

# **Fort Bend Independent School District**

## **Bowie Middle School**

### **2023-2024 Goals/Performance Objectives/Strategies**



# Mission Statement

## Fort Bend ISD Mission Statement

FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

## JBMS Mission Statement

We will prepare every child to become independent, growth minded, servant leaders.



# Vision

## Fort Bend ISD Vision Statement

Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.

## JBMS Vision Statement

We are committed to cultivating meaningful and positive relationships on a campus that pursues academic excellence.

# **Value Statement**

## **JBMS Core Values.....**

**B** – Be Prepared

**E** – Excellence Everyday

**A** – Aim High

**R** – Respect

**S** – Students First

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# Goals

**Goal 1:** FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

**Performance Objective 1:** By June 2024, JBMS will increase our overall student achievement percentages on STAAR Grades 6-8 assessments in the areas of Reading, Math, Science, & Social Studies by 3% or more for each performance level of approaches, meets, and masters. JBMS will do this by increasing the effectiveness of Tier 1 classroom instruction and engagement through the implementation student ownership of learning, relevant professional development, and effective PLC practices as evidenced through the indicators of success.

2022-23 STAAR: Reading: 90% (approaches), 67% (meets), 34% (masters); Math: 85% (approaches), 57% (meets), 27% (masters); Science: 87% (approaches), 61% (meets), 28% (masters); Social Studies: 78% (approaches), 50% (meets), 30% (masters)

**Indicators of Success:** Formative Evidence:

By MOY, each content teacher (Math, Reading, Science, & Social Studies) has attended 1st data dig PLC to discuss 2023 STAAR category performance, student data, & how to implement findings.

By MOY, each content teacher (Math, Reading, Science, & Social Studies) has submitted 2 lesson plans showing evidence of feedback protocols being used.

By the end of March 2024, JBMS will increase student achievement on the Spring STAAR Interim by 3% points or more in each category for Reading, Math, & Science (no previous data for Social Studies) compared to 2023 Spring STAAR Interim performance for each grade level. STAAR Interim 2024 baseline goal for each grade level:

6th grade: Reading: 78% (approaches), 49% (meets), 26% (masters); Math: 87% (approaches), 53% (meets), 20% (masters)

7th grade: Reading: 83% (approaches), 54% (meets), 29% (masters); Math: 71% (approaches), 39% (meets), 11% (masters)

8th grade: Reading: 80% (approaches), 51% (meets), 30% (masters); Math: 37% (approaches), 10% (meets), 4% (masters); Algebra EOC: 87% (approaches), 40% (meets), 14% (masters); Science: 66% (approaches), 40% (meets), 22% (masters)

Summative Evidence:

By EOY, each content teacher (Math, Reading, Science, & Social Studies) has attended 2nd data dig PLC to discuss 2024 STAAR Interim category performance, student data, & how to implement findings.

By EOY, each content teacher (Math, Reading, Science, & Social Studies) has submitted 4 lesson plans showing evidence of feedback protocols being used.

By EOY, all GT students have completed SEL lessons & at least 1 interest project.



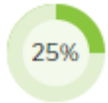

By EOY 2024, JBMS will increase student achievement on STAAR student achievement percentages' by 3% points or more in each category for Reading, Math, Science, & Social Studies from 2023 percentages. Final assessment results available 7/24/24. STAAR 2024 overall baseline goal for each category in Domain I:









Reading: 93% (approaches), 70% (meets), 37% (masters)

Math: 88% (approaches), 60% (meets), 30% (masters)

Science: 90% (approaches), 64% (meets), 31% (masters)

Social Studies: 81% (approaches), 53% (meets), 33% (masters)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Administration and campus instructional support staff will deliver quality professional development in the area of feedback protocols to increase all student's ownership &amp; understanding of learning.</p> <p><b>Strategy's Expected Result/Impact:</b> The faculty will receive ongoing professional development to help support all students' ownership of learning with feedback protocols. The faculty will also receive in conjunction with this continued student discussions, engagement, articulation of learning support and student ownership of learning from the progression of practice.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> PLCs (teachers, administration, instructional support staff) will include implementation of student ownership of learning using feedback protocols in unit/lesson planning to ensure that all students receive high-quality Tier 1 instruction in the areas of Math, Reading, Science and Social Studies.</p> <p><b>Strategy's Expected Result/Impact:</b> Content PLC teams will focus on unit/lesson planning and student feedback during PLCs to help with the progression of practice in the area of 'clarity' and understand the use of feedback protocols during PLCs. This will benefit by increasing all students' growth in their core academic areas and closing achievement gaps. The use of feedback protocols will be evident in the teacher's lesson plans.</p> <p><b>Staff Responsible for Monitoring:</b> Department Heads and Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Data Dig PLCs for content areas (Math, Reading, Science, and Social Studies) will meet to implement instructional best practices using the strengths &amp; weaknesses based on students performance in specific reporting categories, item analysis, discuss misconceptions, &amp; track the progress of all students'.</p> <p><b>Strategy's Expected Result/Impact:</b> Content Data Dig PLCs will focus on BOY STAAR data from 2022-2023 and Spring STAAR Interim Data 2024 which will help support and target the effectiveness of Tier 1 classroom instruction as well as track the overall progress of our students' performance and growth prior to STAAR 2024. This will benefit the areas that we are performing low on in specific categories and help increase the overall students performance as well.</p> <p><b>Staff Responsible for Monitoring:</b> CAC and Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> JBMS will provide increased enrichment lessons &amp; opportunities for GT students to support their academic and SEL needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure that all GT students are involved in at least one enrichment opportunity by the end of the year. Help support the needs of the creative differences of the GT students. Students will complete SEL lessons &amp; at least 1 interest project.</p> <p><b>Staff Responsible for Monitoring:</b> Goller (GT COG) &amp; Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Oct	Dec	Feb	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Concern with changes in staffing may cause a reduction in student growth for the overall campus data. This would effect our TIER 1 instruction because staff development, process training for what our campus and district requires, curriculum planning, data tracking comes into account when looking at staffing. <b>Root Cause:</b> Our math staffing changes during the school year and entering into the new school year.</p>

**Goal 1:** FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

**Performance Objective 2:** By June 2024, JBMS will increase our overall students' academic growth (Domain II) score by improving the implementation of Tier III instruction through targeted intervention and student ownership of learning protocols to lessen the gaps (more than a year's growth) in the areas of Reading and Math STAAR performance for our identified House Bill 1416 accelerated instructional students as evidenced through the indicators of success. We will do this by increasing our HB1416 students performance level growth by 3% or more from does not meet grade level to either approaches, meets, or masters performance levels.

2022-23 STAAR Domain II:

359 students scored does not meet grade level in spring of 2022, 170 students or 47% of those students grew to approaches, meets, or masters levels. We received 1.0 point for each of the students who moved categories.

53% of the student stayed in the did not meet level, but might have moved from low did not meet to high did not meet, but we did not receive any points for those students growth.

**Indicators of Success:** Formative Evidence:

By MOY, all accelerated instructional students should have at least 2-3 REN data points/tests completed in their areas of required hours.

By MOY, each AI teacher (Math and/or Reading) has attended at least 2 to 3 data dig intervention PLCs to discuss REN performance, student data, & how to implement findings; support with Lead4Ward.

By MOY, student progress on REN, from BOY to MOY in Reading and Math overall data 'will increase' the number of students that score in 'at/above benchmark' category by 3% in REN by MOY.

By the end of March 2024, JBMS will increase 10% or more students, who are in accelerated instruction, to score approaches, meets, or masters performance level for 2024 STAAR Interim in Math and/or Reading.

Summative Evidence:



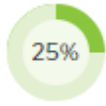





By EOY, all accelerated instructional students should have at least 4-5 REN data points/tests completed in their areas of required hours.

By EOY, each AI teacher (Math and/or Reading) has attended at least 4 to 5 data dig intervention PLCs to discuss REN performance, student data, & how to implement findings; support with Lead4Ward.

By EOY, student progress on REN, from BOY to EOY in Reading and Math, 'will increase' the number of students that score category in 'at/above benchmark' by 5% in REN by EOY.

By EOY 2024, JBMS will increase by 3% the amount of students who did not meet STAAR grade level in 2023 to score approaches, meets, or masters grade levels in 2024 on STAAR.



Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Math and Reading accelerated instructional teachers will plan &amp; implement intentional intervention and enrichment lessons for the accelerated instruction classes &amp; advisory to support all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Math and ELA teachers will utilize STAAR 2023 data, REN360 data, &amp; STAAR Interim Data to create an area of focus for intervention classes/advisory intervention and enrichment lessons. This will benefit the increase of all student growth in their core academic areas and close achievement gaps that will be documented utilizing on-going data from Ren360.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and CAC</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Math Intervention Resources: student books, supplies, food, software - 199 General Fund SCE - \$2,287.36</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Data Dig PLCs for staff, who support accelerated instruction students in Math &amp; Reading, to track student performance and improve student growth throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> REN360 tracking will be more frequent to help support and align a focus for student needs for a total of 5 REN data points: BOY REN-August, REN checkpoint-October, MOY REN-December, REN checkpoint-February &amp; EOY REN-May. 5 Data Dig PLCs have been scheduled as well to implement instructional needs or supports as needed. Decreasing the achievement gaps and increasing the student growth will help to improve possible future dropout rates for these cohort of students in high school.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and CAC</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
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<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:** Students who need intervention and switching at semester did not maintain skills at the level that we would like to see. Consider other options in scheduling to best meet the students' need. If data indicates the need then increase lab/literacy classes. Look at doing a complete year with the students in their higher need area, then utilize advisory for their second area of need. **Root Cause:** Scheduling of our intervention classes.

**Goal 2:** FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

**Performance Objective 1:** By June 2024, JBMS will improve campus culture and climate and the effectiveness of behavioral interventions through the implementation of PBIS protocols, student ownership of behavior, and campus behavior intervention procedures as evidenced through the indicators of success.



**Indicators of Success:** Formative Evidence:







We will increase the school-wide component of the SAS: Self-Assessment Survey by 10 percentage points for the 'in-place' designation.







Summative Evidence:

We will increase student connection to the campus score as reflected on the district Student Engagement Survey.

By the EOY, we will increase our BoQ/TFI score by 10 overall points.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The PBIS committee will create and implement school wide initiatives utilizing the 5 components to help build a culture as well as review the effectiveness of current implementations.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will receive professional development implementation of the 5 components during the back to school week. Teachers are following the school wide expectations and implementation. Administration and following up with feedback on implementation. Behavior flow charts are given to teachers and referenced when dealing with office referrals. Teachers have classroom expectations personalized to their classrooms based on the school wide expectations. Teachers are teaching and reinforcing expectations of the classroom and school. The PBIS committee is gathering data on referrals and feedback from staff to review processes and implementation. Processes will decrease the amount of time students spend out of the classrooms due to discipline. (Drive more towards school spirit initiatives/days/positive reinforcements.)</p> <p><b>Staff Responsible for Monitoring:</b> Administration and PBIS Committee</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 2</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The PBIS Committee and administration will review data each 9 weeks to provide appropriate support to the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Updated support and needs addressed to specified students and staff. On-going review of discipline data and trends to update the campus. Whole campus communication about the processes to support the PBIS implementation. Review of students that are in need of behavior support as well as those students that would receive the semester reward for minimum behavior referrals.</p> <p>*Focus on increasing the BoQ/TFI score/SAS report*</p> <p><b>Staff Responsible for Monitoring:</b> Administration and PBIS Committee</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 2</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Administration will deliver Love and Logic methods via book reference and 9 PD sessions to build positive &amp; supportive relationships that will benefit student ownership of behaviors and reduces power struggles.</p> <p><b>Strategy's Expected Result/Impact:</b> We will build strong student to staff relationships that support and increase student connection to the campus as reflected on the district Student Engagement Survey.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 2</p>	Formative			Summative
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Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> JBMS will increase awareness by promoting whole-child health campus wellness events/initiatives throughout the school year via announcements and advisory lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student participation and awareness for the wellness events/initiatives.</p> <p><b>Staff Responsible for Monitoring:</b> Wellness Committee</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 2</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> JBMS will increase parent involvement in their child's school life by promoting awareness of campus events via multiple forms of consistent communication.</p> <p><b>Strategy's Expected Result/Impact:</b> By building parent awareness of events, parents will be able to set a foundation of communication with their children about school.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 2</p>	Formative			Summative
	Oct	Dec	Feb	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

Perceptions
<p><b>Problem Statement 2:</b> PBIS Identity is not defined and we need to develop Core Values as a campus, define PBIS and what it looks like in different areas for more staff and student buy-in. <b>Root Cause:</b> Time to develop and set up system.</p>

**Goal 3:** FBISD will recruit, develop, and retain high quality teachers and staff

**Goal 4:** FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

**Goal 5:** FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement