- Reading: 63% at Approaches GL Standard or Above, 39% at Meets GL Standard or Above, 13% at Masters GL Standard
- Math: 61% at Approaches GL Standard or Above, 31% at Meets GL Standard or Above, 10% at Masters GL Standard
- Science: 60% at Approaches GL Standard or Above, 30% at Meets GL Standard or Above, 7% at Masters GL Standard
- Social Studies: 43% at Approaches GL Standard or Above, 15% at Meets GL Standard or Above, 6% at Masters GL Standard

2. 2024 Domain 2 Data

- Part A: Academic Growth Score:
 - 61% of students performed better in Math than the previous year
 - 57% of students performed better in Reading than the previous year
- Part B: Relative Performance Score based on 86.8% Economically Disadvantage demographic Scale Score 72

3. 2024 Domain 3 Data

- Closing the Gaps Domain Raw Score was a 35 that was scaled to a 70.
- Academic Achievement for **Reading** noted in our 4 focus groups for 2023-24:
 - All Students: 39% Meets (1 point increase from the previous year)
 - Hispanic: 39% Meets (2 point increase from the previous year)
 - White: 50% Meets (3 point increase from the previous year)
 - High Focus: 38% Meets (1 point increase from the previous year)
- Academic Achievement for **Math** noted in our 4 focus groups for 2023-24:
 - All Students: 31% Meets (1 point decrease from the previous year)
 - Hispanic: 31% Meets (remained the same from the previous year)
 - White: 45% Meets (24% point increase from the previous year)
 - High Focus: 30% Meets (1 point decrease from the previous year)
- Student Growth for **Reading** noted in our 4 focus groups for 2023-24:

- All Students: 57% of students demonstrated growth (8 point increase from the previous year)
- Hispanic: 56% of students demonstrated growth (7 point increase from the previous year)
- White: 62% of students demonstrated growth (12 point increase from the previous year)
- High Focus: 56% of students demonstrated growth (7 point increase from the previous year)
- Student Growth for Math noted in our 4 focus groups for 2023-24:
 - All Students: 61% of students demonstrated growth (3 point decrease from the previous year)
 - Hispanic: 61% of students demonstrated growth (3 point decrease from the previous year)
 - White: 85% of students demonstrated growth (37 point increase from the previous year)
 - High Focus: 61% of students demonstrated growth (3 point decrease from the previous year)
- For English Language Proficiency (TELPAS) 44% of students demonstrated growth (6 point increase from the previous year)

4. **Comparison with State:**

- Reading: Bowie was at 63% at Approaches GL Standard or Above, 39% at Meets GL Standard or Above, 13% at Masters GL Standard. The state was at 79% at Approaches GL Standard or Above, 54% at Meets GL Standard or Above, and 28% Masters.
- Math: 61% at Approaches GL Standard or Above, 31% at Meets GL Standard or Above, 10% at Masters GL Standard. The state was at 70% at Approaches GL Standard or Above, 40% at Meets GL Standard or Above, and 15% Masters.
- Science: 60% at Approaches GL Standard or Above, 30% at Meets GL Standard or Above, 7% at Masters GL Standard. The state was at 68% at Approaches GL Standard or Above, 42% at Meets GL Standard or Above, and 16% Masters.
- Social Studies: 43% at Approaches GL Standard or Above, 16% at Meets GL Standard or Above, 6% at Masters GL Standard. The state was at 57% at Approaches GL Standard or Above, 31% at Meets GL Standard or Above, and 16% Masters.

5. **Graduation and Dropout Rates:**

- Bowie's focus on high school credit courses and overall student performance suggests that students are on track to graduate. Continuous monitoring and intervention for at-risk students help in maintaining low dropout rates. Weekly attendance meetings are held with administrators, counselors, student success coach and the attendance clerk.

6. **Advanced Academics:**

- All students met or exceeded the Approaches standard in the End-of-Course (EOC) exams for English I, Algebra I, and Biology. Moreover, a substantial portion of students achieved Mastery levels, with 41% mastering English I and Biology, and 63% mastering Algebra I.

7. **College, Career, and Military Readiness (CCMR):**

- Bowie Middle School's initiatives and high performance in critical subjects indicate a positive trend towards college, career, and military readiness. Programs like Cub Connection offer additional academic support, aligning with CCMR goals.

8. **State vs. Local Assessments:**

- The End Of Year Math K-12 NWEA Measure of Academic Progress (MAP) Assessment revealed that compared to other schools across the nation Bowie Middle School ranked 33rd percentile of schools in achievement and 39th percentile in growth (from fall to spring). 6th grade ranked in the 33rd percentile in achievement and 36th percentile in growth. 7th grade ranked 46th percentile in achievement and 43rd percentile in growth. 8th grade ranked 30th percentile in achievement and 24th percentile in growth
- The End Of Year Reading K-12 NWEA Measure of Academic Progress (MAP) Assessment revealed that compared to other schools across the nation Bowie Middle School ranked 33rd percentile of schools in achievement and 40th percentile in growth(from fall to spring) . 6th

grade ranked in the 32nd percentile in achievement and 37th percentile in growth. 7th grade ranked 26th percentile in achievement and 40th percentile in growth. 8th grade ranked 36th percentile in achievement and 42nd percentile in growth.

9. **Support for Absent Students:**

- Systematic approaches to reteaching for absent students are crucial. Staff, including the attendance clerk, classroom teachers, and counselors, coordinate communication to truant students and their families when the student reaches an attendance rate below 85%. Attendance is incentivized with celebrations each six weeks during Cub Connection time to reinforce the connection between attendance and student growth. Bowie's attendance initiatives and targeted communication strategies for truant students ensure that they receive the necessary support to catch up on missed work, thereby reducing the risk of academic failure.

Additional Observations:

- **Staff Engagement:**

- The retention rate of 76% following the 2023-24 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 an MTSS student intervention plan with campus input. All staff members have opportunities to ask questions and provide serious input in the way the campus operates.
- The Leadership Coalition is entering its third year, 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

Bowie Middle School continues to focus on attendance and positive relationships across the campus for the 2024-25 school year. Since the drastic drop in attendance following online classes in the 2020-2021 school year, we have shown steady growth in attendance. We are within one percentage point of our 2018-2019 rate of 95%. We reduced the rate of absences from 2022-2023 to last year by an entire percentage point, when often the changes from year to year are measured in fractions of a point.

For the 2023-2024 school year, Bowie focused on decreasing students out of placement due to discipline referrals. There was an overall yearly decrease of 33.8% in disciplinary placements from the 2022-2023 to the 2023-2024 school year. We are focused on guiding students to maximize time spent engaging with quality classroom instruction.

Bowie will continue implementing Cub Connection, a separate time-block built into the school day designed to provide students additional time for

academic support that was instituted last year. During this time, teachers offer targeted, tiered instruction by students by standard in core subjects to close learning gaps and raise academic performance at or above grade level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Tier I instruction does not result with the majority of students mastering the concepts learned. **Root Cause:** Teachers require additional training in identifying learning gaps in prerequisite skills prior to teaching Tier I instruction of essential standards.

Problem Statement 2 (Prioritized): Many students exhibit poor reading skills, leading to difficulties in understanding and analyzing complex texts. 39% of students at Bowie Middle School are performing in the lower 20th percentile of students in their grade level nationwide. **Root Cause:** Students need additional instruction in foundational reading skills.

Problem Statement 3: Students struggle with written expression and effective communication skills, leading to difficulties in expressing ideas coherently. **Root Cause:** All teachers need to implementing frequent writing opportunities that afford students feedback on their writing.

