Plano Independent School District

Bowman Middle School

2023-2024 Improvement Plan

Board Approval Date: October 3, 2023

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

Student enrollment is 835 students as of July 2023. The Bowman ELL student population is increasing with 369 students, about 44% of the student population; this has slightly increased from 22-23.   The 6th grade total population of ESL students is 120; 7th grade is 121, and 8th grade is 128.   65% of students are on free or reduced lunch, which is a 5% increase from the 22-23 school year; 17% of students are served by Special Education, and almost 11%% 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. Bowman has a 95.17% Attendance Rate. The absence rate is proportionate to the ethnicity breakdown.   Discipline referrals are proportionate to ethnicity.

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 4-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 MAP growth, state assessments and met their performance goal on six STAAR content areas for 22-23.

-Bowman's Special Education population met their performance target for Meets in 4 STAAR content tests.

-Bowman maintains a teacher ratio of about 23:1.

-Bowman's Attendance Rates are 95.17, only slightly under the district goal of 96%.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Over 87% of students have been in the ESL program for 5+ years. Over 50% of ESL students decreased in their Writing score from 21-22 to 22-23. 20.   **Root Cause:** EL students have limited academic vocabulary, background knowledge, and opportunities to practice speaking using complex sentences and academic

language.

Problem Statement 2: Hispanic students receiving largest amount of DAEP, 84% with a population of 56%.

Student Learning

Student Learning Summary

On Spring 2023 MAP:

-61% of 6th grade students met their projected growth in Math; 54% met in Reading; 67% in Science

-47% of 7th grade students met their projected growth in Math; 57% met their projected growth in Reading, 60% in Science

-43% of 8th grade student met their projected growth in Math (non-Algebra), 96% met projected growth in Algebra I; 51% in Reading; 62% in Science

-overall in 6th-8th grade, Bowman quintile groups surpass the district average for projected growth in Math, Reading, and Science.

On the 2023 Spring STAAR/EOC tests, according to preliminary results:

-6th grade Math and Reading, 78% of students likely passed or scored in the top 50% of the Zone of Uncertainty

-7th grade Math, 71% likely passed on scored in the top 50% of the Zone of Uncertainty

-7th grade Reading, 90% likely passed or scored in the top 50% of the Zone of Uncertainty

-8th grade Math, 89% likely passed or scored in the top 50% of the Zone of Uncertainty

-Algebra I EOC preliminary results, 100% of students passed;

-8th grade Reading, 91% likely passed or scored in the top 50% of the Zone of Uncertainty

-8th grade Science, 82% likely passed or scored in the top 50% of the Zone of Uncertainty

-8th grade Social Studies, 72% likely passed or scored in the top 50% of the Zone of Uncertainty

Student Learning Strengths

Spring 2023 MAP testing

- Emergent Bilingual and Economically Disadvantaged sub-populations are within close range or higher than the General Education population for 6th-8th grade Math and 6th-8th grade Reading.
- 6th grade Math met goals in all areas of MAP testing.
- 8th grade students served through Special Education were at the 61st percentile for conditional growth in Math, above the general ed population for conditional growth.
- 6th and 7th grade students met goals for Conditional Growth Percentile in Reading (goal was at least 50th percentile, and 7th grade was at 49th percentile).
- 6th-8th grade students met all goals for growth on Science MAP, and in 6th grade Science, all sub pops met their growth goals.

- Generally, Quintile 5 is making over one year's growth in 6th-8th grade Math, Reading, and Science.

In Spring 2022 (most recent results)

- 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 (Prioritized): In Spring 2023, only 41% of EL students got Meets Expectation on STAAR Science, and the goal was 43%. **Root Cause:** Limited academic vocabulary, background knowledge, and opportunities to practice. Students need more practice making abstract concepts more tangible. Vocabulary should be presented earlier in the unit and posted around the room.

Problem Statement 2 (Prioritized): In Spring 2023, only 6% of students served through Special Education earned Meets on STAAR Social Studies, and the goal was 20%. **Root Cause:** Limited exposure of concepts equals less background knowledge, limited vocabulary, more abstract concepts, students need more practice with informational texts

Problem Statement 3: On Spring 23 7th grade Math MAP, Quintile 2 students only made 76% growth, and the goal is 100% growth. **Root Cause:** Teacher focus is on intevention rather than enrichment; focus is on 7th grade TEKS only and not extending to 8th grade TEKS

Problem Statement 4: On Spring 23 8th grade Math MAP, quintile 2 students only made 36% growth, and the goal is 100%. **Root Cause:** Teacher focus is on intevention rather than enrichment; focus is on 8th grade TEKS only and not extending to 9th grade TEKS; students do not know how to use application/solution on calculator or how to navigate calculator tricks; students are impacted not from lack of content knowledge but lack of calculator skills.

