



Plano Independent School District Campus Improvement Plan

Bowman Middle School

2501 Jupiter Road

Plano, TX 75074

2018-2019

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Vision and Mission Statements for District and Campus

Plano ISD Vision Statement

Plano ISD schools empower students to be able to adapt to new learning and career opportunities throughout their lives, collaborate with, and contribute to, the global community and to be disciplined and creative in their thinking.

Plano ISD Mission Statement

The mission of the Plano Independent School District is to provide an excellent education for each student.

District Goals

Plano ISD has two major ongoing district goals:

- Ensure continued improvement in student learning.
- Ensure efficient use of resources.

Campus 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.”

Campus Information

Administration Team

Principal, Brooks Baca

Assistant Principal, Lindsey Radford

Assistant Principal, Treesia Brannon

About Us

Campus Status

Non-Title I Campus

X Title I School-wide Campus

Site-Based Improvement Committee Meeting Dates

Meeting 1: SBIC approves the improvement plan –

Meeting 2: Progress monitoring and review of strategic plan -

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals -

State Goals and Objectives

The State of Texas Public Education Mission

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Objectives

Objective #1 - Parents will be full partners with educators in the education of their children.

Objective #2 - Students will be encouraged and challenged to meet their full educational potential.

Objective #3 - Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4 - A well-balanced and appropriate curriculum will be provided to all students.

Objective #5 - Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6 - The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7 - School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8 - Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9 - Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA Strategic Priorities

Goal #1 - **Recruit, support, and retain** Teachers and Principals.

Goal #2 - Build a **foundation** of **reading** and **mathematics**.

Goal #3 - Connect high school to **career** and **college**.

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/

Site-Based Improvement Committee Members

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Isabel Pawling	Faculty Member	2015	X	X	X
Dawn Korpall	Faculty Member	2015	X	X	X
Angela Larch	Faculty Member	2014	X	X	X
Jordan Smith	Faculty Member	2018	X	X	X
Kerri Whitson	Faculty Member	2015	X		X
Jennifer Fernberg	Faculty Member, Special Ed	2016	X		X
Brooks Baca	Principal	2017	X		X
Lindsey Radford	District Professional	2015	X	X	
Alissa Benoit	Campus Professional, Non-teaching	2004	X		X
Flor Hamilton	Support Staff Member	2018	X		X
Carri Mansfield	Parent-Selected by PTA	2018	X	X	X
Catherine Eubanks	Parent-Selected by Principal	2018			
Katherine Polimeron	Parent	2018	X	X	
Amber Madawi	Parent	2018	X	X	
Martha Diaz	Parent	2018	X		
Trudi Jubenville	Parent	2018	X		
Rosa Arriaga	Community Member	2018	X		
Courtney Bruhn - Plano Parks Association	Community Member	2018	X		
Sheyla Camacho - Hope's Door	Business Representative				
Marsi Doda	Business Representative	Parent 2018			
Rich Lesky	Faculty Member	2018	X	X	X

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Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Nina Yates	Faculty Member	2015	X	X	X
Christine Dunham	Faculty Member	2018	X	X	X
Kerri Whitson	Faculty Member	2017	X	X	
Vicki Harper	Faculty Member	2018	X		
Ann Scheurer	Faculty Member	2018	X	X	X
Natalie Carman	Faculty Member	2018	X	X	X
Kristin Ernst	Faculty Member	2018	X	X	X
Treesia Brannon	Faculty Member	2015	X	X	X
Natalie Carman	Faculty Member	2018	X	X	X

State Compensatory Education Program Information

Compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose of the PISD State Compensatory Education (SCE) program is to supplement the regular or basic education program with compensatory, intensive, and/or accelerated instruction. The goal of Plano ISD's compensatory education program is to reduce any disparity in performance on assessments or in rates of high school completion between students at risk of dropping out of school and all other district students. Funding allocated for compensatory education programs and/or services is based on the number of educationally disadvantaged students in a district. The number of educationally disadvantaged students is determined by averaging the highest six months of student enrollment in the National School Lunch Program (NSLP) for free or reduced-price lunches or in the School Breakfast Program (SBP) for the prior federal fiscal year. The state's eligibility criteria for identifying students at risk of dropping out of school include a student who is under the 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

SCE Program Funding

SCE Total	\$71,221.02	State Compensatory Ed funds allocated for allowable supplemental resources and 1 staff.
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Title I Program Information

Title I - Schoolwide Components

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by state certified qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract state certified high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Title I, Part A Program Funding

Staffing	\$345,680.00	Total Funding for 289,680.00 Title I Support Teachers (including tutoring, adult temp staff) and for 56,000.00 Paraprofessionals.
Professional and Consulting Services	\$0	Campus contracts a consultant to train staff on instructional strategies.
Supplies and Materials	\$0	Instructional supplies (i.e. software) used to enrich student learning, training materials used to support on-going professional learning.
Other Operating	\$0	Additional Title I Funding used to increase student and campus capacity (i.e. educational student field trip opportunities, registration for staff professional development, student snacks, student enrichment opportunities).
Parental Engagement	\$3,808.00	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)

