

Ennis Independent School District

James Bowie Elementary

2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) [§39A.053](#) to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section [§39A.053](#) of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27.

Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

No

Please upload artifacts demonstrating a robust observation and feedback system.

[Bowie walkthrough.pdf](#)

[Ennis ISD \(TX\) - Artifacts Overview Chart - 2026-10-10.pdf](#)

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) [§39A.055\(2\)](#), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) [§39A.056](#), and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) [§39A.055](#) and [§39A.057](#), to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

November 10, 2026

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

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SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

LIFT

Which, if any, program is your school system interested in to support this strategy?

LIFT

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

National Institute for Excellence in Teaching, Region 10, District Staff

How many district staff members will be responsible for capacity building with this campus?

3

What are the names and roles of district staff members responsible for capacity building, and what percentage of their role is dedicated to supporting implementation of the school improvement strategy? Please include Name, Role, and Percent for each staff member.

Dr.Melinda Domain, Assistant Superintendent of Secondary Curriculum
Dr.Stacee Johnson, Assistant Superintendent of Elementary Curriculum
Patricia Drake, Instructional Coach

Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).

Dr. Domain has extensive school improvement experience. She has been a DCSI for many years and worked alongside district staff members in a previous district to increase the district's accountability rating from a D to a B in one year.
Dr. Johnson has extensive school improvement experience. She formerly worked as a coach with NIET and supported multiple districts with school improvement activities.
Mrs. Drake has five years experience as an instructional coach and new teacher coach, and over 20 years of experience as an outstanding classroom teacher whose students demonstrated academic success.

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

Total projected costs for the district include approximately \$460,000 for instructional materials from Great Minds and Carnegie (Bluebonnet Math) and \$698,000 for contracted support services for LIFT activities from the National Institute for Excellence in Teaching (NIET). Instructional materials are funded via the Instructional Materials and Technology Allotment, SBOE-Approved Instructional Materials Entitlement, and the State-Developed Open Education Resource Entitlement. Funding for support from NIET is from the LASO 4 LIFT grant.

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

Yes, the district received the LASO 4 LIFT grant, which will be utilized to fund school improvement activities. If the district did not receive the LIFT grant, we would not be able to contract with our approved provider (NIET). LASO 4 LIFT funds have already been approved, so this will not be a factor for us.

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

We reassigned teachers based on their strengths and our campus needs. Three teachers moved from second grade to third grade to strengthen ELAR and math instruction. We also prioritized smaller third-grade classes. Our monolingual classes average 14–15 students, and our two bilingual classes have 16 and 17 students.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Bluebonnet Learning Math Grades K-5/Aprendizaje Bluebonnet Matematicas K-5, Edicion 1

Is this the curriculum that will be implemented for the duration of the plan for: K-5 Math?

Yes

How many instructional minutes per week are in the master schedule for K-5 Math curriculum delivery?

450

Does the amount of minutes meet the required/recommended number of minutes for the K-5 Math curriculum?

Yes

Please select the adopted curriculum for: K-5 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: K-5 RLA?

Yes

How many instructional minutes per week are in the master schedule for K-5 RLA curriculum delivery?

600

Does the amount of minutes meet the required/recommended number of minutes for the K-5 RLA curriculum?

Yes

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

How many instructional days are included in the 2026-2027 calendar?

171

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

Type of Assessment	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment	District	Weekly	Track assessment data to identify areas of instructional strength and pinpoint student needs in order to inform future Tier 1 instruction and to provide targeted, focused intervention activities tailored to each child's specific needs.

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

We will monitor student growth through a data-driven system using our curriculum assessments, mCLASS, grades, intervention data, and classroom performance. Student progress will be tracked through campus and intervention data trackers, with teachers documenting SMART goals, intervention minutes, and progress toward identified goals. Data will be reviewed regularly during PLCs, CARE/MTSS meetings, and campus leadership meetings to identify trends, determine student growth, and adjust instruction or interventions as needed.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

Bowie Elementary uses an MTSS/RTI/CARE process to support students who are below grade level and students in special populations. Students receive strong Tier 1 instruction, and data such as mCLASS, End-of-Module assessments, grades, work samples, and teacher observations are reviewed to identify additional needs.

Students needing additional support receive targeted Tier 2 or Tier 3 interventions, with SMART goals, documented intervention minutes, and regular progress monitoring. Tier 2 students are reviewed about every nine weeks, while Tier 3 students are reviewed every 4–6 weeks.