Problem Statement 4 (Prioritized): End of Year Math MAP Data reveals that 36% of students at Bowie Middle School performing in the lower 20th percentile of students in their grade level nationwide. **Root Cause:** Students need additional Math interventions to make up for learning gaps.

School Processes & Programs

School Processes & Programs Summary

Personnel – Policy and Procedures

Current Process: Bowie Middle School recruits, selects, and assigns high-quality educators through a structured process involving hiring committees, comprehensive interviews, and data-driven placement decisions. High-quality teachers are strategically placed in classrooms based on student needs and teacher strengths, ensuring optimal alignment with instructional goals and student outcomes.

Recent Data Insights:

- Retention rate increased by 5.26%, indicating successful implementation of strategic initiatives.
- Sustained a one-to-one ratio of new teachers paired with experienced mentors, ensuring personalized guidance and support for novice educators.

Professional Practices

Instructional leaders are developed through active engagement in Professional Learning Communities (PLCs), regular walkthroughs, targeted professional development, and participation in the Leadership Coalition. Roles and responsibilities are clearly defined, focusing on feedback, supporting teacher development, analyzing data, and implementing schoolwide initiatives. Since the 2021-2022 academic year, 16 new leadership positions have been instituted, reflecting commitment to enhancing organizational capacity and educational leadership.

The Leadership Coalition engages in identifying root causes of low performance through data-driven discussions and planning sessions. Stakeholders, including administrators, teachers, and instructional leaders, are actively involved. Progress is tracked using qualitative and quantitative data such as MAP scores and discipline referrals. Improvement plans are continuously refined to address identified issues with ongoing stakeholder involvement, through monthly meetings and campus improvement

Professional Development Planning Professional development is planned based on insights from walkthroughs, MAP scores, and discipline referrals to address identified root causes of low performance. Teachers receive targeted professional development sessions and support from in-house experts.

Programs and Opportunities for Students

Programs like Capturing Kids' Hearts (CKH) and Positive Behavioral Interventions and Supports (PBIS) are operational to foster a positive school culture and student engagement, aligned with the school's vision, mission, goals, and values. Peak in referrals during 2022-2023, followed by a 51% reduction in 2023-2024, indicating effectiveness of new strategies in behavior management.

Support for At-Risk Students

Targeted interventions during the 30-minute "Cub Connection" period provide additional learning time for enrichment and acceleration activities. Data-driven approaches identify student needs and implement high-quality instructional programs.

Special Education and Other Services

Enrollment and participation data in special education, bilingual/ESL, gifted/talented, CTE, and dyslexia services are analyzed to ensure equity and effectiveness of these programs.

STEAM Programming

Participation in the Verizon Innovative Learning Schools program enhances learning through technology by providing internet-connected devices and professional development for teachers. Verizon Innovative Lab to open in 2024-2025, aiming to enroll 30% of students.

College, Career, and Military Guidance

Utilizing Xello for career exploration and planning, and organizing Career Day events to help students explore postsecondary education and career opportunities.

Technology Plan

Each student is provided with individual devices and learning platforms supporting personalized and blended learning experiences. Data from these platforms tailor instruction to meet individual student needs.

School Conditions for Learning

Master schedule features a 30-minute "Cub Connection" period for interventions, and the 10-10 rule limits student movement during crucial times. Weekly PLC meetings facilitate collaborative planning and instructional review. Reduction in referrals by 72.93% for incoming 6th graders indicates effective transition support programs.

Classroom Management

Programs like Capturing Kids' Hearts (CKH) and PBIS foster positive relationships and reduce behavior issues, aiming to minimize the overuse of discipline practices that remove students from the learning environment.

Equity of Services and Student Transitions Current Process: Equity is ensured through comprehensive support programs addressing mental health needs and providing targeted interventions. Transition programs, such as 5th Grade Night and 5th Grade Preview Day, help ease the move from elementary to middle school, while 8th graders visit the high school to familiarize themselves with the new environment. Decreased referrals for incoming 6th graders reflect successful transition support.

Bullying, Drug, Violence, and Suicide Prevention Current Process: Programs addressing bullying, drug, violence, and suicide prevention are in place,

with data continuously monitored to ensure student safety and well-being.

School Processes & Programs Strengths

- **Positive School Culture and Student Engagement Programs**
 - Implementation of programs like Capturing Kids' Hearts (CKH) and Positive Behavioral Interventions and Supports (PBIS).
 - Programs align with the school's vision, mission, goals, and values, promoting a safe environment and high expectations.
- **Support for At-Risk Students**
 - Targeted interventions during the "Cub Connection" period for additional learning time, enrichment, and acceleration.
 - Data-driven approaches to identify and meet the needs of at-risk students, ensuring alignment with state academic standards.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized):

In the 2023-24 school year, there were 360 behavior infractions resulting in a large number of days assigned outside of the classroom (ISS/OSS/DAEP). **Root Cause:** Inconsistent implementation of behavior management strategies across classrooms led to an increase in discipline referrals. There was a lack of uniform training for teachers on effective classroom management techniques.

Problem Statement 2 (Prioritized): Students miss class time when placed in ISS or OSS for student code of conduct violations. **Root Cause:** Restorative practice plan is not implemented with fidelity.

Problem Statement 3 (Prioritized): In 2023-2024, 4% of parents of students who were suspended (ISS/OSS/DAEP) for more than 20 days, attended a school event. Students who face disciplinary issues often experience lower levels of parental involvement in their school activities. **Root Cause:** These parents have not been afforded the opportunity to engage in and contribute to the participatory activities offered.

Perceptions

Perceptions Summary

Attendance Rates:

- **All Students:** 93.9%
- **Caucasian:** 91%
- **African American:** 95.7%
- **Hispanic:** 94.7%
- **Asian:** 97.7%
- **American Indian:** 94.6%
- **Other:** 92.7%

Current Strategies and Actions:

1. Monitoring and Communication:

- **Daily Reports:** Attendance reports are generated daily to track student attendance.
- **Parent/Guardian Notification:** Phone calls or Kinvoled messages are sent to parents or guardians when a pattern of absences is detected or if a student misses 3 consecutive days of school.
- **Attendance Committee:** This committee meets regularly to discuss students who have been absent 3 or more times in the previous week or have shown a decline in their attendance rates. The discussions are held by grade level with the involvement of the appropriate administrator and counselor.

2. Interventions and Supports:

- **Direct Interventions:** The attendance clerk, a key staff member, speaks directly to students and parents to address and resolve attendance issues.
- **Positive Reinforcement:** Attendance challenges are used to motivate students, offering rewards such as free dress days and attendance celebrations during school hours.

3. Disciplinary Measures:

- **Reduction of Disciplinary Placements:** Efforts are made to reduce the number of disciplinary placements outside the classroom. Behavior Infractions decreased by 51% in the 23-24 school year from the 22-23 school year.
- **Mandatory DAEP Placements:** All Disciplinary Alternative Education Program (DAEP) placements in the 23-24 school year were mandatory according to TWEDS guidelines. Parents are kept informed about their child's behavior and progress.
- **Conflict Resolution:** Conflict is mitigated through mediations and conflict resolution coaching provided by the Student Success Coach and administrators.

4. Student Engagement Activities:

- The Student Culture Committee organizes activities related to current events and various celebrations throughout the year to keep students

engaged.

