



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

Bowman Middle School

Principal: Brooks Baca

Mission Statement:

We aspire to create an inclusive and dynamic community that embraces diversity, lifelong learning, and productive citizenship as our guiding principles thus embracing our campus motto: "Our success is driven by our diversity."

Planning Timelines and Meeting Dates

- Needs analysis (STAAR GAP Analysis), goal setting, analysis of Critical Actions and strategic planning: July - September 2017
- Campus teacher data analysis day: August - September 2017
- SBIC Plan due for DBIC review: October 6, 2017
- Meeting 1: SBIC approves the improvement plan (by October 4, 2017): Wednesday, October 4, 2017
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): Wednesday, January 17, 2018
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): Wednesday, May 23, 2018

2017-2018 Campus Status Check all that apply

☒ Title III English Language Learner Campus

☐ Non-Title I Campus

☒ Title I School-wide Campus

Title I Information

| Title I Components | | | |
|--------------------------------------|--|--|---|
| 1 (CNA) | Comprehensive Needs Assessment | 6 (PI) | Strategies to Increase Parental Involvement |
| 2 (RS) | Reform Strategies | 7 (Tran) | Transition |
| 3 (HQ) | Instruction by State Certified Teachers | 8 (A) | Teacher Decision-Making Regarding Assessments |
| 4 (PD) | High-Quality Professional Development | 9 (M) | Effective and Timely Assistance to Students |
| 5 (R/R) | Strategies to Attract State Certified Teachers | 10 (Coord) | Coordination and Integration |
| Program Funding | | | |
| Staffing | \$ 207, 975 | Total Funding for # Title I Support Teachers | |
| Parental Engagement | \$1,000 | Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program) | |
| Student and Campus Capacity Building | \$ 4,500 | Additional Title I Funding (i.e. Tutoring, adult temp staff to support students during instruction, professional development, PLC, student enrichment opportunities) | |

TEA Strategic Priorities

| Every child, prepared for success in college, a career or the military. | | | |
|---|--|--------|---|
| Goal 1 | Recruit, support, and retain Teachers and Principals | Goal 3 | Connect high school to career and college |
| Goal 2 | Build a foundation of reading and mathematics | Goal 4 | Improve low-performing schools |

Information regarding the TEA Strategic Plan may be accessed here: http://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/

SBIC Committee

| Committee Member's Name | Role | 1st Year on SBIC | Meeting 1 Attendance | Meeting 2 Attendance | Meeting 3 Attendance |
|--|-----------------------------------|------------------|----------------------|----------------------|----------------------|
| Isabel Pawling | Faculty Member | 2015 | | | Present |
| Carlos Barron | Faculty Member | 2015 | | | |
| Jennifer Kennedy | Faculty Member | 2016 | Present | | Present |
| Dawn Korpai | Faculty Member | 2015 | | | |
| Angela Larch | Faculty Member | 2014 | Present | | Present |
| Joy Williams | Faculty Member, Special Ed | 2015 | Present | | Present |
| Brooks Baca | Principal | 2017 | Present | | Present |
| <i>Committee Member search in progress</i> | District Professional | | | | |
| Adrian Rodriguez | Campus Professional, Non-teaching | 2006 | | | Present |
| Kerrie Whitson | Support Staff Member | 2016 | Present | | Present |
| Suzy Christensen | Parent-Selected by PTA | 2016 | | | |
| Dawn Hall | Parent-Selected by Principal | 2016 | Present | | Present |
| <i>Committee Member search in progress</i> | Parent | | | | |
| <i>Committee Member search in progress</i> | Parent | | | | |
| <i>Committee Member search in progress</i> | Parent | | | | |
| <i>Committee Member search in progress</i> | Parent | | | | |
| Pat Miner | Community Member | 2016 | | | |
| George Elking | Community Member | 2016 | | | |
| <i>Committee Member search in progress</i> | Business Representative | | | | |
| <i>Committee Member search in progress</i> | Business Representative | | | | |

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|-------------------|---|------|---------|--|---------|
| Lindsey Radford | Faculty Ad Hoc Member ^{Optional} | 2015 | | | Present |
| Ann Scheurer | Faculty Ad Hoc Member | 2016 | | | |
| Lora Nunley | Faculty Ad Hoc Member | 2016 | | | |
| Nina Yates | Faculty Ad Hoc Member | 2016 | Present | | |
| Jennifer Fernberg | Faculty Ad Hoc Member | 2016 | Present | | Present |
| Treesia Brannon | Faculty Ad Hoc Member | 2015 | Present | | |

Information regarding the SBIC Committee, membership, terms, etc. (BQB Local) may be accessed here: <http://pol.tasb.org/Policy/Code/312?filter=BQB>

District-Wide Goals

1. Increase the percentage of students meeting STAAR Satisfactory performance rates.
2. Ensure that all students meet STAAR and MAP Growth Standards in all subject areas.
3. Increase Satisfactory and Advanced performance rates for Economically Disadvantaged student group – Closing Performance Gaps.
4. Increase the percentage of students meeting STAAR Advanced performance rates.
5. Increase high school graduation rates and ensure students are on track to graduate.
6. Ensure that all students graduate College and Career Ready or are on track to College and Career Readiness.
7. Ensure that all student groups (7 race/ethnicity and Sp.Ed, ELL, ED) meet the Accountability Safeguard measures (60% meet the Approaches Grade Level Standard on STAAR/EOC).

| District-Wide Goals | Title I Components | Applicable Student Groups |
|---|--|---------------------------|
| Health, Fitness and Attendance: The campus will utilize their coordinated health program and analyze their student fitness data to set goals and objectives to encourage the health, fitness and attendance of their students. | 10 (Coordination and Integration) | All |
| Violence Prevention and Bullying | 10 (Coordination and Integration) | All |
| Parental Involvement: The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities. | 1 (Comprehensive Needs Assessment) 6 (Strategies to Increase Parental Involvement) 10 (Coordination and Integration) | All |
| Transition: The campus will assist students in making a successful transition between: early childhood to elementary; elementary to middle school; middle school to high school; and high school/sr. high school to college, the workplace or the military. | 1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration) | All |
| State Certified Teachers and Highly Qualified Paraprofessional Staff: The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure. | 1 (Comprehensive Needs Assessment) 3 (Instruction by State Certified Staff) 4 (High-Quality Professional Development) 5 (Strategies to Attract State Certified Teachers) 10 (Coordination and Integration) | All |

Summary of Critical Actions

The areas for school-wide and/or targeted core-subject Critical Actions were identified using the following sources:

- Comprehensive Needs Assessment;
- Plano Professional Practice Analysis (P³A School Wide and Classroom Level diagnostic);
- STAAR/EOC GAP Analyses;
- State of Texas Accountability Reports (*specifically addressing any student groups that did not meet State and Federal Accountability Safeguards*)

School Wide and/or Targeted Core-Subject Critical Actions

1. Analyze and equip teachers to analyze student performance data to inform decision making. (BP 13, CL 9, SW 13)

2. Define high-yield instructional strategies and reinforce their use in all classrooms. (BP 11, CL 6, CL 7, CL 12, SW 11)

3.

4.

Critical Actions to Address Missed State Safeguards:

- Supplement classroom interventions with targeted support for students who perform below grade level. (School Wide P³A Best Practice #17)
- Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives. (Classroom Level P³A Best Practice #13)
- Use interventions beyond the classroom for students who perform below grade level. (Classroom Level P³A Best Practice #14)

Critical Action 1

Critical Action: Analyze student performance data to inform team discussions and decisions. (BP 13, CL 9, SW 13)

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|---------------------------------|---|----------------------------------|----------------------------------|------------------------------|--------------------------------------|----------------------------------|---|---------------------------------|
| Project Lead: | All campus department chairs, principal, assistant principals | | | | | | | |
| Staff, Title I Staff: | All core teachers, Title I coaches | | | | | | | |
| Materials and Resources: | Computers for training, District curriculum, TEKS | | | | | | | |
| Targeted Area: | <input checked="" type="checkbox"/> School Wide | <input type="checkbox"/> Reading | <input type="checkbox"/> Writing | <input type="checkbox"/> ELA | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Science | <input type="checkbox"/> Social Studies | <input type="checkbox"/> Other: |