Comprehensive Needs Assessment Summary

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	Diverse student body Growing student body	High SPED and ELL population compared to district and state averages Diversity of student staff does not reflect student population	High SPED and ELL population compared to district and state averages
Student Achievement	Economically disadvantaged students scores exceed district averages for the same demographic Student growth over three years in reading and math exceeds district average	Reading scores are below district average in all grade levels and by subpops ELL and SPED scores are outside the mean compared to other student demographic groups	ELL and SPED scores are outside the mean compared to other student demographic groups
School Culture and Climate	Bowman has a positive culture/Staff and students want to be here Staff and students feel safe	Need for structure and adult presence in common areas such as hallways and parking lot Need for more transparency in how decisions are made	Need for structure and adult presence in common areas such as hallways and parking lot Need for more transparency in how decisions are made
Staff Quality/ Professional Development	Held focus groups targeting needs for new hires. Implemented with 2018/19 hires. Staff are extremely dedicated to Bowman	Better training and support for new teachers Need training for improved teaching of ELL students	Better training and support for new teachers Need training for improved teaching of ELL students
Curriculum, Instruction, Assessment	Curriculum alignment with TEKS Data analysis of standardized tests for placement	TEKS based analysis to drive instruction per teacher/grade level Formative assessments	Intentional planning for ELL needs

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	Providing interventions	Intentional planning for ELL needs	
Family and Community Involvement	Parent Liaison communication and work with parents/family and parenting courses CIS activities, communication and home visits Parent/teacher communication of needs and successes	More bilingual staff Motivation for parents/community members to attend PTA meetings and activities Peer/adult lunch groups to encourage english speaking of newcomers (teacher facilitated)	Motivation for parents/community members to attend PTA meetings and activities Peer/adult lunch groups to encourage english speaking of newcomers (teacher facilitated)
School Context and Organization	Staff and student view school as a safe place to be Students feel respected by staff	Emphatic/Clearer communication of how collected staff data and opinions are used Staff provide communication re: collaborative data Faculty and staff enforce school rules consistently	Greater level of communication/feedback with stakeholders Consistent enforcement of school expectations and norms
Technology	Training for use of technology Leadership direct the use of technology to improve teaching and learning	Logistical process of accessing technology Integrating available technology into lessons	Sharing best practices with the goal of integrating more technology to enhance student learning

Critical Action #1

<p>Problem Statement</p>	<p>Overall, there is a gap between the campus and district percentage of students performing at the Approaches and Meets grade level standard.</p> <p>The current gaps between the campus and the district are:</p> <p>Campus 6th-8th grade STAAR Reading (approaches/meets): 6th - 64/47, 7th - 72/46, 8th - 71/37 and STAAR Math (approaches/meets): 6th - 79/47, 7th - 79/52, 8th - 81/44</p> <p>District 6th-8th grade STAAR Reading (approaches/meets): 6th - 79/54, 7th - 84/64, 8th - 86/62 and STAAR math (approaches/meets) 6th - 85/59, 7th - 86/63, 8th - 82/52</p>
<p>Root Cause and Strategy</p>	<p>(a) We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning and instruction with fidelity.</p> <p>(b) We will address the needs for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses.</p>
<p>Goal</p>	<p>Increase collaborative team planning effectiveness that will increase the percentage of all student performing at the Approaches and Meets grade level standard, in order to decrease the gap between the campus and district to meet the district average performance.</p> <p>Results as of May 2019:</p> <p>ELA 8:</p> <p>The percentage of 8th graders meeting the Approaches standard increased from 70% (2018) to 81% (2019). The district average gap decreased from a 15% gap at the Approaches standard (2018) to a 6% gap at the Approaches standard (2019).</p> <p>The percentage of 8th graders meeting the Meets standard increased from 37% (2018) to 55% (2019). The district average gap decreased from a 25% gap at the Meets standard (2018) to a 15% gap at the Meets standard (2019).</p> <p>Math 8:</p> <p>The percentage of 8th graders meeting the Approaches standard increased from 81% (2018) to 88% (2019). The district average gap was eliminated from a 1% gap (2018) to exceeding the district average by 2% (2019). The percentage of 8th graders meeting the Meets standard increased from 44% (2018) to 62% (2019). The district average gap was eliminated from a 8% gap to exceeding the district average by 1% (2019).</p>

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Project Lead	Campus Administrators, Team Leaders
Staff, Title I Staff	Grade Level Team Teachers, Title I Teachers
Materials and Resources	STAAR Data, Planning Documents, Bowman Planning Guiding Document, Eduphoria, Gradebook, Lesson Plan Template

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Create Master Schedule that allows for optional teacher planning time.				July 2018	Master Schedule	Increased planning time for content area teachers.	On Track to Make Progress	On Track to Make Progress	Significant Progress	
Create a common lesson plan template for collaborative teams that will be completed and monitored throughout the 2018-2019 school year. The lesson plan template will include a place to address learning of specific groups and to adapt instruction to meet the needs of these students.				<p>Meet with Leadership to get input on essential lesson plan template components - July 2018</p> <p>Based on input, create lesson plan template and get feedback - July 2018</p> <p>Finalize lesson plan template, realizing it can be edited and improved per department needs and for improvement - July 2018</p> <p>Present lesson plan template to campus teachers and provide expectations August 2018</p> <p>Begin implementation of using the lesson planning document and reflect on impact</p>	<p>Meeting notes, Agenda</p> <p>Lesson plan document, feedback on document</p> <p>Lesson plan document</p> <p>Agenda, PP</p> <p>Google docs with lesson plans, meeting notes, student data</p> <p>Google docs with lesson plans, meeting notes, student data</p>	<p>Lesson plan template created through shared leadership</p> <p>Increase in effective and consistent planning, resulting in improved student performance/learning</p> <p>Continue to improve lesson planning process.</p>	Significant Progress	Significant Progress	Significant Progress	