Guidance Lessons by Counselors: Counselors at Bowie Middle School provide essential guidance lessons to address critical issues and support student well-being. The topics covered include:

- **Teen Suicide Prevention:** Educating students on recognizing signs of suicidal thoughts and knowing how to seek help.
- **Drug Awareness:** Providing information on the dangers of drug use and promoting healthy, drug-free lifestyles.
- **High School Course Selection:** Assisting students in making informed decisions about their high school courses to align with their academic and career goals.
- **Elementary Transition:** Helping students transition smoothly from elementary to middle school, addressing any anxieties and expectations.
- **Human Trafficking:** Raising awareness about the signs and dangers of human trafficking and how to stay safe.
- **Teen Dating Violence:** Educating students on recognizing and preventing teen dating violence.
- **Fentanyl Awareness:** Informing students about the risks associated with fentanyl use and overdose prevention strategies.

Staff Engagement

Staff Communication and Support:

1. Communication:

- **Principal Update Emails:** Weekly emails from the principal keep all staff members informed about upcoming dates, news, and important items that need attention.

2. Staff Retention and Mentoring:

- **Retention Rate:** The school has a 76% retention rate, with many vacancies due to promotions.
- **New Staff Support:** New staff members are assigned a mentor and attend monthly support meetings during the first semester and bi-monthly meetings during the second semester.

3. Expectations and Feedback:

- **Consistent Communication:** Expectations for staff members are communicated clearly and consistently through the staff Canvas course and staff google site which houses the employee handbook. Opportunities for questions and recommendations are always available.
- **Staff Meetings:** Monthly staff meetings are held, with an electronic sign-in sheet that includes a section for staff to ask questions to the administrators.

4. Leadership and Professional Development:

- **Leadership Coalition:** Comprising teacher leaders, counselors, and administrators, this coalition assists in creating campus policies and procedures, leading to mostly teacher-made decisions.
- **Student Culture Team:** This team, including the Student Success Coach, admin, and teachers, works to foster a positive school climate by organizing frequent activities for teachers and staff, tracking student infraction data, presenting at faculty meetings, and leading professional development on classroom management strategies. The Student Culture Team also serves as the Capturing Kids' Hearts Process Champions

that lead the charge in ensuring positive student relationships.

5. Leadership Coalition Process:

- **Application Process:** Staff can apply to be part of the Leadership Coalition every April/May. Department head applicants must provide a recommendation letter from another staff member.
- **Summer Planning Sessions:** The coalition meets for two full-day sessions during the summer to focus on schoolwide campus culture routines and instructional practices related to the PLC at Work Process.
- **Monthly Meetings:** These are held to discuss, review, and implement necessary initiatives.

Parent/Guardian & Community Engagement:

- Parent and community participation is initiated via the school newsletter (the Bowie Nation News - BNN), School Messenger, Kinvoled, and a Facebook group. When parents enter our school for a school event, we have sign-in sheets for our parents. We have maintained over the last three years the level of parental attendance which surged following COVID. 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's Parent Liaison continues to focus on welcoming new parent volunteers to the Parent Center, engaging community members in free classes, and providing them 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."

Irving ISD Climate Survey Results:

- 83.9% of parents agree with "the school welcomes parent input when making decisions that affect my child"
- 84.7% of parents agree with "I receive timely information about school events"
- 79.8% of parents agree with "My child feels safe at school"
- 88.7% of parents agree with "Teachers care about my child"
- 94.4% of parents agree with "Teachers expect my child to grow and learn"
- 43.5% of parents agree with "I receive information on what my child is learning"
- 94.4% of parents agree with "I receive information on how to help my child"

Engagement Strategies:

1. Parent Center:

- A hub for parent volunteers to donate their time to the school. The partnership involves the Parent Liaison, counselors, administration, and the Student Success Coach to schedule, organize, and gather assistance for events.

2. **Family Events:**

- Bowie Middle School hosts 2-3 family events per month, ranging from large events like Hispanic Heritage Night to smaller, focused events like Wonder Moms and All Pro Dads, along with parent enrichment classes on topics such as technology, finance, and book clubs.

3. **Communication:**

- **Event Communication:** School events are communicated via school messenger, Kinvoled, and a bi-weekly newsletter called Bowie Nation News.
- **Teacher-Parent Communication:** Teachers engage in two-way communication with parents through in-person meetings, phone calls, Kinvoled, email, and Google Translate. This includes both positive calls home and calls addressing behavior or academic concerns.

4. **Parent-Teacher Conferences:**

- By the first week of October, teachers reach out to parents of their Cub Connection students for conferences via phone call or Kinvoled.

5. **Community Involvement:**

- Community members serve on the Campus Improvement Committee, including representatives from local businesses and family members of current students.

6. **Barriers to Participation:**

- Recognizing that Bowie is in a working-class community with many two-parent working households, efforts are made to schedule events at times that maximize participation, such as Friday mornings for Wonder Moms and All Pro Dads events.

Perceptions Strengths

• **Proactive Attendance Monitoring:**

- Daily attendance reports and prompt communication through phone calls and Kinvoled messages help address attendance issues early.
- An attendance committee meets regularly to discuss and intervene in cases of chronic absenteeism.

• **Positive Reinforcement for Attendance:**

- Use of class attendance challenges and attendance celebrations to motivate and reward students for good attendance.

• **Effective Disciplinary Measures and Conflict Resolution:**

- Focus on reducing disciplinary placements outside the classroom.
- Implementation of mandatory DAEP placements as per TWEDS guidelines.
- Regular communication with parents about their child's behavior and progress.
- Conflict resolution through mediations and coaching by the Dean of Students and administrators.

• **Comprehensive Guidance Lessons:**

- Counselors provide essential guidance lessons on critical topics such as Teen Suicide Prevention, Drug Awareness, High School Course Selection, Elementary

Transition, Human Trafficking, Teen Dating Violence, and Fentanyl Awareness.

- **Strong Staff Communication and Support:**

- Weekly Principal Update emails keep staff informed and engaged.
- A robust mentorship program for new staff members, with regular support meetings throughout the year.
- Monthly staff meetings with opportunities for staff to ask questions and provide feedback.

- **Inclusive Leadership and Decision-Making:**

- The Leadership Coalition, composed of teacher leaders, counselors, and administrators, ensures that most campus decisions are teacher-driven.
- Regular meetings and summer sessions focus on improving campus culture and instructional practices.

- **Engaged Parent and Community Involvement:**

- Active Parent Center and regular family events foster strong parent involvement.
- Variety of parent enrichment classes and activities tailored to meet the needs of the community.
- Effective communication through multiple channels, including school messenger, Kinvoled, and bi-weekly newsletters.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents do not think they receive enough information on what their child is learning in school or how to help them. **Root Cause:** Academic progress is only shared via online platforms.

Problem Statement 2 (Prioritized): Students are showing less interest in their studies and giving up more easily, resulting in lack of learning. **Root Cause:** Teachers need to foster strong, positive relationships with students. Without these connections, students often feel less motivated and supported, which affects their engagement and academic performance.

Priority Problem Statements

Problem Statement 1: Tier I instruction does not result with the majority of students mastering the concepts learned.

Root Cause 1: Teachers require additional training in identifying learning gaps in prerequisite skills prior to teaching Tier I instruction of essential standards.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Many students exhibit poor reading skills, leading to difficulties in understanding and analyzing complex texts. 39% of students at Bowie Middle School are performing in the lower 20th percentile of students in their grade level nationwide.

Root Cause 2: Students need additional instruction in foundational reading skills.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: In the 2023-24 school year, there were 360 behavior infractions resulting in a large number of days assigned outside of the classroom (ISS/OSS/DAEP).

Root Cause 3: Inconsistent implementation of behavior management strategies across classrooms led to an increase in discipline referrals. There was a lack of uniform training for teachers on effective classroom management techniques.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: In the 2023-2024 school year, Bowie's attendance rate was 93.9%, which is lower than the campus goal.