Strategies for Accomplishing Critical Action 1:

| Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step | | Implementation Timeline per Action Step | Implementation Evidence per Action Step | Formative & Summative Notes per Action Step |
|---|--|---|--|---|
| Provide Edugence training to newly-hired teachers and those desiring a refresher Title I Components 1, 9 TEA Strategic Priorities Goal 2, 4 | | Newly hired October 2017 Refresher November 2017 | Meeting notes | Formative Notes: Newly-hired teachers were trained through course on October 3rd Summative Notes: Newly-hired teachers were trained through a course. In addition, as new reports were available on Edugence to look at MAP/STAAR predictors, and as admin were trained on these reports, admin trained teachers through content/grade-level planning meetings. These reports were used in interventions prior to STAAR. |
| Determine the extent to which each teacher team uses student performance data to identify the best teaching practices for their team. Title I Components 1, 8, 9, 10 TEA Strategic Priorities Goal 2, 4 | | Biweekly during planning meeting | Meeting notes | Formative - Teachers used the semester exam to determine which TEKS students struggled with the most and which would need RTI during 212 (intervention) time. Practice sheets were revised to better target the needs of students, and specific warm-up problems were created. Summative - Teachers used semester exam to determine which TEKS students struggled with the most and planned an RTI schedule during 212 (intervention) time. Teaching and practice materials were revised. In addition, ELA teachers used planning days to create |

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| | | | mini-lessons around needed TEKS to spiral into class lessons. |
| <p>Plan assessments (pre, formative, and final/summative) together as a department or team. If using a district-created assessment analyze it before and after giving to students.</p> <p>Title I Components 1, 8, 9, 10 TEA Strategic Priorities Goal 2, 4</p> | <p>Beginning and end of each unit</p> | <p>Planning notes</p> <p>Meeting notes</p> | <p>Formative - Assessments are written collaboratively with questions that align with each unit's TEKS. A combination of skill checks and quizzes that assess higher-level thinking with the TEKS are used. The district's unit plan is used to ensure that the assessments are aligned with the goals.</p> <p>Summative - Assessments are written collaboratively with questions that align with each unit's TEKS. A combination of skill checks and quizzes that assess higher-level thinking with the TEKS are used. The district's unit plan is used to ensure that the assessments are aligned with the goals.</p> |
| <p>Analyze data from assessments to identify which strategies were best practice/had most success: Greatest success with students below grade level? Greatest success with strongest learners? Greatest overall gains? Greatest with ESL/SPED/PACE?</p> <p>Title I Components 1, 8, 9, 10 TEA Strategic Priorities Goal 2, 4</p> | <p>Bi-weekly planning meetings</p> <p>Grade-level meetings</p> | <p>Planning Notes</p> <p>Meeting notes</p> | <p>Formative - Based on the skill checks the teachers determine with which TEKS students are struggling. Reteaching and additional practice and activities are provided. Students who earn an 80 or below are required to go through a process (tutorials, practice problems, test corrections, and retakes) to retake and show mastery. If multiple students miss the same problems reteaching occurs with concepts taught in a different way.</p> <p>Students in double-block classes receive an extra period to practice daily. Targeted tutorials will be added for honors students, with data being gathered from the final exam.</p> <p>Summative - Examining data, a plan has been created for the 18-19 school year to implement more ELLS strategies into the curriculum, as well as to have more instructional coherence with common academic language/sentence stem documents.</p> |

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| Teachers with greatest gains of all categories share techniques and strategies (may even model a lesson) Title I Components 1, 8, 9, 10 TEA Strategic Priorities Goal 2, 4 | Bi-weekly planning meetings | Meeting notes | Formative - Collaboration occurs in meetings that occur twice a week. New ideas and practices that were successful are documented for future use. Summative - Collaboration occurs in meetings that occur twice a week. New ideas and practices that were successful are documented for future use. |
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Critical Action 2

Critical Action: Define high-yield instructional strategies and reinforce their use in all classrooms. (BP 11, CL 6, CL 7, CL 12, SW 11)

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| Project Lead: | All campus department chairs, principal, assistant principals | | | | | | | |
| Staff, Title I Staff: | Core teachers, Title I coaches | | | | | | | |
| Materials and Resources: | 7 Steps to a Language-Rich Interactive Classroom, District Curriculum, TEKS, Blooms and/or Costas Levels of Questions | | | | | | | |
| Targeted Area: | <input checked="" type="checkbox"/> School Wide | <input type="checkbox"/> Reading | <input type="checkbox"/> Writing | <input type="checkbox"/> ELA | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Science | <input type="checkbox"/> Social Studies | <input type="checkbox"/> Other: |

Strategies for Accomplishing Critical Action 2:

| Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step | Implementation Timeline per Action Step | Implementation Evidence per Action Step | Formative & Summative Notes per Action Step |
|---|--|--|--|
| Professional Development on <i>7 Steps to a Language-Rich Interactive Classroom: Research-Based Strategies for Engaging all Students</i> Title I Components 1, 2, 8, 9, TEA Strategic Priorities Goals 2, 4 | August 2017 | Meeting Notes/Sign-In | Formative Notes: Campus-wide professional development on the “7 steps...” for all staff. Summative Notes: Strategies are created, discussed and integrated into lesson plans during planning time. |
| Use differentiation strategies Title I Components 1, 2, 8, 9 TEA Strategic Priorities Goals 2, 4 | Weekly Planning Meetings | Planning Notes | Formative - Strategies are created, discussed, and adjusted during planning time. Formative - Strategies are created, discussed, and adjusted during planning time. Leadership team participated in “Shadow a Student” during the spring to focus on ELPS and shadowing an ELL student. ELL department met with leadership team to give framework for PD planning for next school year. Plan this year led to direction of using Sciop as framework for instructional strategies next year. |

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| <p>Determine while planning when and how often mastery learning strategies are being used: Are students regularly provided feedback and time to correct their learning? What are the ways feedback is provided? How is scaffolding used?</p> <p>Title I Components 1, 8, 9, 10 TEA Strategic Priorities Goal 2, 3, 4</p> | Weekly Planning Meetings | Planning Notes | <p>Formative - Individualized feedback is provided within every class period. "My Favorite No" is used regularly. Scaffolding is provided as needed.</p> <p>Summative: Learning walks occurred campus-wide looking specifically at feedback and differentiation. Retesting policy in place for each content area for re-learning opportunities.</p> |
| <p>Regularly reinforced learning objectives</p> <p>Title I Components 1, 8, 9, 10 TEA Strategic Priorities Goal 2, 3, 4</p> | Daily | | <p>Formative Notes - Practice sheets, scaffolding, reinforcing learning, accessing prior knowledge that will be helpful</p> <p>Summative Notes - Practice sheets, scaffolding, reinforcing learning, accessing prior knowledge that will be helpful</p> |

Critical Action Addressing Missed State Safeguards

Critical Actions to Address Missed State Safeguards:

- Supplement classroom interventions with targeted support for students who perform below grade level. (School Wide P³A Best Practice #17)
- Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives. (Classroom Level P³A Best Practice #13)
- Use interventions beyond the classroom for students who perform below grade level. (Classroom Level P³A Best Practice #14)

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| Project Lead: | All department chairs, principals, assistant principals, counselors | | | | | | |
| Staff, Title I Staff: | Core teachers, Title I coaches | | | | | | |
| Materials and Resources: | Master Schedule, District Curriculum, TEKS, STAAR Data, MAP Data | | | | | | |
| Targeted Area: | <input checked="" type="checkbox"/> School Wide | <input type="checkbox"/> Reading | <input type="checkbox"/> Writing | <input type="checkbox"/> ELA | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Science | <input type="checkbox"/> Social Studies <input type="checkbox"/> Other: |

Strategies for Accomplishing Critical Actions to Address Missed State Safeguards:

| Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step | Implementation Timeline per Action Step | Implementation Evidence per Action Step | Formative & Summative Notes per Action Step |
|--|---|--|--|
| SW #17 - Proactively develop intervention plans for students performing below grade level *Examine STAAR and MAP data from previous years to determine which students are below grade level; decide which students would be best placed in reading and/or an extra math class; counselors place students in extra classes *Examine STAAR and MAP data (MAP may include current year's) to determine who should receive interventions in spring semester during the school day and/or after school | Summer 2017 December 2017/January 2018 | Individual STAAR and MAP data; Student schedules Rosters; individual data | Formative Notes - STAAR scores from previous year and semester exam scores were used to determine what TEKS need to be targeted. Summative Notes: STAAR scores from previous year and semester exam scores were used to determine what TEKS need to be targeted. |
| SW #17 - Provide proactive support for students performing below grade level *Determine what background knowledge is needed prior to teaching a lesson/unit; provide at beginning of unit/lesson *Provide prerequisites during tutorials prior to new unit | Wkly planning meetings To be implemented 18-19 | Meeting notes | Formative notes - Data was used to determine which TEKS need to be addressed as well as how to best target them during interventions. Summative Notes: STAAR scores from previous year and semester exam scores were used to determine what TEKS need to be targeted. |