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
				of process on teaching and learning August 2018 Evaluate Implementation of lesson planning document multiple times throughout the year - October, January, May						
Create and Implement Bowman PLC and Collaborative Teams Planning Common Expectations and Guidelines. Planning should address questions: What do we want students to learn? What the the best instructional strategies to facilitate that learning? How will we know when each student has learned it? How will we respond when a student experiences difficulty in learning? How will we respond when a student already knows it? Planning should include: Unpacking TEKS, Analyzing Essential Questions and Enduring Understandings, Evaluating and Designing Common Assessments, Lesson Planning, Analyzing Student Learning Evidence and Data, Re mediating and Enriching Student Learning, and Teacher Reflection on Instructional Practice.				Create Bowman PLC and Collaborative Teams Guiding Document July 2018 Present PD for Bowman staff on planning expectations and best practices August 2018 Establish three times a week planning teams with grade level content teams. Title I Coach, District Coaches and Admin attend collaborative planning team meetings to provide weekly instructional support and feedback.	Created Document Agenda, Sign-In, PP Google docs, meeting notes, student data Google docs, meeting notes, student data Google docs, meeting notes, student data	Guidelines and expectations for planning Shared understanding of expectations for planning Improved planning aligned throughout the school resulting in improved student performance/learn ing because of more time to plan and more guidelines for expectations of quality planning. Improved planning aligned throughout the school resulting in improved student	Some Progress	Some Progress	Some Progress	

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
				<p>Implement collaborative team best practices while include unpacking TEKS, planning assessments, evaluating data, and adjusting instruction August 2018. Levels of implementation will vary depending on team.</p> <p>Weekly Walk Throughs by Leadership Team and C&I team to document implementation of the planning into instructional practice.</p> <p>Evaluate progress of implementation of planning best practices throughout the year - October, January, May</p> <p>During May evaluation, it was decided to make collaborative teaming the PD focus for the 19-20 school year, which continuing the campus work with SIOP. So far:</p> <p>1) Leadership team has met with</p>	<p>Walk through notes and notes from coaching meetings</p> <p>Meeting notes, updated plans</p> <p>Meeting notes Monday Memo</p>	<p>performance/learning by establishing clear expectations and continued PD and coaching.</p> <p>Feedback to improve instruction. Documentation of fidelity to curriculum.</p> <p>Refined plan and evaluation for progress</p> <p>Scheduled PD, new staff position, PD completion</p>				

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
				<p>Ashley Helms and Talle to talk preliminary planning for PD plan.</p> <p>2) A PLC coach has been allocated and designated.</p> <p>3) Collaborative Team Leads have been selected and give the book Learning By Doing for further study and have signed up for Solution Tree training in July</p> <p>3) The end of the year PD merged SIOP and PLC work and presented teachers with the Plano ISD Collaborative Team Framework document and process.</p>						
Extended time will be provided for teams to implement the planning protocols for unit instructional planning.				<p>Extended team planning times occurring 2-3 times a year to unpack unit TEKS, look at data, and organize overview of unit.</p> <p>Team Planning has occurred on the following dates: 6th Math Honors - 9/12 6th Science - 10/2 8th ELA - 10/4 7th SS - 10/11 7th ELA - 10/18</p>	Meeting notes and Planning Documents produced at planning sessions.		Significant Progress	Significant Progress	Significant Progress	

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
				6th SS - 10/23 7th Math 10/24 8th SS - 10/24 7th Science - 10/30 8th ELA - 10/31 6th ELA - 11/14 7th ELA - 12/6 8th Science - 12/11 7th Math - 1/24 7th ELA Honors - 1/15 8th ELA - 1/17						
Provide resources to teams as needs are identified through planning process.	Mentoring Minds Resource - Math (student workbooks)	6399 – Supplies and Materials (Instructional Supplies)	2751.87	Order - January 2019						

Critical Action #2

Problem Statement	Only 29% of the 186 students classified as LEP performed at the Approaches grade level standard for Reading at Bowman Middle School. *LEP stands for Limited English Proficient
Root Cause and Strategy	(a) We will address the need for understanding of unique learning challenges for students who are LEP by creating an implementing a campus-wide professional development plan specific to teaching English Language Learners. (b) We will address the need to implement strategies for students who are LEP by learning strategies and implementing them in the lessons.
Goal	Increase the percentage of students who are LEP performing at the Approaches grade level standard. Results as of May 2019 - ELA 8: The percentage of 8th grade LEP students meeting the Approaches standard increased from 25% (2018) to 48% (2019). In addition, the percentage of 8th grade LEP students meeting the Meets standard increased from 2% (2019) to 18% (2019). Math 8: The percentage of 8th grade LEP students meeting the Approaches standard increased from 58% (2018) to 84% (2019). In addition, the percentage of the 8th grade LEP students meeting the Meets standard increased from 22% (2019) to 51% (2019).
Project Lead	Campus Administrators, Bowman Leadership Team
Staff, Title I Staff	ESL Teachers, Title I Staff, Grade Level Team Teachers
Materials and Resources	District Curriculum, Siop Materials, Edugence, Data, Gradebook

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Analyze data as a staff to articulate the "why?" of				May 2018 - Present data to leadership and	Presentation, Meeting Notes	Staff to see the rationale for the focus on	Significant Progress	Significant Progress	Significant Progress	

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
focusing instruction on English Language Learners				<p>have ELL Department from Plano ISD present</p> <p>August 2018 - Present data to whole campus, looking specifically at what the data is telling us about the needs of English Language Learners</p> <p>December 2019 - Presented MAP data noting ELL students who met their projected growth</p> <p>January 2019 - Held student sessions with students receiving ESL services in which TELPAS data was explained. Students made individual goals with their TELPAS results that were shared with teachers in grade level team meetings. In addition, staff spent a grade level meeting devoted to observing TELPAS data.</p>	<p>Presentation, Meeting Notes</p> <p>Presentation of Data</p> <p>Data, Student Goals</p>	<p>implementing teaching strategies specifically for English Language Learners</p> <p>Staff and students to understand areas for growth and to celebrate progress.</p> <p>Students have knowledge of ESL process and have set goals about Reading, Writing, Listening and Speaking that staff know about.</p>				
Create a year long professional development plan focused on SIOP strategies. (for more info about SIOP, go here: http://www.eslcentral.org/2014/04/01/siop-strategies/)				August 2018 - create plan for the fall	articulated plan, attendance at PD	Professional development to increase learning about	On Track to Make Progress	On Track to Make Progress	Significant Progress	