Root Cause 4: The school attendance expectations and policies need to be enforced consistently and communicated clearly parents.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Students miss class time when placed in ISS or OSS for student code of conduct violations.

Root Cause 5: Restorative practice plan is not implemented with fidelity.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: In 2023-2024, 4% of parents of students who were suspended (ISS/OSS/DAEP) for more than 20 days, attended a school event. Students who face disciplinary issues often experience lower levels of parental involvement in their school activities.

Root Cause 6: These parents have not been afforded the opportunity to engage in and contribute to the participatory activities offered.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: 90.9% of the student body is considered economically disadvantaged, which can impact student performance, attendance, and overall well-being.

Root Cause 7: Students experience high stress levels related to economic instability.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Despite a reduction in infractions, there were still 553 discipline referrals in the 2023-24 school year, indicating ongoing behavioral challenges.

Root Cause 8: Behavior policies and support programs need improvement.

Problem Statement 8 Areas: Demographics

Problem Statement 9: Students are showing less interest in their studies and giving up more easily, resulting in lack of learning.

Root Cause 9: Teachers need to foster strong, positive relationships with students. Without these connections, students often feel less motivated and supported, which affects their engagement and academic performance.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Bowie Middle School is experiencing high rates of staff absences, which is affecting the overall functioning and effectiveness of the school.

Root Cause 10: Staff members often experience high levels of stress and burnout due to demanding workloads and insufficient opportunities for self-care and maintaining a healthy work-life balance.

Problem Statement 10 Areas: Demographics

Problem Statement 11: Parents do not think they receive enough information on what their child is learning in school or how to help them.

Root Cause 11: Academic progress is only shared via online platforms.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: End of Year Math MAP Data reveals that 36% of students at Bowie Middle School performing in the lower 20th percentile of students in their grade level nationwide.

Root Cause 12: Students need additional Math interventions to make up for learning gaps.

Problem Statement 12 Areas: 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 the highest potential through a rigorous and enriching educational experience the prepares them for the next step in life.

Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 43% to 55% by May 2025.





Increase the percentage of Emergent Bilinguals students from 41% to 55% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: MOY and EOY Data, Lesson Plans, Artifact Trackers, Walkthroughs during Tier I, Tier II, and WIN time instruction

Strategy 1 Details	Reviews			
<p>Strategy 1: RLA teachers will host 4 sets of 2 Saturday schools after progress reports (September through March) for students failing RLA classes and lacking student efficacy. The Saturday Schools will be called "Overtime Academy".</p> <p>Strategy's Expected Result/Impact: There will be a reduced number of students failing their classes which will increase student mastery of RLA content.</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>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Overtime Academy Tutoring Snacks - 199 - General Funds - \$1,500, Overtime Academy Tutoring Cost - 211 - Title I-A - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	July

Strategy 2 Details	Reviews			
<p>Strategy 2: The RLA teachers will conduct What I Need (WIN)Time once a week to monitor student progress regularly and make adjustments to intervention and/or extension plans utilizing PoweUp Lexia, as needed .</p> <p>Strategy's Expected Result/Impact: Tier 2 interventions (in class - WIN Time) 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>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Interventionist - 199 - General Funds: SCE, Academic Specialist - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Goal setting data talks will take place prior to testing and MAP Growth parties will be hosted after EOY and MOY for students who meet their growth goal.</p> <p>Strategy's Expected Result/Impact: The data talks will allow students to take ownership of their learning and the incentive of the grow parties will ensure that they try their best.</p> <p>Staff Responsible for Monitoring: RLA Administrator and AS.</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>Problem Statements: Perceptions 2</p> <p>Funding Sources: Pizza for Growth Parties - 199 - General Funds - \$800, Materials and Supplies - 199 - General Funds - \$200</p>	Formative			Summative
	Nov	Feb	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Tier I instruction does not result with the majority of students mastering the concepts learned. **Root Cause:** Teachers require additional training in identifying learning gaps in prerequisite skills prior to teaching Tier I instruction of essential standards.

Problem Statement 2: Many students exhibit poor reading skills, leading to difficulties in understanding and analyzing complex texts. 39% of students at Bowie Middle School are performing in the lower 20th percentile of students in their grade level nationwide. **Root Cause:** Students need additional instruction in foundational reading skills.

Perceptions

Problem Statement 2: Students are showing less interest in their studies and giving up more easily, resulting in lack of learning. **Root Cause:** Teachers need to foster strong, positive relationships with students. Without these connections, students often feel less motivated and supported, which affects their engagement and academic performance.

Goal 1: In Irving ISD, each student will reach the highest potential through a rigorous and enriching educational experience the prepares them for the next step in life.





Performance Objective 2: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 36.8% to 44% by May 2025. Increase the percentage of Emergent Bilingual students from 28% to 30% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Campus Common Assessments in RLA Classes, Lesson Plans, Artifact Trackers, Walkthroughs during Tier I and Tier II instruction

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrators will lead the Reading Language Arts team in at least 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>Problem Statements: Student Learning 1, 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: RLA teachers will create intervention/extension lessons on essential standards and deliver to their students in need of intervention/extensions 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>- Results Driven Accountability</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Supplies and Materials (Binders/Dividers) - 211 - Title I-A - \$4,500, Academic Specialist - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Honor Roll celebrations will be held once a six weeks to celebrate students who show mastery in their classes with A and A/B Honor Rolls.</p> <p>Strategy's Expected Result/Impact: Students will strive to master concepts in class.</p> <p>Staff Responsible for Monitoring: Counselors and Administrators</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: Celebration Supplies (\$300 per six weeks) - 199 - General Funds - \$1,500, Power Pass Lanyards - 199 - General Funds - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Tier I instruction does not result with the majority of students mastering the concepts learned. **Root Cause:** Teachers require additional training in identifying learning gaps in prerequisite skills prior to teaching Tier I instruction of essential standards.

Problem Statement 2: Many students exhibit poor reading skills, leading to difficulties in understanding and analyzing complex texts. 39% of students at Bowie Middle School are performing in the lower 20th percentile of students in their grade level nationwide. **Root Cause:** Students need additional instruction in foundational reading skills.

Perceptions

Problem Statement 2: Students are showing less interest in their studies and giving up more easily, resulting in lack of learning. **Root Cause:** Teachers need to foster strong, positive relationships with students. Without these connections, students often feel less motivated and supported, which affects their engagement and academic performance.

Goal 1: In Irving ISD, each student will reach the highest potential through a rigorous and enriching educational experience the prepares them for the next step in life.

Performance Objective 3: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 37% to 55% by May 2025.





Increase the percentage of SPED students from 35% to 55% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: MOY and EOY Data, Lesson Plans, Artifact Trackers, Walkthroughs during Tier I, Tier II, and WIN time instruction

Strategy 1 Details	Reviews			
<p>Strategy 1: Math teachers will host 4 sets of 2 Saturday schools after progress reports (September through March) for students failing Math classes and lacking student efficacy. The Saturday Schools will be called "Overtime Academy".</p> <p>Strategy's Expected Result/Impact: There will be a reduced number of students failing their classes which will increase student mastery of RLA content.</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>Problem Statements: Student Learning 1, 4</p>	Formative			Summative
	Nov	Feb	Apr	July

Strategy 2 Details	Reviews			
<p>Strategy 2: The Math teachers will conduct What I Need (WIN)Time once a week to monitor student progress regularly and make adjustments to intervention and/or extension plans utilizing STEM Scopes and IXL, as needed .</p> <p>Strategy's Expected Result/Impact: Tier 2 interventions (in class WIN Time) 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>Problem Statements: Student Learning 1, 4</p> <p>Funding Sources: Interventionist - 199 - General Funds: SCE, Academic Specialist - 211 - Title I-A, IXL - 199 - General Funds - \$8,000</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Goal setting data talks will take place prior to testing and MAP Growth parties will be hosted after EOY and MOY for students who meet their growth goal.</p> <p>Strategy's Expected Result/Impact: The data talks will allow students to take ownership of their learning and the incentive of the grow parties will ensure that they try their best.</p> <p>Staff Responsible for Monitoring: Math Administrator and AS.</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>Problem Statements: Perceptions 2</p> <p>Funding Sources: Pizza for Growth Parties - 199 - General Funds - \$800, Materials and Supplies - 199 - General Funds - \$200</p>	Formative			Summative
	Nov	Feb	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: Tier I instruction does not result with the majority of students mastering the concepts learned. **Root Cause:** Teachers require additional training in identifying learning gaps in prerequisite skills prior to teaching Tier I instruction of essential standards.

Problem Statement 4: End of Year Math MAP Data reveals that 36% of students at Bowie Middle School performing in the lower 20th percentile of students in their grade level nationwide. **Root Cause:** Students need additional Math interventions to make up for learning gaps.

Perceptions

Problem Statement 2: Students are showing less interest in their studies and giving up more easily, resulting in lack of learning. **Root Cause:** Teachers need to foster strong, positive relationships with students. Without these connections, students often feel less motivated and supported, which affects their engagement and academic performance.

Goal 1: In Irving ISD, each student will reach the highest potential through a rigorous and enriching educational experience the prepares them for the next step in life.

Performance Objective 4: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math and Algebra 1 from 39% to 47% by May 2025.





Increase the percentage of Emergent Bilinguals Bilingual students from 25% to 36% by May 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Campus Common Assessments in RLA Classes, Lesson Plans, Artifact Trackers, Walkthroughs during Tier I and Tier II instruction

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>Problem Statements: Student Learning 1, 4</p> <p>Funding Sources: Academic Specialist - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Math teachers will create intervention/extension lessons on essential standards and deliver to their students in need of intervention/extensions 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>Problem Statements: Student Learning 1, 4</p> <p>Funding Sources: Academic Specialist - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Honor Roll celebrations will be held once a six weeks to celebrate students who show mastery in their classes with A and A/B Honor Rolls.</p> <p>Strategy's Expected Result/Impact: Students will strive to master concepts in class.</p> <p>Staff Responsible for Monitoring: Counselors and Administrators</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 1: Tier I instruction does not result with the majority of students mastering the concepts learned. Root Cause: Teachers require additional training in identifying learning gaps in prerequisite skills prior to teaching Tier I instruction of essential standards.</p>

Student Learning

Problem Statement 4: End of Year Math MAP Data reveals that 36% of students at Bowie Middle School performing in the lower 20th percentile of students in their grade level nationwide. **Root Cause:** Students need additional Math interventions to make up for learning gaps.

Perceptions

Problem Statement 2: Students are showing less interest in their studies and giving up more easily, resulting in lack of learning. **Root Cause:** Teachers need to foster strong, positive relationships with students. Without these connections, students often feel less motivated and supported, which affects their engagement and academic performance.

Goal 1: In Irving ISD, each student will reach the highest potential through a rigorous and enriching educational experience the prepares them for the next step in life.

Performance Objective 5: Increase the percentage of students who score at meets or above in Algebra 1 from 84% to 100% by May 2025. Increase the percentage of Emergent Bilingual students at meets or above on Algebra 1 from 85% to 95% by May 2025.

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: The Algebra teacher will use information from data meetings to ensure they have prepared rigorous instructional plans for Tier 2 interventions and extensions and offer additional instruction opportunities to students outside of school hours.</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>Problem Statements: Student Learning 4</p> <p>Funding Sources: Tutoring Pay - 211 - Title I-A - \$1,500</p>	Formative			Summative
	Nov	Feb	Apr	July
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Performance Objective 5 Problem Statements:





Student Learning
<p>Problem Statement 4: End of Year Math MAP Data reveals that 36% of students at Bowie Middle School performing in the lower 20th percentile of students in their grade level nationwide. Root Cause: Students need additional Math interventions to make up for learning gaps.</p>

Goal 2: In Irving ISD, we will attract, develop, and maintain life-changing educators and staff committed to each student.

Performance Objective 1: Within 90 days, Bowie Middle School will implement a comprehensive coaching and development program for new teachers, based on Paul Bambrick-Santoyo's "Get Better Faster" framework, to enhance teaching effectiveness and support professional growth.

Evaluation Data Sources: Completion of 90 Day Training, Walkthrough Evidence

Strategy 1 Details	Reviews			
<p>Strategy 1: During August Staff Development, all Bowie MS teachers will be trained on Phase 1 and Phase 2 of the Get Better Faster framework.</p> <p>Strategy's Expected Result/Impact: Teachers will create comprehensive classroom management plans and develop effective lesson plans that promote student independence and active engagement.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Academic Specialist, Student Success Coach, Principal</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Materials and Supplies for Trainings - 199 - General Funds - \$500</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
<p>Strategy 2: By the end of October, all Bowie MS teachers will be trained on Phase 3 of the Get Better Faster framework.</p> <p>Strategy's Expected Result/Impact: Teachers will engage every student and respond to learning needs.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Academic Specialist, Student Success Coach, Principal</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Materials and Supplies for Trainings - 199 - General Funds - \$200</p>	Formative			Summative
	Nov	Feb	Apr	July

Strategy 3 Details	Reviews			
<p>Strategy 3: By the end of December, all Bowie MS teachers will be trained on Phase 4 of the Get Better Faster framework.</p> <p>Strategy's Expected Result/Impact: Teachers will set routines for discourse and lead student discourse.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Materials and Supplies for Trainings - 199 - General Funds - \$200</p>	Formative			Summative
	Nov	Feb	Apr	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Tier I instruction does not result with the majority of students mastering the concepts learned. Root Cause: Teachers require additional training in identifying learning gaps in prerequisite skills prior to teaching Tier I instruction of essential standards.</p>
School Processes & Programs
<p>Problem Statement 1: In the 2023-24 school year, there were 360 behavior infractions resulting in a large number of days assigned outside of the classroom (ISS/OSS/DAEP). Root Cause: Inconsistent implementation of behavior management strategies across classrooms led to an increase in discipline referrals. There was a lack of uniform training for teachers on effective classroom management techniques.</p>





Goal 2: In Irving ISD, we will attract, develop, and maintain life-changing educators and staff committed to each student.

Performance Objective 2: Enhance wellness programs and support services to promote the physical, mental, and emotional well-being.

High Priority

Evaluation Data Sources: Staff absences

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus leadership will implement initiatives twice a six weeks to reduce stress and promote work-life balance among educators and staff, including wellness activities during faculty meetings and teacher appreciation activities.</p> <p>Strategy's Expected Result/Impact: Reduce staff stress and increase staff attendance</p> <p>Staff Responsible for Monitoring: Assistant Principal over staff attendance</p> <p>Title I: 2.5</p> <p>Problem Statements: Demographics 5</p> <p>Funding Sources: Wellness activities - 199 - General Funds - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 5: Bowie Middle School is experiencing high rates of staff absences, which is affecting the overall functioning and effectiveness of the school. Root Cause: Staff members often experience high levels of stress and burnout due to demanding workloads and insufficient opportunities for self-care and maintaining a healthy work-life balance.</p>

Goal 3: In Irving ISD, we will ensure a safe, secure, and positive teaching and learning environment.

Performance Objective 1: Decrease the number and percentage of students who are chronically absent from 17% to 9% by May 2025.

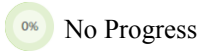
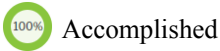
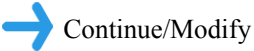
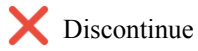
Decrease the number and percentage of SPED students who are chronically absent from 22% to 10% by May 2025.

High Priority

Evaluation Data Sources: eSchool Report 1080

Strategy 1 Details	Reviews			
<p>Strategy 1: In August, administrators will identify students that were consider chronically absence for the 2023-2024 school year and put them on attendance contracts for the 2024-2025 school year.</p> <p>Strategy's Expected Result/Impact: Increase parents involvement in the awareness of student attendance.</p> <p>Staff Responsible for Monitoring: Assistant Principal over student attendance.</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Demographics 4</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
<p>Strategy 2: The attendance committee will meet weekly to discuss attendance rates, students who have missed two or more school days within the last 5 school days, and students consider chronically absence.</p> <p>Strategy's Expected Result/Impact: Consistent monitoring will lead to increased attendance rates.</p> <p>Staff Responsible for Monitoring: Assistant Principal over student attendance.</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Demographics 4</p>	Formative			Summative
	Nov	Feb	Apr	July

Strategy 3 Details	Reviews			
<p>Strategy 3: Attendance celebrations will be held once a six weeks for students who have a 97% attendance rate and less than 5 tardies per the six weeks period.</p> <p>Strategy's Expected Result/Impact: School attendance will increase to 95%.</p> <p>Staff Responsible for Monitoring: Attendance Clerk and Assistant Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 4</p> <p>Funding Sources: Student Success Coach - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	July

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 4: In the 2023-2024 school year, Bowie's attendance rate was 93.9%, which is lower than the campus goal. Root Cause: The school attendance expectations and policies need to be enforced consistently and communicated clearly parents.</p>


Goal 3: In Irving ISD, we will ensure a safe, secure, and positive teaching and learning environment.


Performance Objective 2: Decrease the percentage of in and out of school suspensions for African American students that are disproportionately referred for disciplinary action from 5.4% to 3% by May 2025.

Decrease the number of discretionary referrals for African American students (the student group that is most marginalized by instruction on our campus i.e. gender, race, program, other) from 30% to 20% by May 2025.

Strategy 1 Details	Reviews			
<p>Strategy 1: Train staff and students on de-escalation techniques three times a year.</p> <p>Strategy's Expected Result/Impact: Decrease infractions for African American students and ensure that they feel accepted as part of the school culture.</p> <p>Staff Responsible for Monitoring: Student Success Coach</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Results Driven Accountability</p> <p>Problem Statements: School Processes & Programs 2, 3</p> <p>Funding Sources: Snacks for Trainings - 199 - General Funds - \$400</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Create student support group for African American student to discuss challenges and develop strategies for success in school.</p> <p>Strategy's Expected Result/Impact: Reduce behavioral issues and improve student well-being through peer support and counseling.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Results Driven Accountability</p> <p>Problem Statements: School Processes & Programs 2, 3</p> <p>Funding Sources: Student Success Coach - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	July

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 2: Students miss class time when placed in ISS or OSS for student code of conduct violations. **Root Cause:** Restorative practice plan is not implemented with fidelity.

Problem Statement 3: In 2023-2024, 4% of parents of students who were suspended (ISS/OSS/DAEP) for more than 20 days, attended a school event. Students who face disciplinary issues often experience lower levels of parental involvement in their school activities. **Root Cause:** These parents have not been afforded the opportunity to engage in and contribute to the participatory activities offered.





Goal 3: In Irving ISD, we will ensure a safe, secure, and positive teaching and learning environment.

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: Capturing Kids Hearts professional development will take place at every faculty meeting by the Student Culture Team.</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: Student Success Coach</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>- Results Driven Accountability</p> <p>Problem Statements: Demographics 3</p> <p>Funding Sources: Capturing Kids Hearts Subscription - 199 - General Funds - \$4,000</p>	Formative			Summative
	Nov	Feb	Apr	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Train staff and implement a school-wide behavior management system that emphasizes positive reinforcement and clear expectations (Positive Referrals, Behavior Flowchart, Behavior Academies).</p> <p>Strategy's Expected Result/Impact: The consistency of a behavior expectations across all classrooms will set clear expectations for students, resulting in a decrease of infractions.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Demographics 3</p> <p>Funding Sources: Supplies and Materials (Positive Referral Printing) - 199 - General Funds: SCE - \$2,000, Student Success Coach - 211 - Title I-A, Positive Referral Student Incentives - 199 - General Funds - \$1,200</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Social-emotional learning (SEL) will take place on Mondays for all students through Cub Connection to support student well-being and positive relationships.</p> <p>Strategy's Expected Result/Impact: Students will develop social skills to build positive relationships with peers and staff, resulting in decreased behavior infractions.</p> <p>Staff Responsible for Monitoring: Student Success Coach and Counselors</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 3</p> <p>Funding Sources: Card-stock for Cub Connection Agendas - 211 - Title I-A - \$500</p>	Formative			Summative
	Nov	Feb	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Demographics





Problem Statement 3: Despite a reduction in infractions, there were still 553 discipline referrals in the 2023-24 school year, indicating ongoing behavioral challenges. **Root Cause:** Behavior policies and support programs need improvement.

Goal 3: In Irving ISD, we will ensure a safe, secure, and positive teaching and learning environment.

Performance Objective 4: In Bowie Middle School, we will ensure a safe, secure, and positive teaching and learning environment.

High Priority

Evaluation Data Sources: CKH survey results will show improvement from prior years in regards to feeling safe in school.

Strategy 1 Details	Reviews			
<p>Strategy 1: Clear backpacks will be required for all students for the 24-25 school year. Strategy's Expected Result/Impact: There will be a decrease in infractions dealing with prohibited items. Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3 Funding Sources: Clear Backpacks - 211 - Title I-A - \$10,000</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Random searches will be conducted at least 3 times a week using walkthrough and handheld metal detectors. Strategy's Expected Result/Impact: Reduce the number of infractions having to do with drugs/alcohol. Staff Responsible for Monitoring: Assistant Principal in charge of security.</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3</p>	Formative			Summative
	Nov	Feb	Apr	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 4 Problem Statements:

Demographics
Problem Statement 3: Despite a reduction in infractions, there were still 553 discipline referrals in the 2023-24 school year, indicating ongoing behavioral challenges. Root Cause: Behavior policies and support programs need improvement.

Goal 4: In Irving ISD, we will strengthen our bonds with families and the community as key partners in student success.

Performance Objective 1: Bowie Middle School will offer a minimum of six volunteer and mentoring opportunities during the school year through events hosted by academic departments.

Evaluation Data Sources: Volunteer sign in through Raptor and attendance sign in at parent events.

Strategy 1 Details	Reviews			
<p>Strategy 1: The RLA, Math, Social Studies, Science, Electives, and SPED department will host a school community event throughout the 24-25 school year.</p> <p>Strategy's Expected Result/Impact: There will be an increase in parent and community involvement.</p> <p>Staff Responsible for Monitoring: Parent Liaison and Department Heads</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 3</p> <p>Funding Sources: Parent Center Supplies - 211 - Title I-A - \$2,500</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Bowie Middle host at minimum two parent/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: There will be an increase in parent involvement.</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: School Processes & Programs 3</p> <p>Funding Sources: Parent Liason Resources - 211 - Title I-A - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

School Processes & Programs





Problem Statement 3: In 2023-2024, 4% of parents of students who were suspended (ISS/OSS/DAEP) for more than 20 days, attended a school event. Students who face disciplinary issues often experience lower levels of parental involvement in their school activities. **Root Cause:** These parents have not been afforded the opportunity to engage in and contribute to the participatory activities offered.

