Plano Independent School District

Bowman Middle School

2022-2023

Board Approval Date: September 20, 2022

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 postively collaborate, to ensure intentional, meaningful, and child-centered learning for all students.

Table of Contents

Comprehensive Needs Assessment 4
- Demographics 4
- Student Learning 4
- School Processes & Programs 7
- Perceptions 9

Priority Problem Statements 10

Comprehensive Needs Assessment Data Documentation 11

Goals 12
- 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 2022 to 2023. 13
- 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 2022 to 2023. 14
- 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 2022 to 2023. 16
- 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. 18

SBIC 20

Campus Funding Summary 21

Addendums 22

Comprehensive Needs Assessment

Revised/Approved: August 29, 2022

Demographics

Demographics Summary

2022-2023 Summary:

Student enrollment is 877 students as of August 2022. The Bowman ELL student population is increasing with 348 students, about 40% of the student population. The 6th grade total population of ESL students is 114; 7th grade is 120, and 8th grade is 111. 65% of students are on free or reduced lunch, which is a 5% increase from the 21-22 school year; 14% of students are served by Special Education, and 10% are served by 504. 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 three year period, and teachers are retrained in SIOP strategies in the beginning of each school year, honing in on one specific strategy in each monthly professional development session. This implementation has produced academic gains for students all students, especially those who receive EL services.

- Bowman continues to implement various interventions such as block math, reading courses, and morning/afternoon tutorials.

-Bowman's Economically Disadvantaged population performs among the top in the district on state assessments and met their performance target on Reading and Math STAAR.

-Bowman's Special Education population met their performance target in Reading and Math STAAR.

-Bowman's EL population met their performance target in Reading and Math STAAR.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): About 20%, or 66, ESL students in 6th-8th grade would have been reclassified if they had scored Advanced High on the Speaking portion of TELPAS. **Root Cause:** EL students have limited academic vocabulary, background knowledge, and opportunities to practice speaking using complex sentences and academic language.

Student Learning

Student Learning Summary

On the Spring MAP test, 6th-8th grade students in Math, Reading, and Science have 100% projected growth met (the goal is at least 100). Between 60-65% of students met their projected growth (goal is between 60-65%).

On Spring MAP, overall in 6th-8th grade, Bowman quintile groups surpass the district average in Math, Reading, and Sciene.

On the Spring Algebra I EOC, 100% of students passed; 98% Met Expectations, and 87% got Masters.

On the Spring STAAR tests, all subjects and grade levels either maintained or surpassing passing percentages from previous school years.

Reading:

6th GRADE	2019	2021	2022
Approaches	56	65	71
Meets	33	35	45
Masters	10	17	25
7th GRADE	**2019**	**2021**	**2022**
Approaches	76	66	84
Meets	47	45	60
Masters	29	20	40
8th GRADE	**2019**	**2021**	**2022**
Approaches	80	71	86
Meets	55	42	56
Masters	26	17	33

Math:

6th GRADE	2019	2021	2022
Approaches	84	73	85
Meets	54	44	46
Masters	27	20	22
7th GRADE	**2019**	**2021**	**2022**
Approaches	84	66	72
Meets	54	45	33
Masters	24	22	8
8th GRADE	**2019**	**2021**	**2022**
Approaches	88	68	85

8th GRADE	2019	2021	2022
Meets	62	29	52
Masters	15	2	14

8th Grade Science	2019	2021	2022
Approaches	82	65	75
Meets	51	43	46
Masters	21	22	23

8th Grade Social Studies	2019	2021	2022
Approaches	75	62	77
Meets	37	39	40
Masters	14	13	21

On district formative assessments:

Social Studies	Science	English	Math
6th-8th grade: Growth overall in district assessments from 20-21 to 21-22 year	Growth in several areas of district assessments from 20-21 to 20-22	6th-8th: growth overall in district assessments from 20-21 to 21-22	6th-8th: growth overall in district assessments from 20-21 to 21-22

Student Learning Strengths

Spring 2022 MAP testing

- Bowman students were in the top 2 middle schools in the district for growth percentile for 6, 7, and 8 Math.
- Bowman students were number 1 in the district for growth percentile in 6, 7, and 8 Reading.
- Bowman students were in the top 4 middle schools in the district for growth percentile in 6, 7, and 8 Science.
- Special Ed and EL populations are meeting their projected growth in all grade levels across content areas on MAP in Map 2022, with over 60% meeting their Projected Growth.