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http://www.cal.org/siop/about/)				<p>November 2018 - create plan for the spring</p> <p>Professional Development Sessions have met/will meet on the following dates: Sept 19 Oct 17 Nov 14 Jan 16 Feb 13 Mar 20 April 17</p> <p>In addition, Multilingual Department coaches have done classroom walks prior to 3 of the training (as of January) to tailor the training toward teacher needs.</p> <p>As a result of Professional Developments Sessions, teacher teams have initiated further learning and invited coaches from the Multilingual Department to their planning periods. This occurred with 7th grade math and science.</p>	<p>articulated plan, attendance at PD</p> <p>Meeting Attendance, Presentation</p> <p>Observation notes</p> <p>attendance at PDs, Planning Documents</p>	implementing strategies for English Language Learners				

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
				<p>Complete Timeline of PD:</p> <p>Aug 1 - All Staff SIOP Model Intro</p> <p>Aug 22 - Multilingual Department met with Bowman Admin team to discuss how to best support teachers</p> <p>Sept 17 - Multilingual participated in classroom observations to guide professional development</p> <p>Sept 18 - Multilingual participated in classroom observations to guide professional development</p> <p>Sept 19 - All Staff - Presentation of Part II of the SIOP Model</p> <p>Oct 11 - Multilingual classroom observations to confirm use of SIOP Model strategies</p> <p>Oct 17 - All Staff SIOP Model Strategies PD</p> <p>Oct 22 - Multilingual Observation and Feedback of experience of</p>						

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
				beginner English learners on Bowman Campus Oct 24 - Multilingual Department working with 7th Grade Science Team to support integrating SIOP Oct 26 - Multilingual classroom observation to confirm use of SIOP Model Strategies Oct 29 - Multilingual Observation and Feedback of experience of beginner English learners on Bowman Campus Oct 30 - Multilingual Department working with 7th Grade Science Team to support integration SIOP Nov 5 - Multilingual Observation and Feedback of experience of beginner English learners on Bowman Campus Nov 6 - Multilingual classroom observation to confirm use of						

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
				<p>SIOP Model Strategies</p> <p>Nov 12 - Multilingual Observation and Feedback of experience of beginner English learners on Bowman Campus</p> <p>Nov 14 - All Staff SIOP Model PD</p> <p>Nov 19 - Multilingual Observation and Feedback of experience of beginner English learners on Bowman Campus</p> <p>Nov 20 - Multilingual Department worked with 7th grade Math team to review plans and discuss how to identify and support ELLs</p> <p>Nov 24 - Multilingual Department working with 7th Grade Math Team to support integrating SIOP</p> <p>Nov 26 - Multilingual Department working with 7th Grade Science Team to support integrating SIOP</p> <p>Nov 26 - Multilingual</p>						

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
				Observation of implementation of SIOP Model Strategies in 7th Grade Science Team Nov 29 - Multilingual provided planning support to Dyslexia Specialist Jan 16 - All Staff SIOP Model PD						
Teachers will add language objectives into lessons.				August 2018 - Professional development on language objective and include place for language objective on lesson plan. November 2018 - Monitor progress on inclusion of language objective and teaching language objectives May 2019 - Have first draft of embedding language objectives throughout the curriculum during the school year.	Lesson Plans, Sign-In Lesson Plans Lesson Plans	Language objectives taught daily in every classroom.	Significant Progress	Significant Progress	Significant Progress	
Teachers will embed SIOP strategies into their lessons daily. (for more info about SIOP, go here:				August 2018 - 2 SIOP trainings in year long PD plan	PD plan, sign in, PD notes	Increased student learning due to more use of strategies that help English	Some Progress	Some Progress	Significant Progress	

Bowman Middle School – 2018-2019 Campus Improvement Plan

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
http://www.cal.org/siop/about/				<p>Fall 2018 - 5 total SIOP trainings</p> <p>Spring 2019 - 3 more SIOP trainings</p> <p>First semester - start to implement strategies and reflect on the impact of their use on learning</p>	<p>PD plan, sign in, PD notes</p> <p>PD plan, sign in, PD notes</p> <p>Lesson plans, meeting notes, teacher observations, student feedback</p>	Language Learners access the curriculum.				
Grade Level Teams will meet once a week cross-curricular and meetings will have a literacy focus during a portion of the meetings.				<p>Literacy and language strategies presented and discussed weekly.</p> <p>Reviewed STAAR data analysis with entire 8th grade team.</p> <p>Presented 2 videos of Bowman teachers implementing strategies during team meetings.</p>	<p>Meeting Notes, Google Folder with documents and strategies compiled</p> <p>Brainstormed specific needs of all 8th grade students that can be taught across content areas such as inferencing.</p> <p>Models of SIOP best practices on Bowman Campus.</p>	Increased common literacy strategies.	Some Progress	Some Progress	Some Progress	

Health, Fitness and Attendance

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)