Goal 4: In Irving ISD, we will strengthen our bonds with families and the community as key partners in student success.

Performance Objective 2: Implement a system for parent-teacher conferences and progress updates to keep families informed about student performance and progress.

High Priority

Evaluation Data Sources: Submission of parent contact logs from teachers

Strategy 1 Details	Reviews			
<p>Strategy 1: By the end of October, all teachers will make two-way communication with their Cub Connection students. Strategy's Expected Result/Impact: Parents will know who will be their point of contact for the school year. Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.6 Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
<p>Strategy 2: BOY, MOY, and EOY MAP Reports will be shared with parents after each test administration through Cub Connection classes and Cub Connection teachers will facilitate parent conferences, if needed. Strategy's Expected Result/Impact: Parents will be informed of their students academic levels through out the school year. Staff Responsible for Monitoring: Academic Specialist</p> <p>Title I: 2.6, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 3 Funding Sources: Paper for reports - 199 - General Funds: SCE - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 3: In 2023-2024, 4% of parents of students who were suspended (ISS/OSS/DAEP) for more than 20 days, attended a school event. Students who face disciplinary issues often experience lower levels of parental involvement in their school activities. **Root Cause:** These parents have not been afforded the opportunity to engage in and contribute to the participatory activities offered.

Goal 5: In Irving ISD, we will make decisions and conduct district operations with effectiveness, efficiency, transparency, and accountability.

Performance Objective 1: Implement a robust walkthrough system to ensure accountability and continuous improvement among educators and staff.

High Priority

Evaluation Data Sources: Walkthrough counts and coaching meetings

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct regular walkthroughs aligned with district standards and goals to observe instructional practices and classroom environments.</p> <p>Strategy's Expected Result/Impact: Identification of areas for improvement in instructional practices, leading to targeted professional development and enhanced teaching effectiveness.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide timely and constructive feedback to educators and staff based on walkthrough findings to support professional growth and development.</p> <p>Strategy's Expected Result/Impact: Continuous professional growth among educators, improved instructional quality, and better student outcomes.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 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>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	July



No Progress



Accomplished



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Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Tier I instruction does not result with the majority of students mastering the concepts learned. **Root Cause:** Teachers require additional training in identifying learning gaps in prerequisite skills prior to teaching Tier I instruction of essential standards.

RDA Strategies

Goal	Objective	Strategy	Description
1	2	2	RLA teachers will create intervention/extension lessons on essential standards and deliver to their students in need of intervention/extensions during their Cub Connection period (advisory period).
3	1	1	In August, administrators will identify students that were consider chronically absence for the 2023-2024 school year and put them on attendance contracts for the 2024-2025 school year.
3	1	2	The attendance committee will meet weekly to discuss attendance rates, students who have missed two or more school days within the last 5 school days, and students consider chronically absence.
3	2	1	Train staff and students on de-escalation techniques three times a year.
3	2	2	Create student support group for African American student to discuss challenges and develop strategies for success in school.
3	3	1	Capturing Kids Hearts professional development will take place at every faculty meeting by the Student Culture Team.
3	3	2	Train staff and implement a school-wide behavior management system that emphasizes positive reinforcement and clear expectations (Positive Referrals, Behavior Flowchart, Behavior Academies).

State Compensatory

Budget for Bowie Middle School

Total SCE Funds: \$17,953.00

Total FTEs Funded by SCE: 7

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 \$11,165, 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, RTI @ Work Conand Behavior Solutions by Solution Tree. 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
Sharon Perez	MS- SCE Math	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 (March 2024):

- In March 2024, 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 Planning (Summer 2024):

- 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:

TBD

Role: District Representatives

Email:

Mayra Orozco

Role: Paraprofessional

Email:

Alicia Walker

Role: SPED Teacher

Email: awalker

Bowie Middle School

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Brandon Medley

Role: Math Teacher

Email: bmedley@irvingisd.net

Hannah Bowen

Role: Elective Teacher

Email:

Rachel Stearns

Role: Academic Specialist

Email:

Melinda Estrello

Role: Teacher - LPAC Lead

Email:

Alise Davis

Role: Math Teacher

Email: adavis@[irvingisd.net](mailto:adavis@irvingisd.net)

Chad Newsome

Role: Community Member

Email: CNewsome@youth180.com

Veronica Robles

Role: Business Representative

Email: veronicarobles512

Valerie Salamanca

Role: Business Representative

Email: valibarra@live.com

Heidy Castillyoro

Role: Parent

Email: heideweige@gmail.com

Brenda Mosqueda

Role: Parent

Email: seasonsgreeting19@gmail.com

Ruth Ortiz

Role: Parent

Email: jatzel_juan@hotmail.com

Diane Navarro

Role: Parent

Email: dianem2082@icloud.com

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 Monday, September 30, 2024, focusing on welcoming new members and discussing Campus Improvement Committee (CIC) matters, followed by subsequent meetings on Monday, November 18, 2024, Monday, February 24, 2025, Monday, April 7, 2025, and Monday, May 19, 2025, each running from 6:00 PM to 7:00 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 7, 2024, Monday, October 7, 2024, Monday, December 2, 2024, Monday, January 13, 2025, Monday, February 24, 2025, April 7, 2025, and Monday, May 19, 2025. 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

Standards-Aligned Curriculum: Bowie Middle School teacher use the district curriculum to ensure all lessons are aligned with the Texas Essential Knowledge and Skills (TEKS) standards across all grade levels and subjects.

Data-Driven Instruction: Bowie Middle School teachers use data from assessments like STAAR and NWEA MAP to identify students' learning gaps and provide targeted interventions. Additionally, data driven talks on demonstration of learning exit tickets are held bi-weekly to create reteach lessons prior to common formative assessments as a proactive intervention. After a common formative assessment, the data collected, then drives the intervention/extension plans during the school's RTI period for the upcoming week.

Professional Development: There is ongoing training for teachers on best practices in instruction, curriculum internalization, and classroom management (aligned with the "Get Better Faster" framework).

Support for Emergent Bilingual Students (EB): Implementation of frontloading strategies where teachers work with students to provide academic vocabulary in their native language. Additionally, Bowie would have tutoring for EB students to help them overcome language barriers, with continued support for mastery of content.

Intervention Programs: Systems like RTI (Response to Intervention) that offer tiered support for students who are performing below grade level. Bowie Middle School also provides before/after-school tutoring and Saturday school to reinforce learning.

2.5: Increased learning time and well-rounded education

Bowie Middle School is dedicated to providing increased learning opportunities and a well-rounded education for all students. Teachers offer a minimum of two **before and after-school tutoring sessions** each week, where students are selected based on data for targeted instruction. This additional instructional time is particularly focused on supporting students at risk of not meeting state standards in math and reading. The school also offers **Saturday school** to reinforce learning and close academic gaps.

To ensure a well-rounded education, Bowie Middle School provides a variety of **enrichment programs**. Students can participate in elective courses such as **Smart Solutions** through the **Verizon Innovative Learning Lab**, **AVID**, **fine arts**, **physical education**, and **outdoor education**, which promote critical thinking, creativity, and social-emotional growth. **Extracurricular activities** further enrich students' learning experiences and foster a sense of belonging.

Bowie places a strong emphasis on **Social-Emotional Learning (SEL)** by incorporating strategies from **Capturing Kids' Hearts (CKH)**. Each class begins with "Good Things" and "Launches" to build a positive classroom culture. CKH monthly themes are integrated throughout the year, and students participate in SEL lessons every Monday during homeroom, supporting their emotional well-being and interpersonal skills.

In addition to fostering social-emotional growth, Bowie Middle School also prioritizes **college and career readiness**. Through programs like **AVID**, students are introduced early to college readiness skills. The school hosts an annual **career fair** for 6th, 7th, and 8th graders, allowing students to explore a wide range of professions. **Xello**, an online career exploration platform, enables students to match their interests with potential careers. Furthermore, Bowie offers high school credit courses such as **Algebra I**, **Biology**, **English I**, and **Smart Solutions**, allowing students to accelerate their academic progress and be better prepared for future success.

By increasing instructional time and offering a broad array of enrichment and readiness programs, Bowie Middle School ensures that all students receive the support and opportunities needed for a well-rounded and meaningful educational experience.

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

Bowie Middle School is committed to meeting the diverse needs of all students, especially those identified as at-risk. Through a robust **Response to Intervention (RTI) system**, tiered support is provided to students based on their academic performance and individual needs. Students who are not successful with daily instruction receive additional support through targeted **before and after-school tutoring sessions**. Those needing further intervention based on common assessment data receive **Tier II support** during the RTI period, known as **Cub Connection**. Students performing below grade level are provided **Tier III support** during **WIN Time (What I Need)** within their regular classes.

To further address the needs of at-risk students, Bowie Middle School offers **Saturday school** and extended learning opportunities to help close achievement gaps in reading and math. Teachers provide **data-driven instruction** and meet regularly to create reteach plans and tailor interventions based on formative assessments.

Additionally, the school places a strong emphasis on supporting **Emergent Bilingual (EB) students** through frontloading strategies and tutoring sessions aimed at improving their language proficiency and content mastery. The use of **Social-Emotional Learning (SEL) strategies** through **Capturing Kids' Hearts (CKH)** ensures that all students, particularly those at-risk, are engaged, supported, and part of a positive school culture. SEL lessons are integrated into weekly homeroom activities, and CKH themes are reinforced throughout the year.

College and career readiness programs, such as **AVID** and the use of **Xello** for career exploration, help at-risk students prepare for their future. Bowie Middle School also offers high school

credit courses, such as **Algebra I**, **Biology**, and **English I**, giving at-risk students an opportunity to accelerate their academic progress. By fostering a supportive and inclusive environment, Bowie ensures that all students, especially those at risk, are provided the resources and opportunities needed for success.

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.

The Annual Title I Meetings for the 2024-2025 school year will be held on:

September 19, 2024 on Zoom at 5:00 PM and September 20, 2024 on Zoom at 7:15 AM on Zoom

Join Zoom Meeting

<https://irvingisd-net.zoom.us/j/2239077247>

Meeting ID: 223 907 7247

The End of Year Annual Title I Meetings for the 2024-2025 school year will be held on:

April 3, 2025 on Zoom at 5:00 PM and April 4, 2025 on Zoom at 7:15 AM on Zoom

Join Zoom Meeting

<https://irvingisd-net.zoom.us/j/2239077247>

Meeting ID: 223 907 7247

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 other month. 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.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Christine Sandoval	Title I Aide	Title I	1
Devin Rodriguez	Student Success Coach	Title I	1
Fabiola Olvera	Intervention Specialist	Title I	1
Mayra Orozco	T1 Parent Liaison	Title I	1

Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Overtime Academy Tutoring Snacks		\$1,500.00
1	1	3	Materials and Supplies		\$200.00
1	1	3	Pizza for Growth Parties		\$800.00
1	2	3	Power Pass Lanyards		\$1,000.00
1	2	3	Celebration Supplies (\$300 per six weeks)		\$1,500.00
1	3	2	IXL		\$8,000.00
1	3	3	Pizza for Growth Parties		\$800.00
1	3	3	Materials and Supplies		\$200.00
2	1	1	Materials and Supplies for Trainings		\$500.00
2	1	2	Materials and Supplies for Trainings		\$200.00
2	1	3	Materials and Supplies for Trainings		\$200.00
2	2	1	Wellness activities		\$3,000.00
3	2	1	Snacks for Trainings		\$400.00
3	3	1	Capturing Kids Hearts Subscription		\$4,000.00
3	3	2	Positive Referral Student Incentives		\$1,200.00
Sub-Total					\$23,500.00
199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Interventionist		\$0.00
1	3	2	Interventionist		\$0.00
3	3	2	Supplies and Materials (Positive Referral Printing)		\$2,000.00
4	2	2	Paper for reports		\$2,000.00
Sub-Total					\$4,000.00
211 - Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Overtime Academy Tutoring Cost		\$5,000.00

211 - Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Academic Specialist		\$0.00
1	2	1	Academic Specialist		\$0.00
1	2	2	Academic Specialist		\$0.00
1	2	2	Supplies and Materials (Binders/Dividers)		\$4,500.00
1	3	2	Academic Specialist		\$0.00
1	4	1	Academic Specialist		\$0.00
1	4	2	Academic Specialist		\$0.00
1	5	1	Tutoring Pay		\$1,500.00
3	1	3	Student Success Coach		\$0.00
3	2	2	Student Success Coach		\$0.00
3	3	2	Student Success Coach		\$0.00
3	3	3	Card-stock for Cub Connection Agendas		\$500.00
3	4	1	Clear Backpacks		\$10,000.00
4	1	1	Parent Center Supplies		\$2,500.00
4	1	2	Parent Liason Resources		\$1,000.00
Sub-Total					\$25,000.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Executive Director of Campus Operations	10/24/2024	Dorian Galindo	10/24/2024
Child Abuse and Neglect	Director of At-Risk and Responsive Services	10/24/2024	Dorian Galindo	10/24/2024
Coordinated Health Program	Director of Health Services	10/24/2024	Dorian Galindo	10/24/2024
Decision-Making and Planning Policy Evaluation	Director of Planning, Research, and Evaluation	10/24/2024	Dorian Galindo	10/24/2024
Disciplinary Alternative Education Program (DAEP)	Executive Director of Campus Operations	10/24/2024	Dorian Galindo	10/24/2024
Dropout Prevention	Director of At-Risk and Responsive Services	10/24/2024	Dorian Galindo	10/24/2024
Dyslexia Treatment Program	Dyslexia Coordinator	10/24/2024	Dorian Galindo	10/24/2024
Pregnancy Related Services	Director of At-Risk and Responsive Services	10/24/2024	Dorian Galindo	10/24/2024
Post-Secondary Preparedness	Director of Guidance, Counseling, College and Career Readiness	10/24/2024	Dorian Galindo	10/24/2024
Recruiting Teachers and Paraprofessionals	Senior Executive Director of HR	10/24/2024	Dorian Galindo	10/24/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Campus Operations	10/24/2024	Dorian Galindo	10/24/2024
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Campus Operations	10/24/2024	Dorian Galindo	10/24/2024
Texas Behavior Support Initiative (TBSI)	Director of Special Education	10/24/2024	Dorian Galindo	10/24/2024
Technology Integration	Director of STEM and Innovation	10/24/2024	Dorian Galindo	10/24/2024

Title	Person Responsible	Review Date	Addressed By	Addressed On
Job Description for Peace Officers, Resource Officers & Security Personnel	Director of School Safety & Security	10/24/2024	Dorian Galindo	10/24/2024
Title 1 Part A - Compliance Checklist	CFO	10/24/2024	Dorian Galindo	10/24/2024
Retaining Teachers and Paraprofessionals	Senior Executive Director of HR	10/24/2024	Dorian Galindo	10/24/2024