For special populations, the team considers accommodations, existing services, attendance, 504 supports, and other student needs. Parent communication is built into the process, and referrals for Special Education, Dyslexia, or other evaluations are addressed promptly according to required timelines.

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

PLCs are organized by content area and grade level.

How frequently will PLCs occur?

PLCs will occur on a daily basis for 45 minutes.

Who will facilitate PLCs?

ILT Champions (team leads), campus administrators, and the instructional coach will facilitate PLCs.

Who is required to attend PLCs?

Every teacher from 1st-3rd grade is required to attend PLC daily. Special education teachers are required to attend PLC once a week.

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

Bowie Elementary uses a structured PLC lesson internalization protocol for Math and RLA. Teachers review the TEKS/ELPS, lesson objectives, pacing, instructional components, assessments, and expected evidence of learning. They also anticipate student misconceptions, identify supports for diverse learners, and plan small-group or differentiated instruction based on student needs.

Upload PLC agenda (optional):

[Ennis ISD Elementary Math Teacher LESSON Internalization Protocol.pdf](#)
[update 8_21 Ennis ISD Elementary Teacher RLA LESSON Internalization Protocol.pdf](#)
[Bowie PLC Agenda 26-27 - 8-19.pdf](#)
[Ennis ISD Elementary Math Principal_IC_Champion LESSON Internalization Protocol.pdf](#)
[Ennis ISD Principal_IC_Champion Data Analysis Protocol.pdf](#)
[Ennis ISD Data Analysis Protocol.pdf](#)
[Ennis ISD Student Work Analysis Protocol.pdf](#)
[Ennis ISD Principal_IC_Champion - Student Work Analysis Protocol.pdf](#)

Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Role	Training/PD Description	Delivered By	Attended By
Other Campus Admin (Assistant Principals, Instructional Coaches)	ICs and campus administrators have attended training on PLC structure and protocols, Observation and Feedback Cycles, Bluebonnet Math, HMH Reading, and supporting students receiving special education and English language support services.	NIET, Region 10 ESC, HMH, Great Minds, and district staff	Campus administrators and Instructional Coaches
Principal	The principal has attended training on PLC structure and protocols, Observation and Feedback Cycles, Bluebonnet Math, HMH Reading, and supporting students receiving special education and English language support services.	NIET, Region 10 ESC, HMH, Great Minds, and district staff	Principal
Principal Manager	The Assistant Superintendent of Elementary Leadership and Learning has attended training on PLC structure and protocols, Observation and Feedback Cycles, Performance Management, Bluebonnet Math, HMH Reading, and supporting students receiving special education and English language support services.	NIET, Region 10 ESC, HMH, Great Minds	Assistant Superintendent of Elementary Leadership and Learning
Teacher	Teachers have attended training on both Bluebonnet Math and HMH Reading, as well as supporting Special Education and EB students. They have also attended PLC training and training on what to expect from observation and feedback cycles and TTESS evaluation processes. Teachers who are in their first year of teaching have also attending EISD's First Year Teacher Academy, which includes training on classroom management, parent training, instructional strategies, and district resources.	NIET, HMH, Great Minds, district staff	Teachers

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

All teachers who are in their first year of teaching attend a four-day First Year Teacher Academy and are provided with a highly trained mentor. Teachers in their second year of teaching may continue to receive a mentor, dependent upon their progress during their first year and their certification status. Instructional coaches also have these teachers on their individual caseloads and meet with them and their mentors periodically to address areas in which the inexperienced teacher needs support in order to be successful in their classroom.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

The tools that will be used to evaluate implementation of the training include the NIET classroom observation tool, TEA Math Observation Tool, TEA Reading Observation Tool, SIBME walkthroughs, and TTESS walkthrough forms and formal evaluations. Look fors include effective classroom environment and management, the use of RBIS, and implementation of district adopted HQIM with fidelity. Student work, grades, and assessment data will also be examined to evaluate the effectiveness of implementation of teacher training.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Biweekly

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

Campus staff receives an annual update to SpEd and EB policies and procedures. The Director of Bilingual/ESL Services and the Multilingual Coordinator are available to provide support to teachers who need it, as well as to provide an annual review of TELPAS data to all teachers. SpEd and EB staff periodically attend PLCs to provide additional training and are available to support during lesson internalization, student work review, and data analysis.

Milestones

List 8-10 key milestones your campus will complete to implement this strategy. Milestones should span one year (August 2026 - August 2027). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027.