COORDINATED SCHOOL HEALTH

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
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	Wellness Committee members to meet on September 6.	Wellness Committee met on September 6.	Wellness Committee met throughout the year.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Parent representative to be designated by September.	Parent was designated in time for first Wellness Committee meeting.	Parent representative participated as a part of the 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.	Principal	Coordinated School Health Curriculum	Tamara Underwood to deliver the Coordinated School Health Curriculum. Check implementation each 9 weeks	Coordinated School Health Curriculum was provided through a high school level course in which students received high school credit.	Coordinated School Health Curriculum will continue to be provided for the 19-20 school year and sections will increase because demand has increase. Thus, more students will be

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
						participating and earning high school credit.
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	Tamara Underwood to lead with displaying information on bulletin board. Completed by September. Updated monthly.	The Coordinated School Health bulletin board was updated monthly throughout the fall semester.	The Coordinated School Health Bulletin Board was updated monthly throughout the school year.
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	Parents and community members are notified of upcoming Wellness Nights and Health Fairs via the Bowman web page and or monthly newsletter.	Notification regarding Wellness Nights, Health Fairs and Wellness Camps was sent to parents and community members via newsletters, web page, Remind101 and/or My PISD throughout the fall semester.	Notification regarding Wellness Nights, Health Fairs and Wellness Camps was sent to parents and community members via newsletters, web page, Remind101 and/or My PISD throughout the 18-19 school year.

FITNESS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	On September 24 all students will participate in a PreFitness Gram assessment followed by a Post Assessment in late November. Results will be available for review via my PISD.	All students participated in a PreFitness Gram assessment in September followed by a Post Assessment in late November/early December. Results were available for review via MyPISD.	All students participated in a PreFitness Gram assessment in September followed by a Post Assessment in late November/early December. Results were available for review via MyPISD.
4th & 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.	P.E. Teacher	Fitnessgram Student Report	On September 24 all students will participate in a PreFitness Gram assessment followed by a Post Assessment in late November. Results will be available for review via my PISD.	All students participated in a PreFitness Gram assessment in September followed by a Post Assessment in late November/early December. Results were available for review via MyPISD.	All students participated in a PreFitness Gram assessment in September followed by a Post Assessment in late November/early December. Results were available for review via MyPISD.

PHYSICAL ACTIVITY REQUIREMENTS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
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	Attendance is taken daily withing the first 10 minutes of class when students are seated in their assigned spots. Classes are designed to minimize downtime to ensure moderate to vigorous physical activity is maintained at a minimum of 50% class time. Pedometers are available for use year round, to measure students MVPA.	Attendance and daily warm ups were performed within the first 10 minutes of class time. Lessons plans were designated to optimize student participation in moderate to vigorous activity a minimum of 50% of class time throughout the fall semester. Pedometers were available for use throughout the semester to measure MVPA.	Attendance and daily warm ups were performed within the first 10 minutes of class time. Lessons plans were designated to optimize student participation in moderate to vigorous activity a minimum of 50% of class time throughout the 18-19 school year. Pedometers were available for use throughout the 18-19 school year to measure MVPA.

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Attendance is taken daily withing the first 10 minutes of class when students are seated in their assigned spots. Classes are designed to minimize downtime to ensure moderate to vigorous physical activity is maintained at a minimum of 50% class time. Pedometers are available fro use year round, to measure students MVPA.	Attendance and daily warm ups were performed within the first 10 minutes of class time. Lessons plans were designated to optimize student participation in moderate to vigorous activity a minimum of 50% of class time throughout the fall semester. Pedometers were available for use throughout the semester to measure MVPA.	Attendance and daily warm ups were performed within the first 10 minutes of class time. Lessons plans were designated to optimize student participation in moderate to vigorous activity a minimum of 50% of class time throughout the 18-19 school year. Pedometers were available for use throughout the 18-19 school year to measure MVPA.
K-8	Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has	Principal	Yearly Plan Form	Attendance is taken daily withing the first 10 minutes of class when students are	Attendance and daily warm ups were performed	Attendance and daily warm ups were performed

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
	students active at least 70%-90% of class time.			seated in their assigned spots. Classes are designed to minimize downtime to ensure moderate to vigorous physical activity is maintained at a minimum of 50% class time. Pedometers are available for use year round, to measure students MVPA.	within the first 10 minutes of class time. Lessons plans were designated to optimize student participation in moderate to vigorous activity a minimum of 50% of class time throughout the fall semester. Pedometers were available for use throughout the semester to measure MVPA.	within the first 10 minutes of class time. Lessons plans were designated to optimize student participation in moderate to vigorous activity a minimum of 50% of class time throughout the 18-19 school year. Pedometers were available for use throughout the 18-19 school year to measure MVPA.

ATTENDANCE

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Teachers email referral when student has acquired	Social Worker monitored attendance and	Social Worker monitored attendance and

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
				three tardies. Admin are notified when student has acquired 2 unexcused absences. Intervention plans follow.	tardies every Friday and met with students and parents as needed. Home visits were utilized when appropriate and needed. Attendance BIPS and truancy papers were created and implemented as needed. In November, a parent/child meeting was held for every student who had 10+ tardies or absences.	tardies every Friday and met with students and parents as needed. Home visits were utilized when appropriate and needed. Attendance BIPS and truancy papers were created and implemented as needed.

Violence Prevention and Bullying

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)

STAFF PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	Evaluate results from safety survey spring 2018 as a leadership team by August 2018.	High risk areas were identified and plans were put in place for supervision during the fall 2018 semester.	High risk areas were identified and plans were updated during the spring 2019 semester. There were also plans that required more supervision in high risk areas during certain times of the year, such as the end of the school year.
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	Create a monitor policy based on evaluation of safety survey results spring 2018 as a leadership team by August 2018.	Monitor plan was implemented for the fall of 2018.	Monitor plan was evaluated and updated at the beginning of Spring 2019 and implemented throughout the semester .

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Implement policy August 2018 and evaluate implementation December 2018.	Policy was implemented through fall 2018.	Policy was implemented throughout spring 2019. Plans are in place to update the Campus Handbooks during the summer of 2019.

STAFF EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/ PowerPoint	Staff complete SafeSchools videos by September 2018.	Staff complete SafeSchools videos by September 2018.	Staff to complete SafeSchools videos by September 2019. All staff who had not completed this requirement were sent consistent reminders throughout the duration of the 18-19 school year.
Review referral process.	Principal or designee	Campus referral plan	Get feedback on referral process from leadership July 2018. Create referral process	Referral process implemented fall 2018.	Referral process implemented 18-19 school year.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
			July 2018. Present process to staff by August 2018 for start of school year.		

STAFF INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	Discipline management plan shared with staff August 2018.	Recommended discipline intervention strategies were implemented during the fall semester. Individual student concerns were discussed at grade level team meeting.	Recommended discipline intervention strategies were implemented during the spring semester. Individual student concerns were discussed at grade level team meeting.
Implement campus referral plan.	Principal or designee	Campus Referral Plan	Implement plan after research and before the start of school.	Campus referral plan was implemented and referral data was tracked and available to all staff through google sheets. Feedback was solicited about the referral process through a	Campus referral plan was implemented and referral data was tracked and available to all staff through google sheets.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				survey in December.	
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Review referral data and adjust after first 9 weeks.	Discipline Management strategies were implemented throughout the fall of 2018.	Discipline Management strategies were implemented throughout the 18-19 school year.

STUDENT PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	Admin present expectations to every students in the school by September 2018	Student expectations were presented to each student in small groups during September 2018.	Student expectations were reviewed as needed throughout the school year. The presentation of expectations will be reevaluated during summer 2019.
Monitor high risk areas.	All staff	Schedule (if necessary)	Create a monitor policy based on evaluation of safety survey results spring 2018 as a leadership team by August 2018. Implement policy August 2018 and	Monitor plan was implemented for the fall of 2018.	Monitor plan was evaluated and updated at the beginning of Spring 2019 and implemented

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
			evaluate implementation December 2018.		throughout the semester .

STUDENT EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan	August 2018	Student expectations were presented to each student in small groups during September 2018.	Student expectations were reviewed as needed throughout the school year. The presentation of expectations will be reevaluated during summer 2019.

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	All teachers	Review data each 9 weeks	Student intervention plans were implemented throughout the fall 2018. This included positive behavior referrals,	Student intervention plans were implemented throughout the 18-19 school year. This included positive behavior

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				intervention steps leading up to behavior referrals, CMIT, grade level team meetings, restorative discipline, and utilization of the social services team.	referrals, intervention steps leading up to behavior referrals, CMIT, grade level team meetings, restorative discipline, and utilization of the social services team.
Employ discipline interventions.	Designated staff	All teachers	Review data each 9 weeks	Student intervention plans were implemented throughout the fall 2018. This included positive behavior referrals, intervention steps leading up to behavior referrals, CMIT, grade level team meetings, restorative discipline, and utilization of the social services team.	Student intervention plans were implemented throughout the 18-19 school year. This included positive behavior referrals, intervention steps leading up to behavior referrals, CMIT, grade level team meetings, restorative discipline, and utilization of the social services team.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	All teachers	Review data each 9 weeks	Student intervention plans were implemented throughout the fall 2018. This included positive behavior referrals, intervention steps leading up to behavior referrals, CMIT, grade level team meetings, restorative discipline, and utilization of the social services team.	Student intervention plans were implemented throughout the 18-19 school year. This included positive behavior referrals, intervention steps leading up to behavior referrals, CMIT, grade level team meetings, restorative discipline, and utilization of the social services team.
Conference with parents/students.	Teachers or other staff	All teachers	Review data each 9 weeks	Student intervention plans were implemented throughout the fall 2018. This included positive behavior referrals, intervention steps leading up to behavior	Student intervention plans were implemented throughout the 18-19 school year. This included positive behavior referrals, intervention steps leading up

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				referrals, CMIT, grade level team meetings, restorative discipline, and utilization of the social services team.	to behavior referrals, CMIT, grade level team meetings, restorative discipline, and utilization of the social services team.

Parent 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.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
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	Bowman Parent Liasion	Computer Lab, Phone Tree, Handouts, Remind App	Hold a Parent Portal early training in May 2018. Mail a post card out informing about Parent Portal and training in July 2018. Parent Portal reminder through remind app August 2018. Assistance at Schedule Pick up to sign up on Parent Portal in English and Spanish.	At Schedule Pick Up, parents were served in both English and Spanish to sign up and use Parent Portal. Throughout the fall semester, as parents were identified as needed help with Parent Portal, the Parent Liaison would meet with them in individual appointments to assist them.	At Schedule Pick Up, parents were served in both English and Spanish to sign up and use Parent Portal. Throughout the spring semester, as parents were identified as needed help with Parent Portal, the Parent Liaison would meet with them in individual appointments to assist them.
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, CTA, Counselors	Communication with parents by Phone Tree	Evaluate every 9 weeks.	Parents were offered the District Mobile Technology Lab as needed. Parents were also offered computer/internet access through	Parents were offered the District Mobile Technology Lab as needed. Parents were also offered computer/internet access through