In Spring 2022

- Bowman was above the state average for passing the Reading 6, 7, and 8 STAAR test.
- Bowman was above the state average for passing the Science 8 STAAR test at 75%.
- Bowman was above the state average for passing the Math 6, 7, and 8 STAAR test.
- Bowman was above the state average for passing the Social Studies 8 STAAR test.
- The Special Ed, EL, and Economically Disadvantaged populations met their performance target on STAAR
- Reading 6, 7, 8 increased passing percentage from 2019 to 2022
- Math 6 and Social Studies 8 increase passing percentage from 2019-2022.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Less than 45% of our students score Masters on Reading STAAR. **Root Cause:** Teachers focus on helping the students achieve passing standard on the STAAR test and not Master. Teachers fear not reaching all students when extending the skill/lessons. Teachers need tools and resources for extension.

Problem Statement 2 (Prioritized): 34% of EL students Met Standard on STAAR Math, and the goal was 40%. **Root Cause:** Lack of academic vocabulary impacts engagement, self-advocacy, and confidence in being successful solving complex problems. Teachers need to incorporate ESL Strategies into each lesson/activity.

Problem Statement 3 (Prioritized): Only 57% of EL Students got Approaches on the Social Studies STAAR. **Root Cause:** Limited academic vocabulary, background knowledge, and opportunities to practice. Teachers need a refresher on content-specific SIOP strategies and an extended planning day.

Problem Statement 4 (Prioritized): Only 53% of EL students got Approaches on Science STAAR. **Root Cause:** Limited academic vocabulary, background knowledge, and opportunities to practice. Teachers need refresher on SIOP strategies and classroom examples and an extended planning day.

School Processes & Programs

School Processes & Programs Summary

Bowman has techniques and systems in place to collect data and information from teachers on a regular basis.

Leaders evaluate teams' progression toward PLC goals. 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 to orient new teachers with Bowman's culture and processes.

Previous STAAR/MAP/District 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.

Collaborative teams meet with PLC and Instructional Coaches 3 times a week to disuss student learning.

PLC and Instructional Coaches meet regularly with teachers one-on-one to design lessons.

Instructional Coaches meet with teacher leaders on a routine basis.

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.

Bowman has a system in place called "Boost Bucks" to motivate students to attend tutorials regularly for at least 20 minutes per time.

Staff facilitates 9-week "Kudos" form in which staff members recognize one another for their hard work and achievements.

School Processes & Programs Strengths

- Campus-based professional development opportunities afforded to teachers to improve on campus-wide areas of growth, which are SIOP strategies specifically for EL population.

- 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.

-Bowman became a PLC model school by Solution Tree during the 2021-22 school year.

-Think Along Plan from Lead4Ward is being implemented in all core classes to strengthen Tier 1 instruction and has proven effective in closing gaps based on Spring 2022 MAP growth and STAAR/EOC results.

Perceptions

Perceptions Summary

Bowman is a school comprised of dedicated professionals who positively collaborate to ensure intentional, meaningful, and child-centered learning for all students.

It is important at Bowman that we work in partnership with our families, students, and community members.

Services provided at Bowman to support a partnership are: PTA, Parent Liaison who communicates with families, hosts parent groups and ESL classes; Communities in Schools who provide services and mentors to students and families; 6th grade Curriculum Night and Incoming 6th Grader Night,

Bowman is perceived to be a place that is safe, orderly, and focused on student learning.

Overall, Bowman is perceived to be a campus where student successes are acknolwledged and celebrated.

Parents, students, and community members are unsure how teachers provide input about the optimal functioning of the school.

There is a broad range of opinions about whether parents, students, communitiy members and staff have a way to provide input about school decisions.

Perceptions Strengths

The January 2022 HRS Level 1 survey indicates that most families, community members, and students agree that:

-Bowman is a safe and orderly school with specific rules and procedures in place where emergency procedures are known, practiced, and updated regularly;

-Teams of teachers at Bowman use student achievement data to figure out how to improve learning;

-The campus uses fiscal, operational, and technological resoures in a way that directly supports teachers

The March 2022 HRS Level 2 survey indicates that most teachers and staff agree that:

-School leaders and teacher leaders articulate the schoolwide model for instruction and that professional development, school initiatives, and PLC conversations support the campus model for instruction;

-School leaders have a system in place to evaluate the hiring and selection process of new teachers.

Priority Problem Statements

Problem Statement 1: About 20%, or 66, ESL students in 6th-8th grade would have been reclassified if they had scored Advanced High on the Speaking portion of TELPAS.