Problem Statement 5 (Prioritized): In Spring 2023, 32% of students earned Meets Expectations on 7th grade STAAR Math, and the goal was 36%; students served through Special Ed earned 9% on Meets and the goal was 18%.

Problem Statement 6 (Prioritized): In Spring 2023, writing scores were lower than reading scores in 6th-8th grade. **Root Cause:** Students have had more years of practice with reading responses; students need more practice with extended constructed responses

Problem Statement 7: 7th grade students served through Special Education earned 17% Meets Expectation 2023 RLA STAAR, and the goal for 2024 is 28%. **Root Cause:** Bowman did not meet the goal in 2022, so the gap between actual scores and 2024 goal has increased; limited vocabulary, lack of background knowledge; limited fluency and

comprehension skills

Problem Statement 8 (Prioritized): On Spring MAP, Quintile 1 students made less than one year's growth (6th grade is 61%,7th grade is 36%, 8th grade is -35%). **Root Cause:** Honors curriculum is not rigorous enough; over-reliance on scaffolding starting at below grade-level instead of top-down scaffolding; texts are not rigorous enough to challenge Honors students; question and sentence stems might not always encourage extended or higher level thinking.

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 and was recognized again in 22-23 as a PLC Model School.

-Master schedule allows for content teams to meet with PLC 3-4 times per week; participants include teachers, Instructional and PLC coaches, and Administrator support

-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.

-Tutorials available in each content area every Monday-Friday mornings and Monday-Thursday after school throughout the school year

-Data such as informal and formal assessments, grades, and teacher feedback used to determine need for mandatory tutorials;

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: In need of a specific Bowman Middle School Instructional Snapshot for the 23-24 school year **Root Cause:** Leadership team began the snapshot end of 22-23 school year and we are in the initiation stage for all staff during the 23-24 school year

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.

Opportunities provided at Bowman to support a partnership are: PTA, Parent Liaison who communicates with families, hosts parent groups and ESL classes; Social Worker through PISD, Plano Up counseling services on campus for qualifying students, 6th grade Curriculum Night and Incoming 6th Grader Night, Schedule pick-up and Meet the Teacher, and Quarterly Honor Roll and Student Award Celebrations.

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 acknowledged and celebrated.

Overall, Bowman is perceived to be a campus where student growth is prioritized.

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, community 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 resources in a way that directly supports teachers

The March 2023 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.

-Staff reports that the common areas in need of correction are hallways/bathrooms; report students are pushing, shoving, running, foul language;

Attendance has increased from 94% in the 2021 school year to 95% in the 2022 school year.

Data from Plano's Student Management System reports that:
-Physical aggression (pushing and shoving) is mild;

-Fighting/Threatening rarely happen on campus

Inclusion of Spanish-speaking parents in SBIC; meetings and classes conducted by Parent Liaison in which Spanish-speaking families join ESL classes and attendance classes;

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to a Staff Perception Survey conducted in Spring 2022, staff perceives the common areas with the most misbehavior are the bathrooms and the hallways.   **Root Cause:** There is lack of adult supervision inside the school bathrooms.

Priority Problem Statements

Problem Statement 1: Over 87% of students have been in the ESL program for 5+ years. Over 50% of ESL students decreased in their Writing score from 21-22 to 22-23. 20.
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: In Spring 2023, only 6% of students served through Special Education earned Meets on STAAR Social Studies, and the goal was 20%.
Root Cause 2: Limited exposure of concepts equals less background knowledge, limited vocabulary, more abstract concepts, students need more practice with informational texts
Problem Statement 2 Areas: Student Learning

Problem Statement 3: In Spring 2023, only 41% of EL students got Meets Expectation on STAAR Science, and the goal was 43%.
Root Cause 3: Limited academic vocabulary, background knowledge, and opportunities to practice. Students need more practice making abstract concepts more tangible. Vocabulary should be presented earlier in the unit and posted around the room.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: In Spring 2023, 32% of students earned Meets Expectations on 7th grade STAAR Math, and the goal was 36%; students served through Special Ed earned 9% on Meets and the goal was 18%.
Root Cause 4:
Problem Statement 4 Areas: Student Learning

Problem Statement 5: In Spring 2023, writing scores were lower than reading scores in 6th-8th grade.
Root Cause 5: Students have had more years of practice with reading responses; students need more practice with extended constructed responses
Problem Statement 5 Areas: Student Learning

Problem Statement 6: On Spring MAP, Quintile 1 students made less than one year's growth (6th grade is 61%,7th grade is 36%, 8th grade is -35%).
Root Cause 6: Honors curriculum is not rigorous enough; over-reliance on scaffolding starting at below grade-level instead of top-down scaffolding; texts are not rigorous enough to challenge Honors students; question and sentence stems might not always encourage extended or higher level thinking.
Problem Statement 6 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
- 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: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

1.2 Strategic Plan - Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.

1.3 Strategic Plan - Design and implement a program evaluation model and calendar that provides data for program improvement on an annual basis.

1.4 Strategic Plan - Design student experiences to increase student agency and engagement in and out of the classroom.

1.7 DIP - 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/EOC ELAR from 2022 baseline to 2024.

1.8 DIP - 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/EOC Math from 2022 baseline to 2024.

1.9 DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2022 baseline to 2024.

1.10 DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies from 2022 baseline to 2024.

Performance Objective 1: 6-8 READING LANGUAGE ARTS

The percent of 6th grade students that score Meets grade level or above on STAAR Reading will increase from 55% in 2023 to 56% by June 2024. The Special Education student group performance will increase from 26% in 2023 to 27% by June 2024. The Economically Disadvantaged student group performance will increase from 39% in 2023 to 40% by 2024.

The percent of 7th grade students that score Meets grade level or above on STAAR Reading will increase from 59% in 2023 to 63% by June 2024. The Special Education student group performance will increase from 17% in 2023 to 28% by June 2024. The Economically Disadvantaged student group performance will increase from 49% in 2023 to 55% by 2024.

The percent of 8th grade students that score Meets grade level or above on STAAR Reading will increase from 70% in 2023 to 71% by June 2024. The Special Education student group performance will increase from 25% in 2023 to 26% by June 2024. The Economically Disadvantaged student group performance will increase from 62% in 2023 to 63% by 2024.

Evaluation Data Sources: 2024 STAAR Reading Language Arts

Strategy 1 Details	Reviews		
Strategy 1: Campus Instructional Leadership Team including Campus Administration, PLC Coach, and Title I Coach will continue to implement yearlong walk-throughs, feedback, coaching, and professional learning around Tier 1 instruction. The plan will include embedding Lead4Ward strategies in the PLC framework and collaborative team process.	**Formative**		**Summative**
	Nov	**Feb**	**June**
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 administrators and leadership team.			

Strategy 2 Details	Reviews		
Strategy 2: PLC Coach and Instructional Coach will meet with collaborative team facilitators 6 times over the course of the school year to coach the facilitators on effectively leading a PLC. This time will be focused on deepening understanding of data use, instructional strategies, and success criteria. The PLC Coach will also participate in one-on-one coaching sessions with the collaborative facilitators based on need.	**Formative**		**Summative**
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Increasing function of collaborative teams resulting in increased student achievement.
    Staff Responsible for Monitoring: Campus administrators and leadership team.
 	
    Funding Sources: After-hours pay for additional learning - 282 ESSER III - $1,575			

Strategy 3 Details	Reviews		
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.	**Formative**		**Summative**
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased academic performance and one year's growth for all students by implementing the 4 critical questions and instructional protocols. **Staff Responsible for Monitoring:** Campus administrators and leadership team.			

Strategy 4 Details			Reviews		

Strategy 4: Increase capacity of teachers in strategies for educating students who are English Language Learners through a continued PD plan and instructional coaching. 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
			Formative		**Summative**

			Nov	**Feb**	**June**

Strategy 5 Details			Reviews		

Strategy 5: Utilize Extended Planning - Collaborative teams will meet 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
			Formative		**Summative**

			Nov	**Feb**	**June**

Strategy 6 Details			Reviews		

Strategy 6: Bowman will purchase and implement iexcel for English classes.
    Strategy's Expected Result/Impact: Students will receive remediation and extension in their specific areas of need based on MAP and TELPAS data.
    Staff Responsible for Monitoring: Campus Instructional Leadership
 	
