Plano Independent School District

Bowman Middle School

2019-2020 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Bowman ELL student population is increasing. The 6th grade total population decreased by the students how 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 Bowmen. 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 alot 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.

- Bowman has implemented various interventions such as block math, reading courses and tutorials.

Problem Statements Identifying Demographics Needs

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 Academic Achievement

Student Academic Achievement 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 signifigant 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 peformance 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 th emicrophone 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 acheieving 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 achievied 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.

Student Academic Achievement 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 population (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 Academic Achievement Needs

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.

School Processes & Programs

School Processes & Programs 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 nto shared to the degree expected.

Teachers reveals that rubrics are effective and provided to teachers reflecting their strenths 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 inducation/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 peformance 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, teacign approach, and assessment design.

PLCs are in place. Implementation various 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 teachesr strongly agreed with this statement according to the HRS survey.

School Processes & Programs Strengths

- Campus-based professional development opportunties 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 cimproving teaching strategies, curriculum changes, and assessment designs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 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.

Problem Statement 2: HRS Survey reveals a need to increase face-to-face coaching conversations with teachers. **Root Cause**: Time constraints

Problem Statement 3: HRS Survey reveals a need for more consistent transparency as to the decisions in which teachers have and do not have input. **Root Cause**: There needs to be a creation of a document informing who has a say in what decisions.

Perceptions

Perceptions Summary

According to the HRS survey and Campus Safety Survey,

Bowman is viewed as an orderely 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 reult on the teacher survey.

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

Teachers and departments do not feel as thought 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 opportunties 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 Improvment 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.

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 3: Students are not showing expected achievement on 6th grader Reading STAAR.
Root Cause 3: There is a need to improve planning and lessons to meet needs of students in the classroom.
Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: Students who are performing at higher levels are needing learning extensions for continued growth.
Root Cause 4: Lessons are not differentiated for continued growth for higher level students.
Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: Staff articulate a need for more positive recognition of staff and acknowledgement of staff contributions.
Root Cause 5: Administration currently have no systematic way in which we acknowledge and celebrate staff on a consistent basis.
Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 1: Bowman Middle School will increase student learning in ELA as evidenced by an increase of students performing at the Approaches level by 5%, Meets level by 4%, and Masters level by 3%.

Evaluation Data Source(s) 1: 2019 STAAR Results

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 1: This Performance Objective will be embedded in Performance Objectives in next year's CIP.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
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. Campus-wide professional development focused on this work will occur on a monthly basis.	2.4, 2.6	Campus Administration	Campus-wide creation and implementation of mission, vision, values and goals. Collaborative teams that are meeting three times a week and are focused on learning, collaborative in nature, and results oriented. These groups will have increased capacity and accountability through the professional development plan.	60%	60%	80%
Problem Statements: Demographics 1 - Student Academic Achievement 1, 2						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Targeted Support 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.		PLC Coach	Increased functioning of collaborative teams resulting in increased student achievement.	50%	50%	80%
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	2.4, 2.5, 2.6	Campus Principal	Increased academic performance by implementing the 4 critical questions and instructional protocols.	50%	50%	80%
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 2					
4) Extended time will be utilized for grade level, content area teams to evaluate student data, prioritize standards, and create common formative assessments for curriculum units.	2.4, 2.5, 2.6	Campus Administration	Increase academic performance by increasing planning efficiency in weekly planning meetings by preparing for the broader unit of study.	60%	75%	100%
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 2					
5) Provide training in protocols for evaluating student work within collaborative teams.	2.4, 2.5, 2.6	Campus Administration	Increase academic performance by evaluating student work and responding with best teaching practices.	50%	50%	50%
6) Collaborative team teachers will implement PLC plans and improve student management techniques and targeted teaching practices to minimize classroom disruptions and increase student learning.		Administration will monitor through walkthroughs. Collaborative teams will hold each other accountable for work through norms.	Increase in student learning through demonstrating growth through common assessments. Reduction of student referrals in the "Class Disruption" category.	50%	60%	70%
	Funding Sources: 211 Title I, Part A - 1390.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
7) Common Formative Assessment Training	2.4, 2.5	Campus Administration	Create common understanding around high quality assessment practices that ensure learning for all students.	0%	0%	0%
Funding Sources: 211 Title I, Part A - 1880.20						
100% = Accomplished 0% = No Progress ✕ = Discontinue						

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

Student Academic Achievement
Problem Statement 1: Students are not showing expected achievement on 6th grader Reading STAAR. **Root Cause 1**: 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 2**: Lessons are not differentiated for continued growth for higher level students.

Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 2: Bowman Middle School will increase student learning for students receiving ESL services as evidenced by an increase of students performing at the Meets level on STAAR in all subjects and an increase in TELPAS composite scores.

Evaluation Data Source(s) 2: 2019 STAAR Results

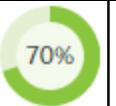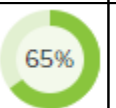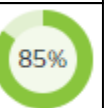2019 TELPAS Results

According to the 2019 TELPAS Results:

Out of 91 6th graders who received ESL services, 88% scored Lower or the Same on their TELPAS Progress Levels.

Out of 66 7th graders who received ESL services, 74% scored Lower or the Same on their TELPAS Progress Levels.

Out of 53 8th graders who received ESL services, 87% scored Lower or the Same on their TELPAS Progress Levels.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: This Performance Objective will be embedded in Performance Objectives in next yearâs CIP.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
TEA Priorities Build a foundation of reading and math 1) A system will be created and implemented for educating students receiving ESL services about the purpose of ESL services and TELPAS. The system will include educating students about their current TELPAS Levels and having them monitor their growth. It will also include a process for TELPAS test preparation based on the unique logistics of the online test, mainly the headset and speaking component.	2.4, 2.5, 2.6	ESL Department Chair	Students receiving ESL services increase knowledge of the ESL program and increase ownership of gaining language proficiency.	50%	70%	100%
2) Increase capacity of teachers in strategies for educating students who are English Language Learners through a continued PD plan. The plan will include imbedding SIOP and ELLS strategies in the PLC framework and collaborative team process and output documents.	2.4, 2.5, 2.6	Campus Leadership	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.	50%	65%	85%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	**Feb**	**June**
TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Offer a template SIOP goal as an option for teachers to select on their annual evaluation goal so that there are individuals working on increasing and implementing strategies for ELL as part of their annual professional goal.	2.4, 2.5, 2.6			50%	60%	100%
TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Ensure that students served through ESL have access to instructional materials that are aligned to TEKS and intended to help them meet grade level achievement.	2.4, 2.5, 2.6		Targeted instruction that will help ELLs meet grade level achievement.	0%	0%	80%
	Funding Sources: 211 Title I, Part A - 8415.00					

100%		0%		✖	
	= Accomplished		= No Progress		= Discontinue

Goal 2: Life Ready: Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.

Goal 3: Talent Acquisition, Support, and Growth: To ensure a quality school system, Plano ISD will hire, train and retrain the most effective and talented workforce.

Performance Objective 1: Bowman Middle School will increase the acknowledgement and celebration of individual, team and school accomplishments.

Evaluation Data Source(s) 1: Seventy participants tooks the HRS Survey in 2019.
On the HRS Survey in 2019, on HRS 1.7...

- when given the statement "Our school's accomplishments have been adequately acknowledged and celebrated." 2.86% Strongly Disagreed, 11.43% Disagreed, 21.43% Neither Disagreed Nor Agreed, 44.29% Agreed, 20% Strongly Agreed.

- when given the statement "My team's or department's accomplishments have been adequately acknowledged and celebrated." 2.86% Strongly Disagreed, 14.29% Disagreed, 22.86% Neither Disagreed or Agreed, 37.14% Agreed, 21.43% Strongly Agreed

- when given the statement "My individual accomplishments have been adequately acknowledged and celebrated." 4.29% Strongly Agreed, 12.86% Disagreed, 21.43% Neither Disagreed or Agreed, 35. 71% Agreed, 22.86% Strongly Agreed

- when given the statement "School leaders acknowledge and celebrate individual accomplishments, and whole -school accomplishments in a variety of ways." 1.43% Strongly Disagreed, 20% Disagreed, 20% Neither Disagreed nor Agreed, 37.14% Agreed, and 20% Strongly Agreed

- when given the statement "School leaders regularly celebrate the successes of individuals in a variety of positions in the school." 8.57% Strongly Disagreed, 17.14% Disagreed, 18.57% Neither Disagreed Nor Agreed, 35.71% Agreed, 20% Strongly Agreed

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: This Performance Objective will not be a part of the 20-21 CIP. Another area of HRS that needs attention will be used to determine a future Performance Objective.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
TEA Priorities Recruit, support, retain teachers and principals 1) During Leadership Team Meetings, every Monday, meetings will begin by celebrating and acknowledging the accomplishments of one staff member from a variety of positions. Each of these celebrations will be shared on a weekly basis through the Bowman Monday Memo.		Campus Leadership	On HRS Survey 1.7, the percentage of staff who select Agree and Strongly Agree will increase indicating an improvement in staff culture and recognition/celebration.	50%	70%	100%
	Problem Statements: Perceptions 1					
TEA Priorities Recruit, support, retain teachers and principals 2) Continue with the implementation of the Sunshine Committee in which staff are acknowledged on their birthdays and contribute to a general fund to provide encouragement and support to staff members in times of need (death in family, illness, etc.)			Increase a culture of belonging, celebration and support.	50%	50%	100%
TEA Priorities Recruit, support, retain teachers and principals 3) A year long calendar will be created and responsibilities will be delegated to celebrate designated calendar appreciation days for various staff (such as librarian day, counselor week, etc.) as well as quarterly staff events to build community.		Campus Leadership	On HRS Survey 1.7, the percentage of staff who select Agree and Strongly Agree will increase indicating an improvement in staff culture and recognition/celebration. Increased staff morale and sense of community and belonging.	50%	65%	100%
	Problem Statements: Perceptions 1					
TEA Priorities Recruit, support, retain teachers and principals 4) Staff celebrations will be all scheduled into campus PD. These celebrations will acknowledge individual accomplishments as well as milestones reached by collaborative teams as part of the greater Bowman PLC.		Campus Leadership	On HRS Survey 1.7, the percentage of staff who select Agree and Strongly Agree will increase indicating an improvement in staff culture and recognition/celebration.	50%	55%	100%
	100% = Accomplished	0% = No Progress	✖ = Discontinue			

Performance Objective 1 Problem Statements:

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

Goal 4: Culture of Community: Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.

Goal 5: Strategic Resource Management: As good stewards, we will strategically and equitably manage our resources to meet identified student needs and align resource allocation with district goals.

Campus Leadership Team

Committee Role	Name	Position
Administrator	Lindsey Radford	Assistant Principal

SBIC Committee

Committee Role	Name	Position
Classroom Teacher	Lori Miller	Science Teacher
Classroom Teacher	Dawn Korpal	7th Grade Team Lead
Classroom Teacher	Isabel Pawling	Math Teacher
Administrator	Brooks Baca	Principal
Administrator	Treesia Brannon	Administrator
Administrator	Lindsey Radford	Administrator
Classroom Teacher	Blake Bostwick	Teacher
Classroom Teacher	Brittany Scott	Teacher
Classroom Teacher	Hilda Salas	ESL Department Head
Classroom Teacher	Kerri Whitson	AVID Coordinator
Classroom Teacher	Rich Lesky	8th Grade Team Lead
Classroom Teacher	Jordan Smith	PLC Coach
Classroom Teacher	Jenna Sands	8th Grade Team Lead
District-level Professional	Karla Delrosal	Multilingual
Parent	Amanda Gruenthal	Parent
Parent	Kari Yeamans	Parent
Parent	Tricia Favre	Parent
Classroom Teacher	Kerry Blank	ELA Teacher
Community Representative	Jodi Campbell	The Current
Parent	Eboni Crayton	Parent

Campus Funding Summary

199 State Comp Ed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$4,380.00
				+/- Difference	$4,380.00

199 Bilingual/ESL/ELL

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,404.00
				+/- Difference	$1,404.00

211 Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	6	Resource needed for student management technique training		$1,390.00
5	1	7	Training		$1,880.20
5	2	4	TEKS Companion Guide		$8,415.00
				Sub-Total	$11,685.20
				Budgeted Fund Source Amount	$309,286.00
				+/- Difference	$297,600.80
				Grand Total	$11,685.20

Addendums

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.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. **Bullying** **Staff Prevention** • Identify high risk areas • Monitor high risk areas • Follow campus rules/expectations **Staff Education** • Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking • Review referral process **Staff Intervention** • Establish recommended intervention strategies for classroom/campus • Implement campus referral plan • Utilize Discipline Management strategies **Student Prevention** • Clearly state student expectations/campus rules/citizenship • Monitor high risk areas **Student Education** • Explain referral process/contacts • Anonymous Tip Line **Student Intervention** • Apply classroom interventions • Employ discipline interventions • Use other intervention strategies as necessary/appropriate • Conference with parents/students	TEC 11.252(a)(3)(E)	Principal	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
2. Coordinated Health Program **Coordinated School Health** • 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. **Fitness** • 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. **Physical Activity Requirements** • K-8 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 using pedometers and heart rate monitors. • 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.	TEC 11.253(d) Board Policy FFA(Local)	Principal	The school will follow Board Policies: FFA and EHAA.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
• 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. **Attendance** • K-8 Monitor attendance of students and follow up on prominent and chronic absences.			
3. **Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** • 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	
4. **Parent Involvement** • 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 community informed. Funding source: State and Local • 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		Principal	