Root Cause 1: EL students have limited academic vocabulary, background knowledge, and opportunities to practice speaking using complex sentences and academic language.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 34% of EL students Met Standard on STAAR Math, and the goal was 40%.

Root Cause 2: Lack of academic vocabulary impacts engagement, self-advocacy, and confidence in being successful solving complex problems. Teachers need to incorporate ESL Strategies into each lesson/activity.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Only 57% of EL Students got Approaches on the Social Studies STAAR.

Root Cause 3: Limited academic vocabulary, background knowledge, and opportunities to practice. Teachers need a refresher on content-specific SIOP strategies and an extended planning day.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Only 53% of EL students got Approaches on Science STAAR.

Root Cause 4: Limited academic vocabulary, background knowledge, and opportunities to practice. Teachers need refresher on SIOP strategies and classroom examples and an extended planning day.

Problem Statement 4 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
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data

Parent/Community Data

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

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 2022 to 2023.

Performance Objective 1: The percent of Bowman students that score Meets grade level or above on the STAAR Reading 6-8 will increase from 55% in 2022 to 56% by June 2023. The Special Education group performance will increase from 17% in 2022 to 20% in June 2023. The English Learner student group performance will increase from 37% in 2022 to 39% in 2023.

Evaluation Data Sources: 2023 STAAR Reading 6-8

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: 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. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Campus Administration and Campus Leadership	40%		

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: PLC Coach and Instructional Coach will meet with collaborative team facilitators prior to the monthly campus-wide PD to coach the facilitators on leading the school through effective SIOP strategies. This time will be focused on teaching different speaking, reading, listening, and writing strategies that can be used across all content and grade levels. The PLC Coach will also participate in one-on-one coaching sessions with the collaborative facilitators. **Strategy's Expected Result/Impact:** Increasing function of collaborative teams resulting in increased student achievement. **Staff Responsible for Monitoring:** Campus Administration and Leadership	35%		

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: 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. **Strategy's Expected Result/Impact:** Increased academic performance by implementing the 4 critical questions and instructional protocols. **Staff Responsible for Monitoring:** Campus Administration and Leadership	35%		

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Increase capacity of teachers in strategies for educating students who are English Language Learners through a continued PD plan. The plan will include embedding SIOP and 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. **Strategy's Expected Result/Impact:** Increase in use of Language Objectives and ELL strategies in the classroom. Increase of individual accountability in reading, writing, listening, and speaking in the classroom. **Staff Responsible for Monitoring:** Campus Instructional Leadership Team			

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Utilize Extended Planning - Collaborative team will meet for one full day to create rigorous, engaging lessons that focus on priority TEKS and incorporate EL strategies. Lessons will provide support and extension based on student need and formative data. **Strategy's Expected Result/Impact:** Increase student achievement including the percentage of students who meet their expected growth on Winter and Spring MAP and perform at the Approaches level or higher on STAAR. **Staff Responsible for Monitoring:** Campus Instructional Leadership Team			

 No Progress Accomplished Continue/Modify Discontinue

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 2022 to 2023.

Performance Objective 1: The percent of Bowman students that score Meets grade level or above on the STAAR Math 6-8 will increase from 53% in 2022 to 54% by June 2023. The Special Education group performance will increase from 27% in 2022 to 30% in June 2023. The English Learner student group performance will increase from 36% in 2022 to 38% in 2023.

Evaluation Data Sources: 2023 STAAR Math 6-8

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: 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. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Campus Instructional Leadership Team			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: PLC Coach and Instructional Coach will meet with collaborative team facilitators prior to the monthly campus-wide PD to coach the facilitators on leading the school through effective SIOP strategies. This time will be focused on teaching different speaking, reading, listening, and writing strategies that can be used across all content and grade levels. The PLC Coach will also participate in one-on-one coaching sessions with the collaborative facilitators. **Strategy's Expected Result/Impact:** Increasing functioning of collaborative teams resulting in increased student achievement. **Staff Responsible for Monitoring:** Campus Instructional Leadership Team			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: 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 **Strategy's Expected Result/Impact:** Campus-wide implementation campus mission, values and goals. Increased academic performance by implementing the 4 critical questions and instructional protocols. **Staff Responsible for Monitoring:** Campus Instructional Leadership Team			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Increase capacity of teachers in strategies for educating students who are English Language Learners through a continued PD plan. The plan will include embedding SIOP and 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. **Strategy's Expected Result/Impact:** Increase in use of Language Objectives and ELL strategies in the classroom. Increase of individual accountability in reading, writing, listening, and speaking in the classroom. **Staff Responsible for Monitoring:** Campus Instructional Leadership Team			