Milestone 1

Description – What specific action or deliverable will be completed?

Establish weekly grade-level PLC schedules and begin planning with HMH and Bluebonnet Learning Math.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Mrs.Cedeño, Mrs.Newton, Mrs.Drake, teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

PLC schedule, agendas, lesson plans

Support Needed – What training, coaching, resources, or tools are required?

Protected PLC time; access to curriculum materials; training on lesson internalization protocols

Milestone 2

Description – What specific action or deliverable will be completed?

Plan and implement daily checks for understanding, including questioning, turn-and-talk, response strategies, and exit tickets.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Teachers, instructional coach

Evidence of Completion – What artifact, data, or observable action will verify completion?

Lesson plans, exit tickets, walkthrough feedback

Support Needed – What training, coaching, resources, or tools are required?

Coaching and model lessons on student discourse and checks for understanding

Milestone 3

Description – What specific action or deliverable will be completed?

Hold a data PLC after common assessments to identify misconceptions and plan reteaching and enrichment.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Teachers, instructional coach

Evidence of Completion – What artifact, data, or observable action will verify completion?

Updated data walls, student work samples, PLC notes, Data Dig completed

Support Needed – What training, coaching, resources, or tools are required?

Data wall templates; assessment access; coaching on student work analysis

Milestone 4

Description – What specific action or deliverable will be completed?

Review first-semester results and finalize January reteaching plans for priority TEKS.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Mrs.Cedeño, assistant principal, instructional coach, teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

Semester data review, revised instructional plans, ILT meeting discussions

Support Needed – What training, coaching, resources, or tools are required?

Student growth reports; planning time; instructional coach support

Milestone 5

Description – What specific action or deliverable will be completed?

Model HQIM lessons in PLCs and provide peer feedback on scaffolds, student discourse, and checks for understanding.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Teachers, instructional coach

Evidence of Completion – What artifact, data, or observable action will verify completion?

PLC agendas, model lesson plans, peer feedback notes

Support Needed – What training, coaching, resources, or tools are required?

Coaching, demonstration lessons, and time for collaborative feedback

Milestone 6

Description – What specific action or deliverable will be completed?

Review spring student growth by grade level, review Benchmark data, TEKS, and content area; identify practices to continue and gaps to address.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Mrs.Cedeño, assistant principal, instructional coach, teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

Spring data review and grade-level findings

Support Needed – What training, coaching, resources, or tools are required?

Access to spring assessment and growth data; time for grade-level review

Milestone 7

Description – What specific action or deliverable will be completed?

Use PLC records, student work, STAAR results, and assessment trends to draft 2027–2028 instructional and professional learning priorities.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Mrs.Cedeño, assistant principal, instructional coach

Evidence of Completion – What artifact, data, or observable action will verify completion?

Draft priorities and professional learning plan

Support Needed – What training, coaching, resources, or tools are required?

Year-end data, PLC records, district guidance, and planning time

Milestone 8

Description – What specific action or deliverable will be completed?

Finalize and share the PLC schedule, data review process, and instructional priorities with staff.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Mrs.Cedeño, assistant principal, instructional coach

Evidence of Completion – What artifact, data, or observable action will verify completion?

Final schedules, staff presentation, PLC expectations

Support Needed – What training, coaching, resources, or tools are required?

Staff professional learning time; finalized district calendar and curriculum guidance

Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

District and campus leaders will monitor the successful implementation of the plan by regularly reviewing established milestones, implementation evidence, and student progress data. Progress will be discussed at identified checkpoints throughout the year to ensure action steps are being completed as planned. If milestones are not being met or data indicates limited progress, leaders will identify barriers, provide additional support, and adjust strategies, timelines, or resources as needed to ensure successful implementation.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

The staff responsible for reviewing progress are the Principal, Assistant Principal, IC, and district leadership (Asst. Supt. and DCSI).

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Milestone progress will be recorded in a spreadsheet tracker and reviewed monthly.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

Milestone progress data will be shared with district leadership through regular updates and presented to the Board of Trustees at board meetings.

Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	80
Meets Grade Level	50
Masters Grade Level	20

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	50
Masters Grade Level	20

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	50
Masters Grade Level	20

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

25

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

100

Did your school have a graduation class for the 2025-2026 school year?

No

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?

0

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?

25

Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

Please note that our campus serves 1st, 2nd, and 3rd grades only. Therefore the Growth Component of Domain III will not be a factor for our campus.

Upload additional documents (optional):

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