

**Plano Independent School District**  
**Bowman Middle School**  
**2021-2022**



**Board Approval Date:** November 3, 2021

# **Mission Statement**

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

## **Vision**

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Demographics Summary:

2021-2022 Summary:

Student enrollment is 828 students. The Bowman ELL student population is increasing with 325 students, 39% of the student population. The 6th grade total population of ESL students is 124; 7th grade is 103, and 8th grade is 98. 60% of students are on free or reduced lunch, which is a decrease from 2020-2021; 13% of students are served by Special Education, and 8% are served by 504. Also, data shows the students are rarely exiting SPED or ESL services. There is not a lot of mobility within the Bowman campus community. The At-Risk students on campus are those who compose special populations such as SPED, ESL, 504 and low SES families. Our teacher/student ratio tends to hover around 23:1.

### Demographics Strengths

- Schoolwide, Bowman continues to implement SIOP strategies in every class to help increase english language proficiency in students receiving ESL services. This plan has been implemented over a two year period, and teachers were retrained in SIOP strategies in the beginning of August 2021. This implementation has produced academic gains for students who receive ELL services.
- Bowman continues to implement various interventions such as block math, reading courses, and tutorials.
- Bowman's Economically Disadvantaged population performs among the top in the district on state assessments.

### Problem Statements Identifying Demographics Needs

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

# School Processes & Programs

## School Processes & Programs Summary

Some of the data in the Summary and Strengths comes directly from the September 2021 HRS Survey.

HRS Survey Summary:

On the HRS Survey, 72.73% of teachers and staff agree that Bowman has techniques and systems in place to collect data and information from teachers on a regular basis.

80% of teachers and staff agree that leaders regularly evaluate a teams' progression toward PLC goals. 90% of teachers and staff agree that collaborative teams analyze student achievement and growth.

Most teachers agree that there are data collection systems in place to collect opinion data from teachers and staff regarding the optimal functioning of our school.

Bowman has a new teacher induction/mentor program beyond what the district requires.

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

Grade level teams meet every other week to discuss specific student learning and attendance needs in order to best support the whole student.

Bowman has implemented a Positive Behavior Referral System, Student of the 9 weeks, and Heart of Raider in order to recognize and reward positive behaviors and characteristics in students.

## School Processes & Programs Strengths

- Campus-based professional development opportunities afforded to teachers to improve on campus-wide areas of weakness.
- New teacher mentor program was successful at providing support during teachers' first year on campus.
- Collaborative teams were effective at improving teaching strategies, curriculum changes, and assessment designs.
- Think Along Plan from Lead4Ward is being implemented in all core classes to strengthen Tier 1 instruction.

# Perceptions

## Perceptions Summary

According to the 2020-2021 End-of-Year Campus Survey Responses and the September 2021 HRS Survey, Bowman is viewed as a place where:

Staff, students, and parents feel safe and orderly;

Staff and most students consistently follow safety protocols;

Staff members feel that principal and assistant principals appropriately address student disruptions in class and that administrators follow-up with parents and students appropriately;

Staff members feel comfortable going to leadership with new ideas;

Staff members feel encouraged and open to collaborating with colleagues;

There is a high level of collaboration and cooperation;

Staff members feel the work performed and provided by the campus is at a high level of quality and maintains a standard of ethics;

Staff members understand the goals and objectives of the campus and in the campus improvement plan;

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

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

## Perceptions Strengths

- Bowman staff feel comfortable with and trust the campus leadership.

- The Bowman staff feel that collaboration, the PLC process, and data-driven decisions are highly valued at Bowman, and the staff feels open to collaboration.

# Priority Problem Statements

**Problem Statement 2:** Students are receiving ESL services for 5 or more years and are not making progress on TELPAS, therefore not being able to exit the ESL program.

**Root Cause 2:** Students needed increased opportunities to listen, read, speak and write in class in conjunction with more knowledge about TELPAS format.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 1:** 60% of ESL students did not meet standard on the 2020-2021 Reading and Math STAAR test.

**Root Cause 1:** Teachers lack effective strategies for instructing students who are several grades below grade-level standards.

**Problem Statement 1 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals

## **Accountability Data**

- Student Achievement Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data

## **Student Data: Student Groups**

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

## **Student Data: Behavior and Other Indicators**

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

## **Employee Data**

- Professional learning communities (PLC) data
- TTESS data

## **Parent/Community Data**

- Community surveys and/or other feedback

## **Support Systems and Other Data**

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







# Goals











**Goal 1:** Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR Reading from 2021 to 2022.

**Performance Objective 1:** The percent of Bowman students that score Meets grade level or above on the STAAR Reading 6-8 will increase from 41% in 2021 to 43% by June 2022. The Special Education group performance will increase from 13 % in 2021 to 16% in June 2022. The English Learner student group performance will increase from 15% in 2021 to 20% in 2022.

**Evaluation Data Sources:** 2021-2022 STAAR Reading 6-8

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Campus Instructional Leadership Team including Campus Administration, PLC Coach, and Title I Coach will continue to implement yearlong professional learning around Tier 1 instruction. The plan will include embedding Lead4Ward strategies in the PLC framework and collaborative team process.  <b>Strategy's Expected Result/Impact:</b> Campus-wide implementation of campus mission, values and goals. Collaborative teams will engage in work that is focused on priority TEKS and formative data. This will directly increase individual and team capacity resulting in student achievement.  <b>Staff Responsible for Monitoring:</b> Campus Administration and Campus Leadership  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> PLC Coach will meet with collaborative team facilitators as a group on a monthly basis prior to the campus-wide PD to coach the facilitators on leading their collaborative teams and incorporating norms, SMART goals, establishing essential knowledge and skills per content, forming common formative assessments, analyzing assessment results, and implementing interventions. The PLC Coach will also participate in one-on-one coaching sessions with the collaborative facilitator.  <b>Strategy's Expected Result/Impact:</b> Increasing function of collaborative teams resulting in increased student achievement.  <b>Staff Responsible for Monitoring:</b> Campus Administration and Leadership  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6  <b>Problem Statements:</b> Demographics 1 - Student Learning 4	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Collaborative Teams will meet three times a week for intentional planning. Each meeting will include: --Agenda, Data Reviewed, 4 Critical Questions, and visits from Instructional Leadership Team. <b>Strategy's Expected Result/Impact:</b> Increased academic performance by implementing the 4 critical questions and instructional protocols. <b>Staff Responsible for Monitoring:</b> Campus Administration and Leadership  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 <b>Problem Statements:</b> Demographics 1 - Student Learning 4	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Increase capacity of teachers in strategies for educating students who are English Language Learners through a continued PD plan. The plan will include embedding SIOF and ELL strategies in the PLC framework and collaborative team process and output documents.  The plan will also engage families of students receiving ESL services in these processes. <b>Strategy's Expected Result/Impact:</b> Increase in use of Language Objectives and ELL strategies in the classroom. Increase of individual accountability in reading, writing, listening, and speaking in the classroom. <b>Staff Responsible for Monitoring:</b> Campus Instructional Leadership Team  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 <b>Problem Statements:</b> Demographics 1 - Student Learning 4	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Utilize teacher's aide for accelerated instruction. Small groups of students will meet consistently each week to meet 30 hours of accelerated instruction.  1 teacher aide compensated \$28,000 total.  \$28,000 to fund accelerated instruction structured in this way. <b>Strategy's Expected Result/Impact:</b> Increase the percentage of students performing at the Approaches level or above on STAAR. <b>Staff Responsible for Monitoring:</b> Principal  <b>Funding Sources:</b> Teacher Aide - 282 ESSER III - \$28,000	Formative		
	Nov	Feb	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

### Performance Objective 1 Problem Statements:





<b>Demographics</b>
<b>Problem Statement 1:</b> Students are receiving ESL services for 5 or more years and are not making progress on TELPAS, therefore not being able to exit the ESL program. <b>Root Cause:</b> Students needed increased opportunities to listen, read, speak and write in class in conjunction with more knowledge about TELPAS format.
<b>Student Learning</b>
<b>Problem Statement 4:</b> 60% of ESL students did not meet standard on the 2020-2021 Reading and Math STAAR test. <b>Root Cause:</b> Teachers lack effective strategies for instructing students who are several grades below grade-level standards.











**Goal 2:** Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR Math from 2021 to 2022.

**Performance Objective 1:** The percent of Bowman students that score Meets grade level or above on the STAAR Math 6-8 will increase from 40% in 2021 to 45% by June 2022. The Special Education group performance will increase from 20% in 2021 to 23% in June 2022. The English Learner student group performance will increase from 20% in 2021 to 25% in 2022.

**Evaluation Data Sources:** 2021-2022 STAAR Math 6-8

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Campus Instructional Leadership Team including Campus Administration, PLC Coach, and Title I Coach will continue to implement yearlong professional learning around Tier 1 instruction. The plan will include embedding Lead4Ward strategies in the PLC framework and collaborative team process.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus-wide implementation of campus mission, values and goals. Collaborative teams will engage in work that is focused on priority TEKS and formative data. This will directly increase individual and team capacity resulting in student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Leadership Team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 4</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> PLC Coach will meet with collaborative team facilitators as a group on a monthly basis prior to the campus-wide PD to coach the facilitators on leading their collaborative teams and incorporating norms, SMART goals, establishing essential knowledge and skills per content, forming common formative assessments, analyzing assessment results, and implementing interventions. The PLC Coach will also participate in one-on-one coaching sessions with the collaborative facilitator.</p> <p><b>Strategy's Expected Result/Impact:</b> Increasing functioning of collaborative teams resulting in increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Leadership Team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 4</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Collaborative Teams will meet three times a week for intentional planning. Each meeting will include: Agenda, Data Reviewed, Critical Questions, Visits from Instructional Leadership Team <b>Strategy's Expected Result/Impact:</b> Campus-wide implementation campus mission, values and goals. Increased academic performance by implementing the 4 critical questions and instructional protocols. <b>Staff Responsible for Monitoring:</b> Campus Instructional Leadership Team  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 <b>Problem Statements:</b> Demographics 1 - Student Learning 4	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Increase capacity of teachers in strategies for educating students who are English Language Learners through a continued PD plan. The plan will include embedding SIOF and ELL strategies in the PLC framework and collaborative team process and output documents.  The plan will also engage families of students receiving ESL services in these processes. <b>Strategy's Expected Result/Impact:</b> Increase in use of Language Objectives and ELL strategies in the classroom. Increase of individual accountability in reading, writing, listening, and speaking in the classroom. <b>Staff Responsible for Monitoring:</b> Campus Instructional Leadership Team  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Demographics 1 - Student Learning 4	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Utilize teacher's aide for accelerated instruction. Small groups of students will meet consistently each week to meet 30 hours of accelerated instruction.  1 teacher aide compensated \$28,000 total.  \$28,000 to fund accelerated instruction structured in this way.  *Funding requested through Goal 1, Strategy 5. <b>Strategy's Expected Result/Impact:</b> Increase the percentage of students performing at the Approaches level or above on STAAR. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

## Performance Objective 1 Problem Statements:

### Demographics

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

### Student Learning





**Problem Statement 4:** 60% of ESL students did not meet standard on the 2020-2021 Reading and Math STAAR test. **Root Cause:** Teachers lack effective strategies for instructing students who are several grades below grade-level standards.



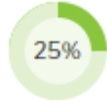





**Goal 3:** Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR Science from 2021 to 2022.

**Performance Objective 1:** The percent of Bowman students that score Meets grade level or above on the STAAR Science 8th Grade will increase from 43% in 2021 to 45% by June 2022. The Special Education group performance will increase from 9% in 2021 to 11% in June 2022. The English Learner student group performance will increase from 12% in 2021 to 17% in 2022.

**Evaluation Data Sources:** 2021-2022 STAAR Science 8

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Campus Instructional Leadership Team including Campus Administration, PLC Coach, and Title I Coach will continue to implement yearlong professional learning around Tier 1 instruction. The plan will include embedding Lead4Ward strategies in the PLC framework and collaborative team process.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus-wide implementation of campus mission, values and goals. Collaborative teams will engage in work that is focused on priority TEKS and formative data. This will directly increase individual and team capacity resulting in student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Leadership Team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 4</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> PLC Coach will meet with collaborative team facilitators as a group on a monthly basis prior to the campus-wide PD to coach the facilitators on leading their collaborative teams and incorporating norms, SMART goals, establishing essential knowledge and skills per content, forming common formative assessments, analyzing assessment results, and implementing interventions. The PLC Coach will also participate in one-on-one coaching sessions with the collaborative facilitator.</p> <p><b>Strategy's Expected Result/Impact:</b> Increasing functioning of collaborative teams resulting in increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Leadership Team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 4</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Collaborative Teams will meet three times a week for intentional planning. Each meeting will include: Agenda, Data Reviewed, Critical Questions, Visits from Instructional Leadership Team <b>Strategy's Expected Result/Impact:</b> Campus-wide implementation campus mission, values and goals. Increased academic performance by implementing the 4 critical questions and instructional protocols. <b>Staff Responsible for Monitoring:</b> Campus Instructional Leadership Team  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 <b>Problem Statements:</b> Demographics 1 - Student Learning 4	Formative		
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Strategy 4 Details	Formative Reviews		
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	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Students are receiving ESL services for 5 or more years and are not making progress on TELPAS, therefore not being able to exit the ESL program. <b>Root Cause:</b> Students needed increased opportunities to listen, read, speak and write in class in conjunction with more knowledge about TELPAS format.
Student Learning
<b>Problem Statement 4:</b> 60% of ESL students did not meet standard on the 2020-2021 Reading and Math STAAR test. <b>Root Cause:</b> Teachers lack effective strategies for instructing students who are several grades below grade-level standards.















**Goal 4:** Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR Social Studies from 2021 to 2022.

**Performance Objective 1:** The percent of Bowman students that score Meets grade level or above on the STAAR Social Studies 8th grade will increase from 38% in 2021 to 40% by June 2022. The Special Education group performance will increase from 21% in 2021 to 23% in June 2022. The English Learner student group performance will increase from 14% in 2021 to 16% in 2022.

**Evaluation Data Sources:** 2021-2022 Social Studies STAAR 8

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Campus Instructional Leadership Team including Campus Administration, PLC Coach, and Title I Coach will continue to implement yearlong professional learning around Tier 1 instruction. The plan will include embedding Lead4Ward strategies in the PLC framework and collaborative team process.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus-wide implementation of campus mission, values and goals. Collaborative teams will engage in work that is focused on priority TEKS and formative data. This will directly increase individual and team capacity resulting in student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Leadership Team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 4</p>	Formative		
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Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> PLC Coach will meet with collaborative team facilitators as a group on a monthly basis prior to the campus-wide PD to coach the facilitators on leading their collaborative teams and incorporating norms, SMART goals, establishing essential knowledge and skills per content, forming common formative assessments, analyzing assessment results, and implementing interventions. The PLC Coach will also participate in one-on-one coaching sessions with the collaborative facilitator.</p> <p><b>Strategy's Expected Result/Impact:</b> Increasing functioning of collaborative teams resulting in increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Leadership Team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 4</p>	Formative		
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	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Students are receiving ESL services for 5 or more years and are not making progress on TELPAS, therefore not being able to exit the ESL program. <b>Root Cause:</b> Students needed increased opportunities to listen, read, speak and write in class in conjunction with more knowledge about TELPAS format.
Student Learning
<b>Problem Statement 4:</b> 60% of ESL students did not meet standard on the 2020-2021 Reading and Math STAAR test. <b>Root Cause:</b> Teachers lack effective strategies for instructing students who are several grades below grade-level standards.

# SBIC

Committee Role	Name	Position
Administrator	Brittany Castillo	Assistant Principal
Administrator	Brooks Baca	Principal
Administrator	Treesia Brannon	Assistant Principal
Classroom Teacher	Bailey Schalk	ELA/Reading Classroom Teacher/Department Chair
Classroom Teacher	Dan Mitchell	Science Teacher/Department Chair
Classroom Teacher	Rachel Willms	Math Teacher/Department Chair
Classroom Teacher	Dawn Korpai	History Teacher/Department Chair
Non-classroom Professional	Guadalupe Alvarenga	Parent Liaison
Non-classroom Professional	Tracie Chambers	Campus Librarian
Non-classroom Professional	Kristin Ernst	Title I Instructional Coach
Non-classroom Professional	Jordan Smith	PLC Instructional Coach
Non-classroom Professional	Brittany Miller	SpEd Department Head
Non-classroom Professional	Jenna Sands	Academic Specialist
Parent	Mirian Arredondo	Parent
Parent	Lady Viviana	Parent
Parent	Brenda Bean	Parent
Parent	Lindsay Jackson	Parent
Parent	Jessica Haecker	Parent
Parent	Maria Pacheco	Parent

# Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$4,810.00
+/- Difference					\$4,810.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,986.00
+/- Difference					\$1,986.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$345,011.00
+/- Difference					\$345,011.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Teacher Aide		\$28,000.00
Sub-Total					\$28,000.00
Budgeted Fund Source Amount					\$33,500.00
+/- Difference					\$5,500.00
Grand Total Budgeted					\$385,307.00
Grand Total Spent					\$28,000.00
+/- Difference					\$357,307.00

# Addendums

Bowman - STAAR Social Studies Grade 8														
The percent of 8th grade students that score Meets grade level or above on STAAR Social Studies Grade 8 will increase from 38% in 2019 to 40% by June 2021.														
Yearly Target Goals														
2020		2021			2022			2023			2024			
39% 2019 Baseline: 38%		40%			42%			44%			46%			
Closing the Gaps Student Groups Yearly Targets														
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	38	31	47	*	62	*	38	7	26	11	19	37	43	38
2020	39	33	47	*	62	*	39	8	28	12	20	37	44	39
2021	42	35	48	*	63	*	40	9	31	14	22	38	46	40
2022	45	39	48	*	63	*	42	11	35	16	25	38	48	42
2023	49	43	49	*	64	*	44	14	40	19	28	39	51	44
2024	54	49	51	*	66	*	47	17	46	22	33	41	54	46
2019-2021	4	4	1	*	1	*	2	2	5	3	3	1	3	2
2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

## Bowman - STAAR Grade 7 Writing

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

### Yearly Target Goals

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

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	35	26	45	*	74	*	56	2	24	29	19	37	29	36
2020	36	28	45	*	74	*	57	3	26	30	20	37	30	37
2021	39	30	46	*	75	*	58	4	29	32	22	38	32	38
2022	42	34	46	*	75	*	60	6	33	34	25	38	34	40
2023	46	38	47	*	76	*	62	9	38	37	28	39	37	42
2024	51	44	49	*	78	*	65	12	44	40	33	41	40	44
2019-2021	4	4	1	*	1	*	2	2	5	3	3	1	3	2
2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

Bowman - STAAR Grade 8 Science														
The percent of 8th grade students that score Meets grade level or above on STAAR Science Grade 8 will increase from 53% in 2019 to 55% by June 2021.														
Yearly Target Goals														
2020		2021			2022			2023			2024			
54% 2019 Baseline: 53%		55%			56%			57%			58%			
Closing the Gaps Student Groups Yearly Targets														
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	43	45	72	*	79	*	38	12	41	33	36	54	48	53
2020	44	46	72	*	79	*	38	13	42	34	37	54	49	54
2021	47	49	72	*	79	*	39	14	45	35	38	54	50	55
2022	50	51	73	*	80	*	40	16	48	37	39	55	52	56
2023	54	55	73	*	80	*	42	19	52	39	41	55	54	57
2024	59	60	74	*	81	*	44	22	57	42	44	56	57	58
2019-2021	4	4	0	*	0	*	1	2	4	2	2	0	2	2
2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	1	0	0	0	1	0	1	1	1	1	0	1	1
2021	4	4	0	0	0	2	1	2	4	2	2	0	2	2
2022	7	6	1	1	1	3	2	4	7	4	3	1	4	3
2023	11	10	1	1	1	4	4	7	11	6	5	1	6	4
2024	16	15	2	2	2	5	6	10	16	9	8	2	9	5



**Bowman - Algebra 1**

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

**Closing the Gaps Student Groups Yearly Targets**

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

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Bowman

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

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

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

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

### Reading

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

### Mathematics

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

## CAMPUS APPENDIX

### STATE MANDATES IMPLEMENTATION REFERENCE

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

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

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

	<p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● K-5 Ensure students are receiving daily unstructured play during recess.</li> <li>● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>● K-8 Monitor attendance of students and follow up on prominent and chronic absences.</li> </ul>		
Principal	<p><b>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Funding source: State and Local</li> </ul>	ESSA	
Principal	<p><b>Parent Involvement</b></p> <ul style="list-style-type: none"> <li>● Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local</li> <li>● Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local</li> <li>● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local</li> <li>● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local</li> <li>● Utilize social media to keep parents and</li> </ul>		

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