

Fort Bend Independent School District

Bowie Middle School

2024-2025 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 2025, JBMS will enhance the rigor of instruction and engagement by implementing student ownership of learning practices, targeted professional development, and delivery of relevant lessons within the district's curriculum as evidenced through the indicators of success.

- Indicators of Success:**
1. Increase evidence of discussion and feedback protocols as evidenced in lesson plans and CWT
 2. Increased PLC effectiveness observed during PLC walkthroughs
 3. Increase the number of students who agree and strongly agree that "I have worked harder than I expected to in school" as indicated in the student engagement survey.
 4. Reduce "Did not Meets" in 8th grade math from 38% to 25%.
 5. Improve PLC Team Lead leadership abilities through 6 targeted PD sessions during the year.
 6. Provide intervention support to TIER III students in math lab, literacy, or intervention advisory
 7. Monthly New to Bowie meetings to ensure new staff have the support needed to meet expectations.

Strategy 1 Details	Reviews			
<p>Strategy 1: Administration and campus instructional support staff will deliver quality professional development in the area of discussion and feedback protocols to increase all student's ownership & understanding of learning.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: PLCs (teachers, administration, instructional support staff) will include implementation of student ownership of learning using discussion and 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>Strategy's Expected Result/Impact: Content PLC teams will focus on unit/lesson planning and student discussion/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 and unit map.</p> <p>Staff Responsible for Monitoring: Department Heads and Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Data Dig PLCs for content areas (Math, Reading, Science, and Social Studies) will utilize student group data from Domain 3 to drive targeted instruction. Staff will use instructional best practices based on the strengths & weaknesses from student performance including -reporting categories, item analysis, and misconceptions.</p> <p>Strategy's Expected Result/Impact: Content Data Dig PLCs will focus on BOY STAAR data from 2023-2024 and Spring STAAR Interim Data 2025 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 2025. This will benefit specific student groups from Domain 3 in the areas they are struggling and increase overall student performance.</p> <p>Staff Responsible for Monitoring: CAC, Administration and Department Heads</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3</p>	Formative			Summative
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Strategy 4 Details		Reviews			
Strategy 4: JBMS will provide increased enrichment lessons & opportunities for GT students to support their academic and SEL needs. Strategy's Expected Result/Impact: 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 & at least 1 interest project. Staff Responsible for Monitoring: (GT COG) & Administration TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 3		Formative			Summative
		Oct	Dec	Feb	June
					

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Performance Objective 1 Problem Statements:



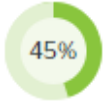




Demographics
Problem Statement 3: Changes in staffing may cause a reduction in student growth impacting tier I instruction. To limit the impact there is a need to maintain a consistency and rigor across PLCs Root Cause: 24% teacher turnover

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 2025, JBMS will decrease the number of students who need Tier III intervention by implementing a system to identify and support students who need Tier II intervention as evidenced in the indicators of success.

- Indicators of Success:**
- 1. Create SST document and process
 - 2. Conduct 4 grade level SST meeting
 - 3. Conduct 3 to 6 SST check-ins
 - 4. Reduce number of Students who "did not meet" on STAAR by 10% in Reading and Math
 - 5. Track and analyze Tier II students and recommended interventions

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
<p>Strategy 1: Through Student Support Team meetings, teachers will review multiple forms of student data to determine intervention needs and provide targeted Tier II interventions.</p> <p>Strategy's Expected Result/Impact: SST meetings with administration and staff will identify students in need of academic and behavioral supports. Staff will utilize the SST document with multiple points of data to determine needed supports for students during Tier I/II instruction. This will benefit students who are struggling and performing low in specific categories and help increase the overall campus performance.</p> <p>Staff Responsible for Monitoring: Administration and CAC</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>				

Strategy 2 Details		Reviews			
Strategy 2: Students identified as Tier II: Professional learning communities will intentionally plan the implementation of FBISD instructional models, identify concepts for spiral review, and co-create formative assessments to measure learning. Strategy's Expected Result/Impact: Content PLCs will create effective instruction for remediation that focuses on learning gaps and historically difficult concepts. Formative assessments will be used to check for understanding and strengthen learning. This will benefit students by reinforcing previously learned skills and closing the achievement gaps. Staff Responsible for Monitoring: Teachers, Administration and CAC TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1		Formative			Summative
		Oct	Dec	Feb	June
					
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Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Large number of students who need Tier III intervention. Root Cause: No set process in place to identify students who may need Tier II intervention support to reduce the need for Tier III

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 2025, JBMS will improve campus culture and climate through the implementation of student ownership of behavior framework and PBIS strategies as evidenced through the indicators of success.

Indicators of Success: 1. Hold 4 Bear Challenge




2. Student ownership reflection during Watchful Wednesday advisories







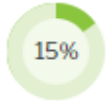


3. Consistent visual messaging across the campus and in all classrooms

4. PBIS committee communicating discipline data to staff

5. Regular admin discipline calibration

6. We will reduce tardies by 25% though student ownership of behavior by using a compelling scoreboard to track tardies and goal attainment.

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Strategy's Expected Result/Impact: 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.</p> <p>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.</p> <p>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. Discipline data will be tracked comparatively to the previous year each month by admin team on a spreadsheet to show progress for this goal. Also, include BEAR challenges & guidelines that are scheduled each term & track progress by how many students are able to be included in these rewards.</p> <p>Staff Responsible for Monitoring: Administration and PBIS Committee</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details		Reviews			
Strategy 2: The PBIS Committee and administration will review data each 9 weeks to provide appropriate support to the campus. Strategy's Expected Result/Impact: Admin team will have a monthly review of discipline data and trends to update the campus (using excel spreadsheet). Campus communication will include 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. *Focus on increasing the BoQ/TFI score/SAS report* Staff Responsible for Monitoring: Administration and PBIS Committee TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 3		Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: JBMS will increase awareness by promoting whole-child health campus wellness events/initiatives throughout the school year via announcements and advisory lessons. Strategy's Expected Result/Impact: Increased student participation and awareness for the wellness events/initiatives. Staff Responsible for Monitoring: Wellness Committee, staff and administration ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 3		Formative			Summative
		Oct	Dec	Feb	June
					
Strategy 4 Details		Reviews			
Strategy 4: JBMS will establish a system to share positive school news with the community through social media and official school communication. Strategy's Expected Result/Impact: JBMS will establish a school-wide system for announcing student achievements . Parent and student SAS survey results will show an increase in the student support and family involvement areas by June 2025. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 3		Formative			Summative
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No Progress



Accomplished



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Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 3: PBIS practices are not consistently implemented across the campus **Root Cause:** Need time to fully implement after developing a PBIS Identity around our mission last year.

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