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				the Parent Liaison through the fall 2018.	the Parent Liaison through the 18-19 school year.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	CTA	Mr. Williams - CTA	Update website monthly or as needed. Enews weekly.	Mr. Williams maintained the campus website throughout the fall of 2018.	Mr. Williams maintained the campus website throughout the 18-19 school year.
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	CTA, Parent Liaison, Ms. Miller	Ms. Miller	ENews designee who creates enews each week in english and in spanish	Communication designee communicated information through eNews and through hard copies through the fall of 2018.	Communication designee communicated information through eNews and through hard copies through the 18-19 school year.
Utilize social media to keep parents and community informed. Funding source: State and Local	Ms. Miller	Ms. Miller	Ms. Miller manages twitter and facebook page.	Ms. Miller managed school twitter and facebook page through the fall of 2018. The PTA also managed a PTA facebook page.	Ms. Miller managed school twitter and facebook page through 18-19 school year. The PTA also managed a PTA facebook page.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	Campus Designee, Staff Member	Mr. Baca	Monthly Meetings	Mr. Baca met with the PTA president monthly throughout the	Mr. Baca met with the PTA president monthly throughout the

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				fall 2018 semester.	18-19 school year.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).	PTA, CTA, Admin, Principal	Parent Centers and Computer	Monthly workshops for parents. Weekly reminders for the parents.	Mrs. Hamilton held monthly workshops for parents throughout the fall 2018.	Mrs. Hamilton held monthly workshops for parents throughout the spring 2019.
Funding source: State and Local					
Weekly Translation of all the updates on e-News	Parent Liaison	Parent Liasion	Every Friday every week	All e-News went out in English and Spanish for the fall of 2018.	All e-news went out in English and Spanish for the spring of 2019
Parent Workshops, Computer Classes and ESL Classes	Parent Liasion	Parent Liasion, Registration for Statewide Parent Engagement Conference - \$160.00 Snacks for Spring 2019 Parent Workshops - \$800	August 29th and 30th and every Thursday in September and October.	Mrs. Hamilton held monthly workshops for parents throughout the fall 2018.	Mrs. Hamilton held monthly workshops for parents throughout the spring 2019.

Transition

The campus will assist students in making a successful transition between middle school to high school (grades 9 and 10).

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
<p>Middle school counselors deliver guidance lessons that support and promote the learning process.</p> <p>Title I Components: 7</p> <p>Funding source: State and Local</p>	Counselors	Naviance, curriculum from the district, and Grit to Great by Linda Kaplan Thaler and Robin Koval	<p>Occurs during the window of: August 27, 2018 to May 24, 2018</p> <p>Each counselor does grade level guidance at least 3 sessions each semester. Check progress each semester.</p>	Each counselor provided grade level guidance during three sessions for the fall of 2018.	Each counselor provided grade level guidance during three sessions for the spring of 2019.
<p>Campus implements programs dealing with teasing, criticism, bullying, and anger control help students deal with peer pressure and learn to make wise decisions.</p> <p>Title I Components: 7</p> <p>Funding source: State and Local</p>	Counselors	Curriculum from the district, See Something, Say Something cards, anonymous bullying reporting system	<p>Campus wide presentation by October 2018.</p> <p>Guidance lessons on bullying for each grade level by grade level counselor by September 2018.</p>	<p>Campus wide presentation took place in October 2018. Guidance lessons on bullying for each grade level by grade level counselor by September 2018.</p> <p>Social Worker provided individual and small group interventions as needed as did counselors and</p>	<p>Campus wide presentation took place in October 2018. Guidance lessons on bullying for each grade level by grade level counselor by September 2018.</p> <p>Social Worker provided individual and small group interventions as needed as did counselors and</p>

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				administration team.	administration team.
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	Naviance and other resources provided by the district	Meetings occur during the window of: November 26, 2018 to March 29, 2018. Counselors meet with a group of parents three times a day over a three week period.	Academic Conferences began in the fall semester.	Academic Conferences were completed during the spring semester.
Parent programs are held to explain high school courses and scheduling to parents. Title I Components: 7 Funding Sources: State and Local	Counselors	Naviance and other resources provided by the district	Parent programs are held during the window of: November 26, 2018 to March 29, 2018. Counselors meet with a group of parents three times a day over a three week period.	Academic Conferences began in the fall semester.	Academic Conferences were completed during the spring semester.

State Certified Teachers and Highly Qualified Paraprofessionals

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

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
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. by the Title I Component 4 and 5 Funding source: State and Local	Professional Learning Department, Curriculum Department, and Campus Administrators	Leadership Team, Instructional Coaches, Bilingual department	As seen in Critical Action Step #2, the focus of professional learning is teaching strategies for ELLs. We have created a PD plan with the multilingual department that currently includes 4 PD session in the fall. By December, schedule 4 more PD sessions based on campus needs for improving ELL instruction.	Professional development occurred monthly as a campus throughout the fall semester working with the Plano ISD multilingual department.	Professional development occurred monthly as a campus throughout the spring semester working with the Plano ISD multilingual department. Plans are being formulated building upon this work for the fall of 2019.

Site-Based Improvement Committee Members

May 22, 2019

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Isabel Pawling	Faculty Member	2015	[X]	[X]	IP
Dawn Korpall	Faculty Member	2015	[X]	[X]	DK
Angela Larch	Faculty Member	2014	[X]	[X]	AL
Jordan Smith	Faculty Member	2018	[X]	[X]	JS
Kerri Whitson	Faculty Member	2015	[X]		KW
Jennifer Fernberg	Faculty Member, Special Ed	2016	[X]		JF
Brooks Baca	Principal	2017	[X]	B	B
Lindsey Radford	District Professional	2015	[X]	[X]	LR
Alissa Benoit	Campus Professional, Non-teaching	2004	[X]		
Flor Hamilton	Support Staff Member	2018	[X]		FH
Carri Mansfield	Parent-Selected by PTA	2018	[X]	[X]	CM
Catherine Eubanks	Parent-Selected by Principal	2018	[]		
Katherine Polimeron	Parent	2018	[X]	[X]	
Amber Madawi	Parent	2018	[X]	[X]	
Martha Diaz	Parent	2018	[X]		
Trudi Jubenville	Parent	2018	[X]		
Rosa Arriaga	Community Member	2018	[X]		
Courtney Bruhn - Plano Parks Association	Community Member	2018	[X]		
Sheyla Camacho - Hope's Door	Business Representative				
Marsi Doda	Business Representative	Parent 2018			
Rich Lesky	Faculty Member	2018	[X]	[X]	RL
Nina Yates	Faculty Member	2015	[X]	[X]	NY
Christine Dunham	Faculty Member	2018	[X]	[X]	CD
Kerri Whitson	Faculty Member	2017	[X]	[X]	
Vicki Harper	Faculty Member	2018	[X]		
Ann Scheurer	Faculty Member	2018	[X]	[X]	AS
Natalie Carman	Faculty Member	2018	[X]	[X]	NC
Kristin Ernst	Faculty Member	2018	[X]	[X]	KE
Treesia Brannon	Faculty Member	2015	[X]	[X]	TB
Natalie Carman	Faculty Member	2018	[X]	[X]	NC

Lora Nunky
Lori MillerJU
JML

Site-Based Improvement Committee Members

February 6 sign-in

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Isabel Pawling	Faculty Member	2015	X	<i>Isabel Pawling</i>	
Dawn Korpel	Faculty Member	2015	X	<i>Dawn Korpel</i>	
Angela Larch	Faculty Member	2014	X	<i>Angela Larch</i>	
Jordan Smith	Faculty Member	2018	X	<i>Jordan Smith</i>	
Kerri Whitson	Faculty Member	2015	X		
Jennifer Fernberg	Faculty Member, Special Ed	2016	X		
Brooks Baca	Principal	2017	X		
Lindsey Radford	District Professional	2015	X	<i>L. Radford</i>	
Alissa Benoit	Campus Professional, Non-teaching	2004	X		
Flor Hamilton	Support Staff Member	2018	X		
Carri Mansfield	Parent-Selected by PTA	2018	X	<i>Carri Mansfield</i>	
Catherine Eubanks	Parent-Selected by Principal	2018			
Katherine Polimeron	Parent	2018	X	<i>Katherine Polimeron</i>	
Amber Madawi	Parent	2018	X	<i>Amber Madawi</i>	
Martha Diaz	Parent	2018	X		
Trudi Jubenville	Parent	2018	X	X	
Rosa Arriaga	Community Member	2018	X		
Courtney Bruhn - Plano Parks Association	Community Member	2018	X	X	
Shueyla Camacho - Hope's Door	Business Representative				
Marsi Doda	Business Representative	Parent 2018			
Rich Lesky	Faculty Member	2018	X	<i>Rich Lesky</i>	

Bowman Middle School – 2018-2019 Campus Improvement Plan

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Nina Yates	Faculty Member	2015	X	<i>Nina Yates</i>	
Christine Dunham	Faculty Member	2018	X	<i>Christine Dunham</i>	
Kerri Whitson	Faculty Member	2017	X	<i>Kerri Whitson</i>	
Vicki Harper	Faculty Member	2018	X		
Ann Scheurer	Faculty Member	2018	X	<i>Ann Scheurer</i>	
Natalie Carman	Faculty Member	2018	X		
Kristin Ernst	Faculty Member	2018	X	<i>Kristin Ernst</i>	
Treesia Brannon	Faculty Member	2015	X	<i>Treesia Brannon</i>	
Natalie Carman	Faculty Member	2018	X	<i>Natalie Carman</i>	

Lora Nunley

FM

2018

August 29, 2018

Bowman Middle School - 2018-2019 Campus Improvement Plan

Site-Based Improvement Committee Members

please check this ✓ Initial-8/29

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance ✓	Meeting 2 Attendance	Meeting 3 Attendance
Isabel Pawling	Faculty Member	2015	JHP		
Dawn Korpall	Faculty Member	2015	DL		
Angela Larch	Faculty Member	2014	AL		
Jordan Smith	Faculty Member	2018	JS		
Kerri Whitson	Faculty Member	2015			
Jennifer Fernberg	Faculty Member, Special Ed	2016	JF		
Brooks Baca	Principal	2017			
Lindsey Radford	District Professional	2015			
Alissa Benoit	Campus Professional, Non-teaching	? 2004	AB		
Flor Hamilton	Support Staff Member	2018	FL		
Carri Mansfield	Parent-Selected by PTA	2018	CM		
Catherine Eubanks	Parent-Selected by Principal	2018			
Katherine Pelimera DIANA POLMEROU	Parent	2018	dp		
Amber Madawi	Parent	2018	AM		
Martha Diaz	Parent	2018	M.D.		
Trudi Jubenville	Parent	2018	TJ		
Sheyla Camacho - Hope's Door	Community Member	2018	SC		
Courtney Bruhn - Plano Parks Association	Community Member	2018	CB		
Rich Lesky	Faculty Member	? 2018	RL		
Nina Yates	Faculty Member	? 2016	NY		
Christine Dunham	Faculty Member	? 2018	CD		

Bowman Middle School - 2018-2019 Campus Improvement Plan

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Kerri Whitson	Faculty Member	3, 2017	Yes		
	Faculty Member				

If not listed, add name here:

Vickie Harper Faculty Member - No

Yes I will do whatever you need.

Ann Scheurer Faculty - No

Yes

Rosa Arriaga

Natalie Carman Faculty Member - Yes

No

Kristin Ernst Faculty

Yes 2015

Kristin Ernst

Teresa Brannon Faculty

Teresa Brannon