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Utilize Extended Planning - Collaborative team will meet for one full day to create rigorous, engaging lessons that focus on priority TEKS and incorporate EL strategies. Lessons will provide support and extension based on student need and formative data. **Strategy's Expected Result/Impact:** Increase student achievement including the percentage of students who meet their expected growth on Winter and Spring MAP and perform at the Approaches level or higher on STAAR. **Staff Responsible for Monitoring:** Campus Leadership Team			

 No Progress Accomplished Continue/Modify Discontinue

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 2022 to 2023.

Performance Objective 1: The percent of Bowman students that score Meets grade level or above on the STAAR Science 8th Grade will increase from 48% in 2022 to 49% by June 2023. The Special Education group performance will increase from 17% in 2022 to 20% in June 2023. The English Learner student group performance will increase from 31% in 2022 to 33% in 2023.

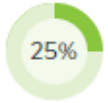
Evaluation Data Sources: 2023 STAAR Science 8

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: 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. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Campus Instructional Leadership Team			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: PLC Coach and Instructional Coach will meet with collaborative team facilitators prior to the monthly campus-wide PD to coach the facilitators on leading the school through effective SIOP strategies. This time will be focused on teaching different speaking, reading, listening, and writing strategies that can be used across all content and grade levels. The PLC Coach will also participate in one-on-one coaching sessions with the collaborative facilitators. **Strategy's Expected Result/Impact:** Increasing functioning of collaborative teams resulting in increased student achievement. **Staff Responsible for Monitoring:** Campus Instructional Leadership Team			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: 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 **Strategy's Expected Result/Impact:** Campus-wide implementation campus mission, values and goals. Increased academic performance by implementing the 4 critical questions and instructional protocols. **Staff Responsible for Monitoring:** Campus Instructional Leadership Team			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Increase capacity of teachers in strategies for educating students who are English Language Learners through a continued PD plan. The plan will include embedding SIOP and 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. **Strategy's Expected Result/Impact:** Increase in use of Language Objectives and ELL strategies in the classroom. Increase of individual accountability in reading, writing, listening, and speaking in the classroom. **Staff Responsible for Monitoring:** Campus Instructional Leadership Team			

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Utilize Extended Planning - Collaborative team will meet for one full day to create rigorous, engaging lessons that focus on priority TEKS and incorporate EL strategies. Lessons will provide support and extension based on student need and formative data. **Strategy's Expected Result/Impact:** Increase student achievement including the percentage of students who meet their expected growth on Winter and Spring MAP and perform at the Approaches level or higher on STAAR. **Staff Responsible for Monitoring:** Campus Leadership Team			

 No Progress Accomplished Continue/Modify Discontinue

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 42% in 2022 to 43% by June 2023. The Special Education group performance will increase from 20% in 2022 to 23% in June 2023. The English Learner student group performance will increase from 25% in 2022 to 28% in 2023.

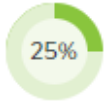
Evaluation Data Sources: 2023 Social Studies STAAR 8

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: 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. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Campus Instructional Leadership Team	35%		

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: PLC Coach and Instructional Coach will meet with collaborative team facilitators prior to the monthly campus-wide PD to coach the facilitators on leading the school through effective SIOP strategies. This time will be focused on teaching different speaking, reading, listening, and writing strategies that can be used across all content and grade levels. The PLC Coach will also participate in one-on-one coaching sessions with the collaborative facilitators. **Strategy's Expected Result/Impact:** Increasing functioning of collaborative teams resulting in increased student achievement. **Staff Responsible for Monitoring:** Campus Instructional Leadership Team	35%		

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: 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 **Strategy's Expected Result/Impact:** Campus-wide implementation campus mission, values and goals. Increased academic performance by implementing the 4 critical questions and instructional protocols. **Staff Responsible for Monitoring:** Campus Instructional Leadership Team	35%		

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Increase capacity of teachers in strategies for educating students who are English Language Learners through a continued PD plan. The plan will include embedding SIOP and 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. **Strategy's Expected Result/Impact:** Increase in use of Language Objectives and ELL strategies in the classroom. Increase of individual accountability in reading, writing, listening, and speaking in the classroom. **Staff Responsible for Monitoring:** Campus Instructional Leadership Team			

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Utilize Extended Planning - Collaborative team will meet for one full day to create rigorous, engaging lessons that focus on priority TEKS and incorporate EL strategies. Lessons will provide support and extension based on student need and formative data. **Strategy's Expected Result/Impact:** Increase student achievement including the percentage of students who meet their expected growth on Winter and Spring MAP and perform at the Approaches level or higher on STAAR. **Staff Responsible for Monitoring:** Campus Leadership Team			

 No Progress Accomplished Continue/Modify Discontinue

SBIC

Committee Role	Name	Position
Administrator	Brooks Baca	Principal
Administrator	Brittany Castillo	Assistant Principal
Administrator	Treesia Brannon	Assistant Principal
Classroom Teacher	Bailey Schalk	ELA Department Chair
Classroom Teacher	Rachel Willms	Math Department Chair
Classroom Teacher	Dan Mitchell	Science Dept Chair
Classroom Teacher	Dawn Korpal	Social Studies Dept Chair
Non-classroom Professional	Tracie Chambers	Librarian
Non-classroom Professional	Jordan Smith	PLC Coach
Non-classroom Professional	Kristin Ernst	Instructional Coach
Non-classroom Professional	Joy Williams	Special Ed Dept Chair
Non-classroom Professional	Guadalupe Alvarenga	Parent Liaison
Parent	Brenda Bean	Parent
Community Representative	Lindsay Jackson	Community Member
Parent	Ester Escobar	Parent
Parent	Dora Vasquez	Parent
Parent	Karla Arredondo	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	$4,590.00
				+/- Difference	$4,590.00

199 Bilingual/ESL/ELL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,992.00
				+/- Difference	$1,992.00

211 Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$362,880.00
				+/- Difference	$362,880.00

282 ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$23,100.00
				+/- Difference	$23,100.00
				Grand Total Budgeted	$392,562.00
				Grand Total Spent	$0.00
				+/- Difference	$392,562.00

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Bowman

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 6

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	31	138	51	1	22	0	34	162	7	138	198	51	249
2022	68	30	57	100	82		12	35	71	29	44	55	46
2023	70	32	58	100	83		15	37	72	31	45	56	47
2024	72	34	58	100	83		18	39	72	33	45	58	47
2025	74	36	59	100	84		22	41	73	36	46	60	48
2026	78	40	61	100	86		28	45	75	40	48	63	50
2027	82	44	62	100	87		35	49	76	45	49	66	51

HB3 Campus Goals - All Grades STAAR at Meets Standard

Bowman

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 7

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	23	170	52	0	33	0	37	174	9	132	233	56	289
2022	78	51	77		82		22	51	67	44	61	62	62
2023	80	53	78		83		25	53	68	46	62	63	63
2024	82	55	78		83		28	55	68	48	62	65	63
2025	84	57	79		84		32	57	69	51	63	67	64
2026	88	61	81		86		38	61	71	55	65	70	66
2027	92	65	82		87		45	65	72	60	66	73	67

HB3 Campus Goals - All Grades STAAR at Meets Standard

Bowman

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	28	160	41	0	26	1	30	162	14	109	224	36	260
2022	54	53	61		77	0	17	51	50	40	57	58	57
2023	56	55	62		78	2	20	53	51	42	58	59	58
2024	58	57	62		78	4	23	55	51	44	58	61	58
2025	60	59	63		79	6	27	57	52	47	59	63	59
2026	64	63	65		81	10	33	61	54	51	61	66	61
2027	68	67	66		82	14	40	65	55	56	62	69	62

HB3 Campus Goals - All Grades STAAR at Meets Standard

Bowman

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

All Grades

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	82	468	144	1	81	1	101	498	30	379	655	143	798
2022	66	46	65	100	80	0	17	46	60	37	55	59	55
2023	68	48	66	100	81	2	20	48	61	39	56	60	56
2024	70	50	66	100	81	4	23	50	61	41	56	62	56
2025	72	52	67	100	82	6	27	52	62	44	57	64	57
2026	76	56	69	100	84	10	33	56	64	48	59	67	59
2027	80	60	70	100	85	14	40	60	65	53	60	70	60

HB3 Campus Goals - All Grades STAAR at Meets Standard

Bowman

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 6

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	31	138	51	1	22	0	34	162	7	138	198	51	249
2022	58	32	61	0	95		24	38	29	34	48	45	48
2023	61	34	62	1	96		27	40	30	36	49	47	49
2024	64	37	64	3	98		30	43	32	38	51	49	51
2025	67	41	66	5	100		34	47	34	41	53	52	53
2026	73	45	68	7	100		39	51	36	45	55	56	55
2027	79	51	71	10	100		46	57	39	50	58	61	58