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| SW #17 - Provide academic support aligned with the district curriculum *Ensure that interventions are aligned. | Monthly Department Meetings | Meeting notes | Formative notes - The district curriculum and how the students grasped those lessons are addressed regularly. |
| SW #17 - Evaluate the effectiveness of student interventions *Determine what data and assessments will be used to measure growth | Monthly Jan-May 2018 | Data, assessments, notes | Formative notes - Targeted, small-group intervention (212 groups) is helping students build self esteem and confidence as they approach the TEKS that cause them to struggle. There were over 600 unique opportunities for multi-week interventions within the school day. For 8th Grade Math 65 students received interventions over 2 session. 94% of 1st session students passed, 54% of 2nd session students passed. For 8th Grade ELA 38 students received interventions of 2 sessions. 72% of 1 session students passed, 55% of 2nd session students passed. |
| CL #13 - Provide tutorials that target specific objectives | To be implemented 18-19 | | Formative - All assessments that are given are clearly marked with the TEKS so that additional materials can be pulled or new strategies used. There were over 600 unique opportunities for multi-week interventions within the school day. For 8th Grade Math 65 students received interventions over 2 session. 94% of 1st session students passed, 54% of 2nd session students passed. For 8th Grade ELA 38 students received interventions of 2 sessions. 72% of 1 session students passed, 55% of 2nd session students passed. |
| CL #13 - Train and use peer tutors to support student *Survey to determine who currently uses peer tutorials in class, before, and after school *Seek teachers who are willing to train other teachers and students *Use peer tutors | November January | Survey, training rosters, notes | Did not implement based on campus needs. |
| CL #14 - Seek support from team members to assist students performing below grade level | January-May 2018 | | Formative - During planning meetings collaboration in reflection and planning occurs. There were over 600 unique opportunities for multi-week interventions within the school day. For 8th Grade Math 65 students received interventions over 2 session. 94% of 1st session students passed, 54% of 2nd session students passed. For 8th Grade ELA 38 students |

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| | | | received interventions of 2 sessions. 72% of 1 session students passed, 55% of 2nd session students passed. |
| CL #14 - Seek support from multiple staff members *Teachers work in small groups with students needing interventions | January - May 2018 once/twice per week | Rosters, notes | <p>There were over 600 unique opportunities for multi-week interventions within the school day. For 8th Grade Math 65 students received interventions over 2 session. 94% of 1st session students passed, 54% of 2nd session students passed. For 8th Grade ELA 38 students received interventions of 2 sessions. 72% of 1 session students passed, 55% of 2nd session students passed.</p> <p>This was done with multiple staff effort. 3 Saturday School sessions were held to serve students.</p> |
| CL #14 - Seek support from parents *Conduct phone calls or conferences sharing data, progress/lack of with parents | Once a semester at the minimum | data, notes from conferences/calls | <p>Families were contacted by counselors and teachers. Also, there was communication about interventions to parents.</p> |

Health, Fitness and Attendance

Critical Action: The campus will utilize their coordinated school health program and analyze their student fitness data to set goals and objectives to encourage the HEALTH, FITNESS and ATTENDANCE of their students. (Required Action Steps per SB 892; Education Code 11.253(d); BQ LEGAL)

Strategies for Accomplishing Health, Fitness and Attendance Critical Action:

| Applicable Students | Action Step | Project Lead | Staff/Resources | Formative & Summative Notes (Evidence of Implementation and Impact) |
|---------------------|---|-----------------------------------|--------------------------------------|--|
| | 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. | Principal | Campus Wellness Plan | Notes: Athletic Director serves as the Campus Wellness Captain and works with team to create the Campus Wellness Plan and implement throughout the school year. |
| K-8 | Include at least one Parent on Campus Wellness Team. | Campus Wellness Captain | Campus Wellness Plan | Documentation: See Athletic Director for more Detail |
| 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. | Principal | Coordinated School Health Curriculum | District Health curriculum is delivered by grade level and utilizes a combination of settings including the classroom, gymnasium and outdoors in order to accomplish the Coordinated School Health Requirements. |
| K-8 | Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. | P.E. Teacher/ Staff | Coordinated School Health Curriculum | Documentation: See Athletic Director for more Detail |
| K-8 | Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. | Campus Wellness Captain/Principal | Campus Wellness Plan | Documentation: See Athletic Director for more Detail |
| | FITNESS: | | | |
| 3-8 | Pre and Post Assess all eligible students using fitness test components. | P.E. Teacher | Fitnessgram Website | Data from Fitnessgram has been reviewed. Once reviewed instruction is focused on increasing level of fitness in any areas of concern. |

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| 4 th & 7 th | Ensure all data for 3 rd - 8 th 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. | P.E. Teacher | Fitnessgram Student Report | Documentation: See Athletic Director for more Detail |
| | 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. | Principal | Sample daily lesson plans may be provide by P.E./Fitness Teacher | Documentation: See Athletic Director for more Detail |
| K-8 | Measure MVPA and physical activity time using pedometers and heart rate monitors. | P.E. Teacher | Pedometers; heart rate monitors | Documentation: See Athletic Director for more Detail |
| 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. | Principal | Yearly Plan Form Lesson Plans Visible During Class Time Observation | Documentation: See Athletic Director for more Detail |
| K-8 | Monitor attendance of students and follow up on prominent and chronic absences. | Principal | Pinnacle, Attendance Sheet | Attendance monitored weekly by Attendance Clerk and prominent and chronic absence issues addressed by Lety Lozano and Adrian Rodriguez. |

Violence Prevention and Bullying

Critical Action: VIOLENCE PREVENTION and discipline management programs must provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment and other forms of BULLYING in school, on school grounds and in school vehicles. (Required Action Steps per HB 283)

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

| Applicable Group | Action Step | Project Lead | Staff/Resources | Formative & Summative Notes (Evidence of Implementation and Impact) |
|------------------|---|---|--|--|
| Staff | PREVENTION: | | | |
| | Identify high risk areas. | Principal/Admin Intern/Asst. Principal | Staff feedback/survey | Administrative team evaluated and identified high risk areas. |
| | Monitor high risk areas. | Principal Designee | Staff assignments/schedule | Teachers have designated duty spots that rotate in high traffic areas. Also, teachers are in the hall, with administrative team, between each class period. |
| | Follow Campus Rules/Expectations. | Principal | Code of Conduct, District Handbook Campus Handbook | All staff members are provided access to the code of conduct and handbooks and are in compliance. These are reviewed at the beginning of each year. |
| Staff | EDUCATION: | | | |
| | Participate in annual staff training on bullying/sexual harassment. | Principal or designee | Handouts/PowerPoint | An annual staff training takes place that is presented by the counseling staff. All staff members completed the district mandated modules on sexual harassment. |
| | Review referral process. | Principal or designee | Campus referral plan | Admin team reviewed referral process as a team and then with the leadership team. Leadership team revised the referral process with the goal of improving communication between all parties involved. |
| Staff | INTERVENTION: | | | |
| | Establish recommended intervention strategies for classroom/campus. | Principal or designee (campus discipline staff) | Discipline Management Plan | PBIS continued year two of their work. The Bowman Discipline Management Plan was review with all of staff. |

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| | Implement campus referral plan. | Principal or designee | Campus Referral Plan | Teachers and staff are shown the steps to take when addressing student misbehaviors. |
| | Utilize Discipline Management strategies. | Principal or designee | Discipline Management Plan | Teachers and staff review strategies and the tier system for behavior management. |

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

| Applicable Group | Action Step | Project Lead | Staff/Resources | Formative & Summative Notes (Evidence of Implementation and Impact) |
|-------------------------|---|---|---|---|
| All Students | PREVENTION: | | | |
| | Clearly state student expectations/campus rules/citizenship. | Principal or designee | Code of Conduct/ Student-Parent Handbook | Every student review handbooks through grade-level administrative presentations. |
| | Monitor high risk areas. | All staff | Schedule (if necessary) | Duty schedule was created and implemented based on high risk areas. |
| All Students | EDUCATION: | | | |
| | Explain referral process/contacts. | All teachers | Referral Plan | Every student reviewed referral process through grade-level administrative presentations. |
| All Students | INTERVENTION: | | | |
| | | | (Please complete cells below) | |
| | Apply classroom interventions. | All teachers | Discipline Matrix, SPED, Academic Specialist, Administrators | Discipline matrix is implemented as well as PBIS implemented for year 2 on campus. |
| | Employ discipline interventions. | Designated staff | Administrators, SPED Behavior Personnel | Discipline interventions were implemented through REC time during fall semester. |
| | Use other intervention strategies as necessary/appropriate. | Administrative staff or counselors | | Individual interventions and behavior plans were implemented from Tier III behavior students. The PISD Student Code of Conduct is followed when evaluating student offenses and corresponding consequences. |

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| | Conference with parents/students. | Teachers or other staff | | As interventions were utilized, parents were brought in to meet and discuss. |
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Parent Involvement

Critical Action: The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.

Strategies for Accomplishing Parent Involvement Critical Action:

| Action Step | Staff/Resources | Implementation Timeline per Action Step | Formative & Summative Notes (Evidence of Implementation and Impact) |
|---|---|--|---|
| Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local | Parent Liaison, CTA, computer labs | August Schedule Pickup, Twice a semester with parent liaison | ParentPortal registration occurs during open houses as well as by appointment or walk-in with parent liaison. |
| Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local | Parent Liaison, Administrators, Counselor | Once a semester | Mobile cart is at Bowman, but parents also have access through learning lab on campus in Parent Liaison center. |
| Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local | CTA, Administrators, Teacher | Monthly unless need is more frequent | Website undated by CTA. |
| Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local | CTA, administrators | Weekly | The principal sends out weekly eNews. |
| Utilize social media to keep parents and community informed. Funding source: State and Local | Administrators | Monthly unless need is more frequent | Designated social media person on campus to keep community informed. |
| PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local | Principal, PTA | Monthly | PTA representatives meet with the principal as needed. |
| Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local | Parent Liaison, Administrators, PTA | Once a semester | PTA puts on a variety of parent programs throughout the year. |

Transition

Critical Action Step: The campus will assist students in making a successful transition between middle schools to high schools.

Strategies for Accomplishing Transition Critical Action:

| Action Step | Staff/Resources | Implementation Timeline per Action Step | Formative & Summative Notes (Evidence of Implementation and Impact) |
|---|-------------------------|---|---|
| Middle school counselors deliver guidance lessons that support and promote the learning process. Title I Components: 7 Funding Sources: State and Local | Counselors/ Teachers | Quarterly | Counselors deliver guidance to grade level students through classes. |
| Campus implements programs dealing with teasing, criticism, bullying, and anger control help students deal with peer pressure and learn to make wise decisions. Title I Components: 7 Funding Sources: State and Local | Counselors | Weekly | Bully and tipline are utilized. Leadership team collaborates together to be proactive in these circumstances. REC was implemented, an advisory SEL program, during the fall semester. |
| Academic Conferences - Counselors meet with parents and students to discuss academic progress and assist in developing individual 4-year plans for high school. Title I Components: 7 Funding Sources: State and Local | Counselors | Spring | Counselors met with students and parents in small groups for high school planning and guidance. |
| Parent programs are held to explain high school courses and scheduling to parents. Title I Components: 7 Funding Sources: State and Local | Counselors | Spring | Counselors met with students and parents in small groups for high school planning and guidance. |

State Certified Teachers and Highly Qualified Paraprofessionals

Critical Action: The proficiency rate for STATE CERTIFIED teachers and HIGHLY QUALIFIED paraprofessional staff will meet the 100% target measure.

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|---------------------------------|--|
| Project Lead: | Plano ISD HR Employee Recruitment & Retention Department |
| Staff, Title I Staff: | HR Employee Recruitment & Retention Dept., HR Certification Officers, Curriculum Department, Campus Administrators |
| Materials and Resources: | Operating Fund, HR Budget, Campus/Curriculum Budget |

Strategies for Accomplishing State Certified Teachers and Highly Qualified Paraprofessionals Critical Action:

| Action Step | Implementation Timeline per Action Step | Formative & Summative Notes (Evidence of Implementation and Impact) |
|---|--|--|
| Recruiting trips by Human Resources Dept./Campus Administrators are used to identify state certified candidates interested in teaching in Plano ISD. Title I Component 5 Funding source: State and Local | August 2017 to May 2018 | Administrators attended Plano Job fair. |
| To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend. Title I Component 5 Funding source: State and Local | Monthly Bilingual Stipends, July 2017 to June 2018 | N/A |
| To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses. Title I Component 5 Funding source: State and Local | August 2017 to May 2018 | N/A |
| Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas by the Professional Learning Department, Curriculum Department, and Campus Administrators. Title I Component 4 and 5 Funding source: State and Local | July 2017 to June 2018 | Teachers led PDH sessions throughout the year. We also had whole campus trainings. |
| The Plano ISD Certification Office follows district hiring procedures to ensure that teaching staff and paraprofessionals are not hired if they do not meet state certified or highly qualified standards. Title I Component 5 Funding source: State and Local | July 2017 to June 2018 | N/A |