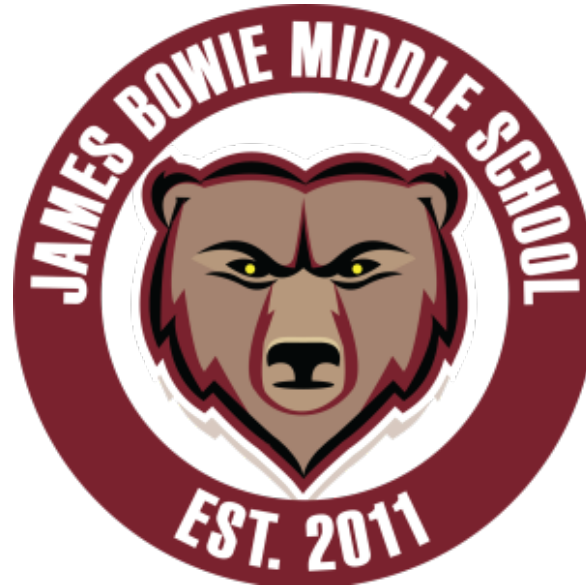


# **Fort Bend Independent School District**

## **Bowie Middle School**

### **2025-2026 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:** Priority 1: Increase successful student outcomes through enhanced learning opportunities.

**Performance Objective 1:** By May 2026, scores on 7th grade Math STAAR will increase in the category of Approaches and Above from 80% to 85% as compared to the 2025 STAAR results.

**Evaluation Data Sources:** STAAR 7 Math  
NWEA MAP BOY, MOY, EOY Math Scores

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Weekly collaborative team meetings will be held to create Know/Show Charts, CFAs, and analyze students' results to align the curriculum to assessments. <b>Strategy's Expected Result/Impact:</b> With initial planning and analysis of student results, student achievement will increase <b>Staff Responsible for Monitoring:</b> Team Leads, Campus Leadership Team  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> School Processes & Programs 1	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students in need of accelerated instruction based on STAAR performance will be placed in a Math LAB class. <b>Strategy's Expected Result/Impact:</b> Providing intervention daily will allow the students to be successful on STAAR. <b>Staff Responsible for Monitoring:</b> Counselor, CAC, Math Lab teacher.  <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	Formative			Summative
	Oct	Dec	Feb	June
	 Considerable			

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> All identified GT students will be placed in a GT-specific Advisory class to address enrichment opportunities, allowing the GT students to participate in a GT project. <b>Strategy's Expected Result/Impact:</b> GT students will have time during the school day to work on and complete their learning plans and TSPS projects. <b>Staff Responsible for Monitoring:</b> COG, Counselors, GT Advisory Teachers  <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	Formative			Summative
	Oct	Dec	Feb	June
	 Accomplished			

 No Progress
  Accomplished
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  Discontinue



### Performance Objective 1 Problem Statements:






School Processes & Programs
<b>Problem Statement 1:</b> Not all teams have an effective process that includes planning, learning, and analyzing student work. <b>Root Cause:</b> Collaborative team leads need training in leading the PLC process.

**Goal 1:** Priority 1: Increase successful student outcomes through enhanced learning opportunities.

**Performance Objective 2:** By May 2026, scores for all students taking the 6th grade Reading STAAR will increase in the category of Approaches and Above from 85% to 90% as compared to the 2025 STAAR results.

**Evaluation Data Sources:** STAAR 6th Reading  
NWEA MAP BOY, MOY, EOY Reading Scores

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Weekly collaborative team meetings will be held to create Know/Show Charts, CFAs, and analyze students' results to align the curriculum to assessments. <b>Strategy's Expected Result/Impact:</b> With initial planning and analysis of student results, student achievement will increase <b>Staff Responsible for Monitoring:</b> Team Leads, Campus Leadership Team  <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students in need of accelerated instruction based on STAAR performance will be placed in a Literacy class. <b>Strategy's Expected Result/Impact:</b> Providing intervention daily will allow the students to be successful on STAAR. <b>Staff Responsible for Monitoring:</b> Counselor, CAC, Literacy teacher.  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
	 Considerable			

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> EB students will be in specific Advisory classes to work on skills for growth on TELPAS and STAAR. <b>Strategy's Expected Result/Impact:</b> EB students will learn strategies for the speaking, listening, writing, and reading portions of TELPAS. <b>Staff Responsible for Monitoring:</b> EB Advisory teachers, CAC  <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	Formative			Summative
	Oct	Dec	Feb	June
	 Accomplished			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> 418 tests across the different scoring areas dropped one categorically level, indicating these students did not show a year's growth. <b>Root Cause:</b> Inconsistent systems on responding when students are not learning



**Goal 1:** Priority 1: Increase successful student outcomes through enhanced learning opportunities.

**Performance Objective 3:** By June 2026, 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 data sources






- Evaluation Data Sources:**
- 1. Increase evidence of discussion and feedback protocols as evidenced in lesson plans and CWT
  - 2. Increased PLC effectiveness observed during PLC walkthroughs
  - 3. Improve PLC Team Lead leadership abilities through targeted PD sessions during the year.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Targeted PD session for Collaborative Team Leads <b>Strategy's Expected Result/Impact:</b> Improved PLC effectiveness as observed during PLC walkthroughs Increased use of feedback protocols <b>Staff Responsible for Monitoring:</b> Leadership Team  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
	<div><div></div></div> <div>Some Progress</div>			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

**Goal 2:** Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (students, parents, and staff) are valued, inspired, and engaged.

**Performance Objective 1:** By June 2026, improve student behavior outcomes related to PBIS implementation by reducing in-class referrals by 10% as measured by behavior incident reports.

**Evaluation Data Sources:** behavior incident reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Analyze behavior incident data monthly to identify trends and adjust PBIS strategies to address specific student needs. <b>Strategy's Expected Result/Impact:</b> Identification of trends to create an action plan <b>Staff Responsible for Monitoring:</b> CBC, PBIS committee  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 3	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				






### Performance Objective 1 Problem Statements:

School Processes & Programs
<b>Problem Statement 3:</b> Teachers need more training to ensure common practices and tools are being used within the classroom. <b>Root Cause:</b> PBIS practices are not consistently implemented within all classrooms.

**Goal 2:** Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (students, parents, and staff) are valued, inspired, and engaged.

**Performance Objective 2:** By June of 2026, JBMS will increase student positive relationships with adults by increasing student responses that there is at least one adult in this school who knows me well from 76% to 80% as indicated on the District Student Engagement Survey.

**Evaluation Data Sources:** District Student Engagement Survey,

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will engage in PD around building relationships with students. Advisory time will allow teachers to engage with students on a level that allows them to get to know the students. <b>Strategy's Expected Result/Impact:</b> Students will feel more comfortable at school knowing that at least one adult knows them <b>Staff Responsible for Monitoring:</b> teachers, PBIS team  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 3	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				




**Performance Objective 2 Problem Statements:**






School Processes & Programs
<b>Problem Statement 3:</b> Teachers need more training to ensure common practices and tools are being used within the classroom. <b>Root Cause:</b> PBIS practices are not consistently implemented within all classrooms.

**Goal 2:** Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (students, parents, and staff) are valued, inspired, and engaged.

**Performance Objective 3:** By June of 2026, JBMS will increase students' emotional engagement with the school by increasing student responses of "overall I feel good about being in school" from 78% to 83% as indicated on the District Student Engagement Survey.

**Evaluation Data Sources:** District Student Engagement Survey.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> A select group of 8th-grade students will be trained in WEB so they can lead 6th-grade transition to middle school activities throughout the year. <b>Strategy's Expected Result/Impact:</b> Increase positive interaction between 6th and 8th-grade students, giving them an increased sense of feeling good about being at school. <b>Staff Responsible for Monitoring:</b> WEB leaders	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> To promote the overall health of the whole child, teachers and students will participate in PBIS practices aligned with our Mission, weekly advisory lessons will include topics such as conflict resolution, and anti-bullying lessons, it "Starts with Hello" in efforts to prevent and reduce school violence, and give the students a sense of belonging at Bowie <b>Strategy's Expected Result/Impact:</b> Students will make connections with each other and adults, and increase their overall feeling well about being on campus, and reduce any possible school violence. <b>Staff Responsible for Monitoring:</b> Advisory teachers, counselors  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> By the end of the 2025-26 school year, in efforts to prevent possible future dropouts, JBMS will meet quarterly to discuss students with attendance issues. These students will be referred to school counselors, the campus social worker, and/or district-level truancy team to meet with students and take corrective actions. <b>Strategy's Expected Result/Impact:</b> Increase in student attendance <b>Staff Responsible for Monitoring:</b> Attendance committee, Attendance clerk, CBC, Counselors  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> JBMS will send weekly parent newsletters to inform parents of campus events and involvement opportunities. <b>Strategy's Expected Result/Impact:</b> Consistent communication will increase parent involvement and support for students. <b>Staff Responsible for Monitoring:</b> Campus leadership team  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

**Goal 3:** Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

**Performance Objective 1:** By June 2026, JBMS will demonstrate fiscal responsibility by focusing on cost-effective spending, ensuring all campus expenditures align with the district's strategic plan and campus priorities as evidenced by the Evaluation Data Sources.

**Evaluation Data Sources:** Formative: Monthly monitoring of the budget by the campus principal and EA. Department leaders will receive regular updates to their budget to ensure department needs are met while staying within the allotted budget.

Summative: By June 2026, campus funds are not to exceed the designated allocated budget. By June 2026, campus leaders will set priorities for the 2026-2027 budget year.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The principal will schedule monthly budget reviews with the campus executive assistant (EA). <b>Strategy's Expected Result/Impact:</b> The principal and EA will keep the campus budget aligned with district goals, monitor funds in various budget codes, keep the campus department heads updated, and make adjustments as necessary. <b>Staff Responsible for Monitoring:</b> Principal, EA	Formative			Summative
	Oct	Dec	Feb	June
	<div><div></div></div> <div>Some Progress</div>			
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