HB3 Campus Goals - All Grades STAAR at Meets Standard

Bowman

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 7

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	14	129	25	0	9	0	33	134	6	100	145	39	184
2022	64	28	52		44		18	29	50	26	34	44	36
2023	67	30	53		45		21	31	51	28	35	46	37
2024	70	33	55		47		24	34	53	30	37	48	39
2025	73	37	57		49		28	38	55	33	39	51	41
2026	79	41	59		51		33	42	57	37	41	55	43
2027	85	47	62		54		40	48	60	42	44	60	46

HB3 Campus Goals - All Grades STAAR at Meets Standard

Bowman

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	37	201	68	0	50	1	34	202	17	141	312	53	365
2022	70	52	75		90	0	38	54	53	44	66	53	64
2023	73	54	76		91	2	41	56	54	46	67	55	65
2024	76	57	78		93	4	44	59	56	48	69	57	67
2025	79	61	80		95	7	48	63	58	51	71	60	69
2026	85	65	82		97	11	53	67	60	55	73	64	71
2027	91	71	85		100	15	60	73	63	60	76	69	74

HB3 Campus Goals - All Grades STAAR at Meets Standard

Bowman

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

All Grades

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	82	468	144	1	81	1	101	498	30	379	655	143	798
2022	65	40	66	0	86	0	27	42	47	36	54	48	53
2023	68	42	67	1	87	2	30	44	48	38	55	50	54
2024	71	45	69	3	89	4	33	47	50	40	57	52	56
2025	74	49	71	5	91	7	37	51	52	43	59	55	58
2026	80	53	73	7	93	11	42	55	54	47	61	59	60
2027	86	59	76	10	96	15	49	61	57	52	64	64	63

HB3 Campus Goals - All Grades STAAR at Meets Standard

Bowman

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Science 8

Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	28	160	41	0	26	1	30	162	14	109	224	36	260
2022	54	41	59		73	0	17	43	50	31	49	47	48
2023	56	43	60		74	2	20	45	51	33	50	48	49
2024	59	45	60		74	4	23	47	51	36	50	50	49
2025	62	47	61		75	7	27	50	52	39	51	52	50
2026	66	51	63		77	11	32	54	54	43	53	55	52
2027	71	55	64		78	15	39	58	55	48	54	59	53

HB3 Campus Goals - All Grades STAAR at Meets Standard

Bowman

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Social Studies 8

Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	28	160	41	0	26	1	30	162	14	109	224	36	260
2022	57	32	54		69	0	20	31	29	25	43	39	42
2023	59	34	55		70	3	23	33	30	28	44	41	43
2024	62	37	57		72	6	26	36	32	31	46	43	45
2025	66	41	59		74	10	30	40	34	34	48	46	47
2026	71	46	61		76	16	35	45	36	40	50	50	49
2027	77	52	64		79	23	42	51	39	46	53	54	52

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
Principal, Executive Director for Student & Family Services	**Bullying** **Staff Prevention** ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations **Staff Education** ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process **Staff Intervention** ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies **Student Prevention** ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas **Student Education** ● Explain referral process/contacts ● Anonymous Tip Line **Student Intervention** ● Apply classroom interventions	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	• Employ discipline interventions • Use other intervention strategies as necessary/appropriate • Conference with parents/students		
Principal, District Coordinator K-12 Health and Physical Education, District Health Services	**Coordinated Health Program** **Coordinated School Health** • K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. Campus Wellness Plan • K-8 Include at least one Parent on Campus Wellness Team. • K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. • K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. • K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. **Fitness** • 3-8 Pre and Post Assess all eligible students using fitness test components. • 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. **Physical Activity Requirements** • K-8 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.	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	● K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. ● K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. ● K-5 Ensure students are receiving daily unstructured play during recess. ● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. **Attendance** ● K-8 Monitor attendance of students and follow up on prominent and chronic absences.		
Principal, Human Resources	**Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** ● Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. ● Funding source: State and Local	ESSA	
Principal, Executive Director for Student and Family Services	**Parent Involvement** ● Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local ● Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local ● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local ● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local		

	● Utilize social media to keep parents and community informed. Funding source: State and Local ● PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local ● Partner with PTA to offer parental programs on a variety of topics (academic, social, etc…). Funding source: State and Local ● Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA		