

Plano Independent School District

Bowman Middle School

2020-2021



Board Approval Date: October 20, 2020

Mission Statement

As a part of the Plano ISD learning community, we will educate, inspire, and empower every student to activate their unique potential in a dynamic world.

Vision

We are dedicated professionals, who positively collaborate, to ensure intentional, meaningful, and child-centered learning for all students.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Some of the data in the Summary and Strengths comes directly from the 2019-2020 Needs Assessment. School closure due to COVID-19 prevented the gathering of timely and significant new data.

2019-2020 Summary:

The Bowman ELL student population is increasing. The 6th grade total population decreased, but the students who are LEP increased from 72 students to 111 students. There is also an increase in the SPED, At-Risk and Economically Disadvantaged subgroups. There is a steady decline in the number of the white students who are enrolled in Bowman. The number of 6th graders who are white went from 71 students to 46 students. Also, data shows the students are rarely exiting SPED or ESL services. There is not a lot of mobility within the Bowman campus community. The At-Risk students on campus are those who compose special populations such as SPED, ESL, CMIT/504 and low SES families. Our teacher/student ratio tends to hover around 23:1.

Demographics Strengths

- Bowman has created a year long PD plan incorporating SIOP strategies to help increase english language proficiency in students receiving ESL services. This plan has been implemented over a two year period and has produced academic gains for students who receive ELL services.
- Bowman has implemented various interventions such as block math, reading courses and tutorials.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students are receiving ESL services for 5 or more years and are not making progress on TELPAS, therefore not being able to exit the ESL program. **Root Cause:** Students needed increased opportunities to listen, read, speak and write in class in conjunction with more knowledge about TELPAS format.

Student Learning

Student Learning Summary

Bowman Middle Goals: (see tables in addendum): Individual goals are set for each student group with the expectation of high standards as well as to narrow the gap between each group and the All Students group. If the student group is below the All Students group, that student group's goal for 2024 is to narrow the performance gap by half as well as meet the overall percentage increase in the STAAR Meets Grade Level performance required for the All Students group.

Some of the data in the Summary and Strengths comes directly from the 2019-2020 Needs Assessment. School closure due to COVID-19 prevented the gathering of timely and significant new data.

2019-2020 Summary:

One of the goals on the 18-19 Campus Improvement Plan was to implement researched based teaching practices that will benefit students who are LEP and increase performance on STAAR performance. As a school, Bowman made significant gains on this goal by improved performance for students who are LEP, not only at the approaches standard, but also at the meets standard. However, these results did not translate to improved performance on student growth on TELPAS results, particularly in the area of speaking which impacts a student's composite score. Student feedback has revealed that students feel uncomfortable using the microphone during TELPAS testing. The group also discussed that students may not take TELPAS as seriously as they do STAAR and may have less knowledge about TELPAS testing. The group discussed that if teachers incorporated more writing throughout the year, then we might see more growth in TELPAS scores. The hope is that students move up a level on each domain for each year they are receiving ESL services. In this area, we made small gains this year. Historical data is not as helpful because the format of TELPAS testing changed three years ago into the online format. The group sees that Bowman is comparable to the district in student growth in each group of student by years in US schools. However, students receiving ESL services make up a larger percentage of the Bowman campus.

All percentages listed below are comparisons between 2017-2018 STAAR results to 2018-2019 STAAR Results:

For ELA 8 the percentage of students who are LEP who achieved the Approaches standard increased from 25% to 48%, the Meets standard increased from 2% to 18%, and the Masters standard increased from 0% to 2%.

For Math 8 the percentage of students who are LEP who achieved the Approaches standard increased from 58% to 84%, the Meets standard increased from 60% to 84%, and the Masters standard increased from 22% to 51%.

For Writing 7 the percentage of students who are LEP who achieved the Approaches standard decreased from 78% to 70%, the Meets standard increased from 22% to 30%, and the Masters standard decreased from 9% to 8%.

For Reading 6 the percentage of students who are LEP who achieved the Approaches standard decreased from 28% to 19%.

For Reading 7 the percentage of students who are LEP who achieved the Approaches standard increased from 36% to 42%, the Meets standard increased from 9% to 13%, and the Masters standard increased from 2% to 4%.

For Science 8 the percentage of students who are LEP who achieved the Approaches standard increased from 20% to 50%, the Meets standard increased from 8% to 21%, and the Masters standard increased from 4% to 5%.

For SS 8 the percentage of students who are LEP who achieved the Approaches standard increased from 10% to 44%, the Meets standard increased from 3% to 13%, and the Masters standard decreased from 3% to 2%.

For Math 6 the percentage of students who are LEP who achieved the Approaches standard increased from 57% to 71%, the Meets standard increased from 14% to 27%, and the

Masters standard increased from 4% to 5%.

For Math 7 the percentage of students who are LEP who achieved the Approaches standard increased from 64% to 66%, the Meets standard increased from 20% to 26%, and the Masters standard increased from 7% to 8%.

Progress levels for TELPAS progress from the 2018 school year to the 2019 school year:

For 6th grade, out of 63 students in 2018, 83% scored lower or the same on their progress levels. Out of 91 students in 2019, 88% scored lower or the same on their progress levels.

For 7th grade, out of 52 students in 2018, 81% scored lower or the same on their progress levels. Out of 66 students in 2019, 74% scored lower or the same on their progress levels.

For 8th grade, out of 51 students in 2018, 80% scored lower or the same on their progress levels. Out of 53 students in 2019, 87% scored lower or the same on their progress levels.

Bowman students showed an increase in students achieving the approaches standard in each demographic group for Reading, Writing, and Math but not in GT (which was a small population). Looking at growth in Reading, the percentage in the Masters category in the Limited Growth percentage category was higher than the district average. So, the students who were achieved the Masters standard in 7th grade, were not longer in the Masters category in 8th grade, showing a lack of desired growth.

Looking across the board at Title I schools, Bowman has grown in comparison performance in every single grade and STAAR subject with the exception of 6th grade Reading.

The district wide percentage of students who passed Reading in 5th grade, but failed in 6th grade was 40%.

Of 91 students at Bowman, 6th grade reading 62% who passed 5th grade, failed in 6th grade.

Projected growth for ELLS on STAAR based on MAP:

STAAR data is unavailable due to the COVID19 school closure.

However, in the Spring of 2019 6% of ELL students achieved at the Masters Level on STAAR Reading. Map scores projected that 16% of them would have achieved at the Master's level for the 19-20 school year.

In the Spring of 2019, 13% of ELL students achieved at the Masters Level on STAAR Reading. Map scores projected that 11% would have achieved at the Master's level for the 19-20 school year. Although this is a 2% decrease, when evaluated as cohort data it is a 5% increase.

Finally, in the Spring of 2019, 18% of ELL students achieved at the Masters Level on STAAR Reading, Map scores projected that 21% would have achieved at the Master's levels for the 19-20 school year.

Student Learning Strengths

- Bowman scored above the district average in overall growth on STAAR.

- Compared to other Title I schools in Plano ISD, Bowman is continuing to trend upward to close the gaps in performance with the district average.
- Bowman showed double digit percentage growth in our neediest populations (SPED, LEP, ESL) at the Approaches standard on STAAR. Bowman even saw some of the students in these subpopulations achieve the Masters standard in oth 8th grade Reading and Math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students are not showing expected achievement on 6th grader Reading STAAR. **Root Cause:** There is a need to improve planning and lessons to meet needs of students in the classroom.

Problem Statement 2 (Prioritized): Students who are performing at higher levels are needing learning extensions for continued growth. **Root Cause:** Lessons are not differentiated for continued growth for higher level students.

School Processes & Programs

School Processes & Programs Summary

Some of the data in the Summary and Strengths comes directly from the 2019-2020 Needs Assessment. School closure due to COVID-19 prevented the gathering of timely and significant new data.

2019-2020 Summary:

On the HRS Survey, teachers reported they only slightly agree (3.5) that they have a voice in decision making and school policies. They feel that the data is collected effectively but that the results are not shared to the degree expected.

Teachers reveal that rubrics are effective and provided to teachers reflecting their strengths and weaknesses in performance. Teachers are effective at connecting feedback to student performance. Feedback and measurement from multiple sources was considered a weakness on the HRS survey. The survey also reveals that teachers regularly discuss instructional practices in meetings but have few opportunities to observe other teachers as a method to improve.

Bowman has a new teacher induction/mentor program beyond what the district requires. According to the HRS survey most teachers agree that campus leaders provide evaluation results and growth plans to support new teachers.

Most teachers on campus agree or strongly agree, according to the HRS survey, that school leaders use highly specific rubrics to give teachers feedback. School leaders regularly talk to teachers and observe teachers but fewer teachers agree with this. These are all actions that can build capacity and support the notion of continuous improvement.

Data is gathered on campus from school leaders doing walkthroughs. This data shows predominant instructional practices and trends. Leadership decided to have staff participate in SIOP PD for the 18-19 school year based on data results. Campus and district leaders then continued walkthroughs. As a result, student performance was impacted positively. In the 8th grade administration of STAAR, campus LEP students increased at the Approaches, Meets, and Masters standards. Sixth and Seventh grade saw positive gains as well.

Previous STAAR/MAP/ assessment results are used by PLC teams to suggest changes in curriculum, teaching approach, and assessment design.

PLCs are in place. Implementation varies in collaborative teams.

According to HRS survey results, 1/2 of teachers feel they have opportunities to observe and discuss effective teaching through technology and the other 1/2 disagree -- no teacher strongly agreed with this statement according to the HRS survey.

School Processes & Programs Strengths

- Campus-based professional development opportunities afforded to teachers to improve on campus-wide areas of weakness (i.e. SIOP)
- New teacher mentor program was successful at providing support during teachers' first year on campus.
- Collaborative teams were effective at improving teaching strategies, curriculum changes, and assessment designs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers reported that they had few if any opportunities to observe other teachers in an effort to improve instructional practices. **Root Cause:** Few opportunities provided for lack of time and concern with too many initiatives at one time.

Perceptions

Perceptions Summary

Some of the data in the Summary and Strengths comes directly from the 2019-2020 Needs Assessment. School closure due to COVID-19 prevented the gathering of timely and significant new data.

2019-2020 Summary:

According to the HRS survey and Campus Safety Survey,

Bowman is viewed as an orderly place with clear and specific rules and procedures in place.

Students and parents are aware of rules/procedures. However, there is a high standard deviation on this result on the teacher survey.

There is a large discrepancy between teacher and staff survey results on whether teachers are afforded ways to provide input involving the optional function of the school.

Teachers and departments do not feel as though they are being acknowledged for their accomplishments.

There is low agreement on the use of consistent and frequent feedback.

Faculty feel that instructional practices are regularly discussed at meetings.

Staff feel that professional development opportunities are provided.

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Services provided at Bowman: Parent Liaison, Communities in Schools, 6th grade Curriculum Night, PTA

Over 1,000 referrals for the 2018-2019 school year.

There are few programs that address mental health needs for students.

Perceptions Strengths

- The 18-19 school year had a very clear Campus Improvement Plan with two very clear goals and implementation plan.
- Bowman benefits from positive parent and community support.
- The Bowman staff feel that instructional practices are regularly discussed at meetings.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Staff articulate a need for more positive recognition of staff and acknowledgement of staff contributions. **Root Cause:** Administration currently have no systematic way in which we acknowledge and celebrate staff on a consistent basis

Problem Statement 2: There is a need for clear policies and procedures to be communicated to staff, students, and families. **Root Cause:** There is a lack of communication systems and channels to articulate policies and procedures.

Priority Problem Statements

Problem Statement 1: Students are receiving ESL services for 5 or more years and are not making progress on TELPAS, therefore not being able to exit the ESL program.

Root Cause 1: Students needed increased opportunities to listen, read, speak and write in class in conjunction with more knowledge about TELPAS format.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students are not showing expected achievement on 6th grader Reading STAAR.

Root Cause 2: There is a need to improve planning and lessons to meet needs of students in the classroom.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students who are performing at higher levels are needing learning extensions for continued growth.

Root Cause 3: Lessons are not differentiated for continued growth for higher level students.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Teachers reported that they had few if any opportunities to observe other teachers in an effort to improve instructional practices.

Root Cause 4: Few opportunities provided for lack of time and concern with too many initiatives at one time.

Problem Statement 4 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

Accountability Data

- Student Achievement Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Student Groups

- Male / Female performance, progress, 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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- TTESS data

Parent/Community Data

- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Revised/Approved: September 28, 2020

Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

Performance Objective 1: The percent of Bowman students that score Meets grade level or above on STAAR Reading 6-8 will increase from 46% in 2019 to 48% by June 2021. The Special Education student group performance will increase from 10% in 2019 to 13% in 2021. The English Learner student group performance will increase from 28% in 2019 to 32% in 2021.

Targeted or ESF High Priority

Evaluation Data Sources: 2021 STAAR Reading

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Instructional Leadership including Campus Administration, PLC Coach, and Title I Coach will create and implement a year long professional development plan implementing systems and creating capacity in teachers based on the framework of the book Learning by Doing and the Plano ISD Collaborative Team Framework.</p> <p>Strategy's Expected Result/Impact: Campus-wide implementation of mission, vision, values and goals. Collaborative teams who will meet three times a week will engage in work that is focused on learning, collaborative in nature, and results oriented. The Professional Development Plan will directly increase individual and team capacity resulting in increased student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administration and Campus Leadership</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: PLC Coach will meet with collaborative team facilitators as a group on a monthly basis prior to the campus-wide PD to coach the facilitators on leading their collaborative teams and incorporating -norms -SMART goals - establishing essential knowledge and skills per content - forming common formative assessment - analyzing assessment results - implementing interventions PLC Coach will also participate in one-on-one coaching sessions with the collaborative facilitators.</p> <p>Strategy's Expected Result/Impact: Increased functioning of collaborative teams resulting in increased student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administration and Campus Leadership</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Collaborative Teams will meet three times a week for intentional planning. Each meeting will include: - Agenda - Data Reviewed - 4 Critical Questions - Visits from Instructional Leadership Team</p> <p>Strategy's Expected Result/Impact: Increased academic performance by implementing the 4 critical questions and instructional protocols.</p> <p>Staff Responsible for Monitoring: Campus Administration and Campus Leadership</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Increase capacity of teachers in strategies for educating students who are English Language Learners through a continued PD plan. The plan will include embedding SIOP and ELLS strategies in the PLC framework and collaborative team process and output documents.</p> <p>Strategy's Expected Result/Impact: Increase in use of Language Objectives and ELL strategies in the classroom. Increase of individual accountability in reading, writing, listening and speaking in the classroom.</p> <p>Staff Responsible for Monitoring: Campus Administration and Campus Leadership</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Students are receiving ESL services for 5 or more years and are not making progress on TELPAS, therefore not being able to exit the ESL program. Root Cause: Students needed increased opportunities to listen, read, speak and write in class in conjunction with more knowledge about TELPAS format.</p>
Student Learning
<p>Problem Statement 1: Students are not showing expected achievement on 6th grader Reading STAAR. Root Cause: There is a need to improve planning and lessons to meet needs of students in the classroom.</p>

Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

Performance Objective 2: The percent of Bowman students that score Meets grade level or above on STAAR Writing 7 will increase from 36% in 2019 to 38% by June 2021. The Special Education student group performance will increase from 2% in 2019 to 4% in 2021. The English Learner student group will increase from 19% in 2019 to 22% in 2021.

Targeted or ESF High Priority

Evaluation Data Sources: 2021 STAAR Writing

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Instructional Leadership including Campus Administration, PLC Coach, and Title I Coach will create and implement a year long professional development plan implementing systems and creating capacity in teachers based on the framework of the book Learning by Doing and the Plano ISD Collaborative Team Framework.</p> <p>Strategy's Expected Result/Impact: Campus-wide implementation of mission, vision, values and goals. Collaborative teams who will meet three times a week will engage in work that is focused on learning, collaborative in nature, and results oriented. The Professional Development Plan will directly increase individual and team capacity resulting in increased student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administration and Campus Leadership</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: PLC Coach will meet with collaborative team facilitators as a group on a monthly basis prior to the campus-wide PD to coach the facilitators on leading their collaborative teams and incorporating -norms -SMART goals - establishing essential knowledge and skills per content - forming common formative assessment - analyzing assessment results - implementing interventions PLC Coach will also participate in one-on-one coaching sessions with the collaborative facilitators.</p> <p>Strategy's Expected Result/Impact: Increased functioning of collaborative teams resulting in increased student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administration and Campus Leadership</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Increase capacity of teachers in strategies for educating students who are English Language Learners through a continued PD plan. The plan will include embedding SIOF and ELLS strategies in the PLC framework and collaborative team process and output documents.</p>	Formative		
	Nov	Feb	June

Strategy's Expected Result/Impact: Increase in use of Language Objectives and ELL strategies in the classroom. Increase of individual accountability in reading, writing, listening and speaking in the classroom.

Staff Responsible for Monitoring: Campus Administration and Leadership

Title I Schoolwide Elements: 2.4, 2.6 - **Comprehensive Support Strategy**



No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Students are receiving ESL services for 5 or more years and are not making progress on TELPAS, therefore not being able to exit the ESL program.

Root Cause: Students needed increased opportunities to listen, read, speak and write in class in conjunction with more knowledge about TELPAS format.

Student Learning

Problem Statement 1: Students are not showing expected achievement on 6th grader Reading STAAR. **Root Cause:** There is a need to improve planning and lessons to meet needs of students in the classroom.

Problem Statement 2: Students who are performing at higher levels are needing learning extensions for continued growth. **Root Cause:** Lessons are not differentiated for continued growth for higher level students.

Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.

Performance Objective 1: The percent of Bowman students that score Meets grade level or above on STAAR Math 6-8 will increase from 62% in 2019 to 63% by June 2021. The Special Education student group performance will increase from 21% in 2019 to 24% in 2021. The English Learner student group performance will increase from 50% in 2019 to 52% in 2021.

Targeted or ESF High Priority

Evaluation Data Sources: 2021 STAAR Math

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Instructional Leadership including Campus Administration, PLC Coach, and Title I Coach will create and implement a year long professional development plan implementing systems and creating capacity in teachers based on the framework of the book Learning by Doing and the Plano ISD Collaborative Team Framework.</p> <p>Strategy's Expected Result/Impact: Campus-wide implementation of mission, vision, values and goals. Collaborative teams who will meet three times a week will engage in work that is focused on learning, collaborative in nature, and results oriented. The Professional Development Plan will directly increase individual and team capacity resulting in increased student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administration and Campus Leadership</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: PLC Coach will meet with collaborative team facilitators as a group on a monthly basis prior to the campus-wide PD to coach the facilitators on leading their collaborative teams and incorporating -norms -SMART goals - establishing essential knowledge and skills per content - forming common formative assessment - analyzing assessment results - implementing interventions PLC Coach will also participate in one-on-one coaching sessions with the collaborative facilitators.</p> <p>Strategy's Expected Result/Impact: Increased functioning of collaborative teams resulting in increased student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administration and Campus Leadership</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Collaborative Teams will meet three times a week for intentional planning. Each meeting will include: - Agenda - Data Reviewed - 4 Critical Questions - Visits from Instructional Leadership Team</p> <p>Strategy's Expected Result/Impact: Increased academic performance by implementing the 4 critical questions and instructional protocols.</p> <p>Staff Responsible for Monitoring: Campus Administration and Campus Leadership</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Increase capacity of teachers in strategies for educating students who are English Language Learners through a continued PD plan. The plan will include embedding SIOP and ELLS strategies in the PLC framework and collaborative team process and output documents.</p> <p>Strategy's Expected Result/Impact: Increase in use of Language Objectives and ELL strategies in the classroom. Increase of individual accountability in reading, writing, listening and speaking in the classroom.</p> <p>Staff Responsible for Monitoring: Campus Administration and Campus Leadership</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Students are receiving ESL services for 5 or more years and are not making progress on TELPAS, therefore not being able to exit the ESL program. Root Cause: Students needed increased opportunities to listen, read, speak and write in class in conjunction with more knowledge about TELPAS format.</p>
Student Learning
<p>Problem Statement 1: Students are not showing expected achievement on 6th grader Reading STAAR. Root Cause: There is a need to improve planning and lessons to meet needs of students in the classroom.</p> <p>Problem Statement 2: Students who are performing at higher levels are needing learning extensions for continued growth. Root Cause: Lessons are not differentiated for continued growth for higher level students.</p>

Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2021.

Performance Objective 1: The percent of Bowman students that score Meets grade level or above on STAAR Science 8 will increase from 53% in 2019 to 55% by June 2021. The Special Education student group performance will increase from 12% in 2019 to 14% in 2021. The English Learner student group performance will increase from 36% in 2019 to 38% in 2021.

Targeted or ESF High Priority

Evaluation Data Sources: 2021 STAAR Science

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Instructional Leadership including Campus Administration, PLC Coach, and Title I Coach will create and implement a year long professional development plan implementing systems and creating capacity in teachers based on the framework of the book Learning by Doing and the Plano ISD Collaborative Team Framework.</p> <p>Strategy's Expected Result/Impact: Campus-wide implementation of mission, vision, values and goals. Collaborative teams who will meet three times a week will engage in work that is focused on learning, collaborative in nature, and results oriented. The Professional Development Plan will directly increase individual and team capacity resulting in increased student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administration and Campus Leadership</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: PLC Coach will meet with collaborative team facilitators as a group on a monthly basis prior to the campus-wide PD to coach the facilitators on leading their collaborative teams and incorporating -norms -SMART goals - establishing essential knowledge and skills per content - forming common formative assessment - analyzing assessment results - implementing interventions PLC Coach will also participate in one-on-one coaching sessions with the collaborative facilitators.</p> <p>Strategy's Expected Result/Impact: Increased functioning of collaborative teams resulting in increased student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administration and Campus Leadership</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Increase capacity of teachers in strategies for educating students who are English Language Learners through a continued PD plan. The plan will include embedding SIOP and ELLS strategies in the PLC framework and collaborative team process and output documents. This plan will also include engaging families receiving ESL services.</p>	Formative		
	Nov	Feb	June

Strategy's Expected Result/Impact: Increase in use of Language Objectives and ELL strategies in the classroom. Increase of individual accountability in reading, writing, listening and speaking in the classroom.

Staff Responsible for Monitoring: Campus Administration and Campus Leadership

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2



No Progress

Accomplished

Continue/Modify

Discontinue

Goal 4: DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies and STAAR/EOC U.S. History from 2019 to 2021.

Performance Objective 1: The percent of Bowman students that score Meets grade level or above on STAAR Social Studies 8 will increase from 38% in 2019 to 40% by June 2021. The Special Education student group performance will increase from 7% in 2019 to 9% in 2021. The English Learner student group will increase from 19% in 2019 to 22% in 2021.

Targeted or ESF High Priority

Evaluation Data Sources: 2021 STAAR Social Studies

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Instructional Leadership including Campus Administration, PLC Coach, and Title I Coach will create and implement a year long professional development plan implementing systems and creating capacity in teachers based on the framework of the book Learning by Doing and the Plano ISD Collaborative Team Framework.</p> <p>Strategy's Expected Result/Impact: Campus-wide implementation of mission, vision, values and goals. Collaborative teams who will meet three times a week will engage in work that is focused on learning, collaborative in nature, and results oriented. The Professional Development Plan will directly increase individual and team capacity resulting in increased student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administration and Campus Leadership</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2</p>	Formative		
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Strategy 2 Details	Formative Reviews		
<p>Strategy 2: PLC Coach will meet with collaborative team facilitators as a group on a monthly basis prior to the campus-wide PD to coach the facilitators on leading their collaborative teams and incorporating -norms -SMART goals - establishing essential knowledge and skills per content - forming common formative assessment - analyzing assessment results - implementing interventions PLC Coach will also participate in one-on-one coaching sessions with the collaborative facilitators.</p> <p>Strategy's Expected Result/Impact: Increased functioning of collaborative teams resulting in increased student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administration and Campus Leadership</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Collaborative Teams will meet three times a week for intentional planning. Each meeting will include: - Agenda - Data Reviewed - 4 Critical Questions - Visits from Instructional Leadership Team</p> <p>Strategy's Expected Result/Impact: Increased academic performance by implementing the 4 critical questions and instructional protocols.</p> <p>Staff Responsible for Monitoring: Campus Administration and Campus Leadership</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Increase capacity of teachers in strategies for educating students who are English Language Learners through a continued PD plan. The plan will include embedding SIOP and ELLS strategies in the PLC framework and collaborative team process and output documents. The plan will also engage families of students receiving ESL services in these processes.</p> <p>Strategy's Expected Result/Impact: Increase in use of Language Objectives and ELL strategies in the classroom. Increase of individual accountability in reading, writing, listening and speaking in the classroom.</p> <p>Staff Responsible for Monitoring: Campus Administration and Campus Leadership</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Students are receiving ESL services for 5 or more years and are not making progress on TELPAS, therefore not being able to exit the ESL program. Root Cause: Students needed increased opportunities to listen, read, speak and write in class in conjunction with more knowledge about TELPAS format.</p>
Student Learning
<p>Problem Statement 1: Students are not showing expected achievement on 6th grader Reading STAAR. Root Cause: There is a need to improve planning and lessons to meet needs of students in the classroom.</p> <p>Problem Statement 2: Students who are performing at higher levels are needing learning extensions for continued growth. Root Cause: Lessons are not differentiated for continued growth for higher level students.</p>

SBIC Committee

Committee Role	Name	Position
Administrator	Lindsey Radford	Assistant Principal
Administrator	Brooks Baca	Principal
Administrator	Treesia Brannon	Assistant Principal
Classroom Teacher	Lori Miller	AVID Coordinator
Classroom Teacher	Jessica Ellison	Science Teacher/Coach
Non-classroom Professional	Tracie Chambers	Librarian
Non-classroom Professional	Jennifer Fernberg	SPED Department Chair
Non-classroom Professional	Kristin Ernst	Title I Coach
Non-classroom Professional	Jordan Smith	PLC Coach
Paraprofessional	Flor Hamilton	Parent Liaison
Classroom Teacher	Rachel Willms	Math Teacher
Parent	Marsi Stover	Parent
Parent	Vanessa Izaguirre	Parent
Parent	Cecilia Buttler	Parent
Parent	Valerie Vazquez	Parent
Parent	Kathia Rodriguez	Parent
Parent	Daysel Mayorga	Parent

Addendums

Bowman - STAAR Social Studies Grade 8

The percent of 8th grade students that score Meets grade level or above on STAAR Social Studies Grade 8 will increase from 38% in 2019 to 40% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
39% 2019 Baseline: 38%	40%	42%	44%	46%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	38	31	47	*	62	*	38	7	26	11	19	37	43	38
2020	39	33	47	*	62	*	39	8	28	12	20	37	44	39
2021	42	35	48	*	63	*	40	9	31	14	22	38	46	40
2022	45	39	48	*	63	*	42	11	35	16	25	38	48	42
2023	49	43	49	*	64	*	44	14	40	19	28	39	51	44
2024	54	49	51	*	66	*	47	17	46	22	33	41	54	46
2019-2021	4	4	1	*	1	*	2	2	5	3	3	1	3	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

Bowman - STAAR Grade 7 Writing

The percent of 7th grade students that score Meets grade level or above on STAAR Writing Grade 7 will increase from 36% in 2019 to 38% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
37% 2019 Baseline: 36%	38%	40%	42%	44%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	35	26	45	*	74	*	56	2	24	29	19	37	29	36
2020	36	28	45	*	74	*	57	3	26	30	20	37	30	37
2021	39	30	46	*	75	*	58	4	29	32	22	38	32	38
2022	42	34	46	*	75	*	60	6	33	34	25	38	34	40
2023	46	38	47	*	76	*	62	9	38	37	28	39	37	42
2024	51	44	49	*	78	*	65	12	44	40	33	41	40	44
2019-2021	4	4	1	*	1	*	2	2	5	3	3	1	3	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

Bowman - STAAR Grade 8 Science

The percent of 8th grade students that score Meets grade level or above on STAAR Science Grade 8 will increase from 53% in 2019 to 55% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
54% 2019 Baseline: 53%	55%	56%	57%	58%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	43	45	72	*	79	*	38	12	41	33	36	54	48	53
2020	44	46	72	*	79	*	38	13	42	34	37	54	49	54
2021	47	49	72	*	79	*	39	14	45	35	38	54	50	55
2022	50	51	73	*	80	*	40	16	48	37	39	55	52	56
2023	54	55	73	*	80	*	42	19	52	39	41	55	54	57
2024	59	60	74	*	81	*	44	22	57	42	44	56	57	58
2019-2021	4	4	0	*	0	*	1	2	4	2	2	0	2	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	1	0	0	0	1	0	1	1	1	1	0	1	1
2021	4	4	0	0	0	2	1	2	4	2	2	0	2	2
2022	7	6	1	1	1	3	2	4	7	4	3	1	4	3
2023	11	10	1	1	1	4	4	7	11	6	5	1	6	4
2024	16	15	2	2	2	5	6	10	16	9	8	2	9	5

Bowman - Algebra 1

The percent of students taking the Algebra I EOC (first time testers and re-testers) that perform at the Meets grade level standard or above will increase from 98% in 2019 to 100% by June 2021.

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	100	95	100	*	100	*	*	*	98	*	92	99	92	98
2021	108	102	101	*	102	*	*	*	106	*	96	100	101	101
2019-2021	8	7	1	8	2	*	1	2	8	9	4	1	9	3

HB3 Campus Goals - All Grades STAAR at Meets Standard

Bowman

2019 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	45	37	61		75		58	10	37	35	28	46	44	46
2020	47	39	61		75		59	11	39	36	30	46	45	47
2021	49	42	62		76		61	13	42	38	32	47	47	48
2022	52	45	63		77		62	15	46	40	34	48	49	50
2023	56	50	64		78		65	17	51	43	38	49	52	52
2024	61	55	65		79		68	20	57	46	42	50	56	54

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	55	54	75		95		58	21	54	61	50	63	58	62
2020	57	56	75		95		59	22	56	62	51	63	59	63
2021	59	58	76		96		60	24	58	63	52	64	60	63
2022	62	61	76		96		61	26	61	65	54	64	62	64
2023	66	65	77		97		62	28	65	67	56	65	64	66
2024	71	70	78		98		64	31	70	70	59	66	67	67

CAMPUS APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	<p>Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> ● Explain referral process/contacts ● Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> ● Apply classroom interventions 	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	<ul style="list-style-type: none"> ● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students 		
Principal	<p>Coordinated Health Program</p> <p>Coordinated School Health</p> <ul style="list-style-type: none"> ● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. ● K-8 Include at least one Parent on Campus Wellness Team. ● K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. ● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. ● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> ● 3-8 Pre and Post Assess all eligible students using fitness test components. ● 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> ● K-8 Campuses Only: Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. ● K-8 Measure MVPA and physical activity time 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> ● K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. ● K-5 Ensure students are receiving daily unstructured play during recess. ● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> ● K-8 Monitor attendance of students and follow up on prominent and chronic absences. 		
Principal	<p>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> ● Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. ● Funding source: State and Local 	ESSA	
Principal	<p>Parent Involvement</p> <ul style="list-style-type: none"> ● Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local ● Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local ● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local ● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local ● Utilize social media to keep parents and 		

	<p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none">● PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local● Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local● Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA		
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