    Funding Sources: iexcel programming - 211 Title I, Part A - $1,965
			Formative		**Summative**

			Nov	**Feb**	**June**

Strategy 7 Details			Reviews		

Strategy 7: Teachers will spiral in Readiness Standards that are most difficult for students who show below Mastery by offering after-hour tutorials to work on those specific skills.
    Strategy's Expected Result/Impact: Increase in student growth in Readiness standards in ELAR.
    Staff Responsible for Monitoring: Campus Instructional Leadership Team
 	
    Funding Sources: After-hour teachers for tutorials - 282 ESSER III - $3,465
			Formative		**Summative**

			Nov	**Feb**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

1.2 Strategic Plan - Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.

1.3 Strategic Plan - Design and implement a program evaluation model and calendar that provides data for program improvement on an annual basis.

1.4 Strategic Plan - Design student experiences to increase student agency and engagement in and out of the classroom.

1.7 DIP - 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/EOC ELAR from 2022 baseline to 2024.

1.8 DIP - 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/EOC Math from 2022 baseline to 2024.

1.9 DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2022 baseline to 2024.

1.10 DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies from 2022 baseline to 2024.

Performance Objective 2: 6-8 MATHEMATICS

The percent of 6th grade students that score Meets grade level or above on STAAR Math will increase from 49% in 2023 to 51% by June 2024. The Special Education student group performance will increase from 24% in 2023 to 30% by June 2024. The Economically Disadvantaged student group performance will increase from 33% in 2023 to 43% by 2024.

The percent of 7th grade students that score Meets grade level or above on STAAR Math will increase from 32% in 2023 to 39% by June 2024. The Special Education student group performance will increase from 9% in 2023 to 24% by June 2024. The Economically Disadvantaged student group performance will increase from 27% in 2023 to 34% by 2024.

The percent of 8th grade students that score Meets grade level or above on STAAR Math will increase from 64% in 2023 to 67% by June 2024. The Special Education student group performance will increase from 23% in 2023 to 44% by June 2024. The Economically Disadvantaged student group performance will increase from 58% in 2023 to 59% by 2024.

Strategy 1 Details		Reviews		
Strategy 1: Campus Instructional Leadership Team including Campus Administration, PLC Coach, and Title I Coach will continue to implement yearlong walk-throughs, feedback, coaching, and professional learning around Tier 1 instruction. The plan will include embedding Lead4Ward strategies in the PLC framework and collaborative team process.		**Formative**		**Summative**
		Nov	**Feb**	**June**
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 administrators and leadership team				

Strategy 2 Details		Reviews		
Strategy 2: PLC Coach and Instructional Coach will meet with collaborative team facilitators 6 times to coach the facilitators on effectively leading a PLC. This time will be focused on deepening understanding of data use, instructional strategies, and success criteria. The PLC Coach will also participate in one-on-one coaching sessions with the collaborative facilitators based on need.		**Formative**		**Summative**
		Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Increasing function of collaborative teams resulting in increased student achievement.
    Staff Responsible for Monitoring: Campus administrators and leadership team.
 	
    Funding Sources: funding for extra learning - 282 ESSER III - $1,575				

Strategy 3 Details		Reviews		
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.		**Formative**		**Summative**
		Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased academic performance and one year's growth for all students by implementing the 4 critical questions and instructional protocols. **Staff Responsible for Monitoring:** Campus administrators and leadership team.				

Strategy 4 Details		Reviews		
Strategy 4: Increase capacity of teachers in strategies for educating students who are English Language Learners through a continued PD plan and instructional coaching. 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.		**Formative**		**Summative**
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Strategy 5 Details			Reviews		
Strategy 5: Utilize Extended Planning - Collaborative teams will meet 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.			Formative		Summative
			Nov	Feb	June
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					

Strategy 6 Details			Reviews		
Strategy 6: Campus will purchase and implement iexcel for Math classes.			Formative		Summative
			Nov	Feb	June
Strategy's Expected Result/Impact: Students will receive intervention and enrichment in areas of need as determined by MAP and TELPAS data. **Staff Responsible for Monitoring:** Campus Leadership Team **Funding Sources:** purchase of iexcel programming - 211 Title I, Part A - $1,965					

Strategy 7 Details			Reviews		
Strategy 7: Teachers will spiral in Readiness Standards that are most difficult for students who show below Mastery by offering after-hour tutorials to work on those specific skills.			Formative		Summative
			Nov	Feb	June
Strategy's Expected Result/Impact: increased Meets percentage for Readiness Standards. **Staff Responsible for Monitoring:** Instructional Leadership Team **Funding Sources:** Extra duty pay for tutors - 282 ESSER III - $4,620					

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

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1.9 DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2022 baseline to 2024.

1.10 DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies from 2022 baseline to 2024.

Performance Objective 3: 6-8 SCIENCE

The percent of 8th grade students that score Meets grade level or above on STAAR Science will increase from 53% in 2023 to 49% by June 2024. The Special Education student group performance will increase from 16% in 2023 to 23% by June 2024. The Economically Disadvantaged student group performance will increase from 41% in 2023 to 47% by 2024.

> **Evaluation Data Sources:** 2024 STAAR Science

Strategy 1 Details	Reviews		
Strategy 1: Campus Instructional Leadership Team including Campus Administration, PLC Coach, and Title I Coach will continue to implement yearlong walk-throughs, feedback, coaching, and professional learning around Tier 1 instruction. The plan will include embedding Lead4Ward strategies in the PLC framework and collaborative team process.	**Formative**		**Summative**
	Nov	**Feb**	**June**
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 administrators and leadership team			

Strategy 2 Details	Reviews		
Strategy 2: PLC Coach and Instructional Coach will meet with collaborative team facilitators 6 times to coach the facilitators on effectively leading a PLC. This time will be focused on deepening understanding of data use, instructional strategies, and success criteria. The PLC Coach will also participate in one-on-one coaching sessions with the collaborative facilitators based on need.	**Formative**		**Summative**
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Increasing function of collaborative teams resulting in increased student achievement.
    Staff Responsible for Monitoring: Campus Administrators and leadership team
 	
    Funding Sources: after hour pay for extended learning - 282 ESSER III - $1,575			

Strategy 3 Details	Reviews		
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.	**Formative**		**Summative**
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased academic performance and one year's growth for all students by implementing the 4 critical questions and instructional protocols. **Staff Responsible for Monitoring:** Campus Instructional Leadership Team			

Strategy 4 Details	Reviews		
Strategy 4: Increase capacity of teachers in strategies for educating students who are English Language Learners through a continued PD plan and instructional coaching. 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.	**Formative**		**Summative**
	Nov	**Feb**	**June**
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		Reviews	
Strategy 5: Utilize Extended Planning - Collaborative teams will meet 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.		Formative		Summative
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		Nov	Feb	June

Strategy 6 Details		Reviews	
Strategy 6: Teachers will spiral in Readiness Standards that are most difficult for students who show below Mastery by offering after-hour tutorials to work on those specific skills.		Formative		Summative
Strategy's Expected Result/Impact: Increased Meets percentage for Readiness Standards **Staff Responsible for Monitoring:** Instructional Leadership Team **Funding Sources:** extra duty pay for tutors - 282 ESSER III - $4,620		Nov	Feb	June

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

1.2 Strategic Plan - Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.

1.3 Strategic Plan - Design and implement a program evaluation model and calendar that provides data for program improvement on an annual basis.

1.4 Strategic Plan - Design student experiences to increase student agency and engagement in and out of the classroom.

1.7 DIP - 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/EOC ELAR from 2022 baseline to 2024.

1.8 DIP - 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/EOC Math from 2022 baseline to 2024.

1.9 DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2022 baseline to 2024.

1.10 DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies from 2022 baseline to 2024.

Performance Objective 4: 6-8 SOCIAL STUDIES

The percent of students that score Meets grade level or above on STAAR Grade 8 Social Studies will increase from 44% in 2023 to 45% by June 2024. The Special Education student group performance will increase from 6% in 2023 to 26% by June 2024. The Economically Disadvantaged student group performance will increase from 32% in 2023 to 36% by 2024.

> **Evaluation Data Sources:** 2024 Eighth Grade STAAR Social Studies

Strategy 1 Details	Reviews		
Strategy 1: Campus Instructional Leadership Team including Campus Administration, PLC Coach, and Title I Coach will continue to implement yearlong walk-throughs, feedback, coaching, and professional learning around Tier 1 instruction. The plan will include embedding Lead4Ward strategies in the PLC framework and collaborative team process.	Formative		Summative
	Nov	Feb	June
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 administrators and leadership team			

Strategy 2 Details	Reviews		
Strategy 2: PLC Coach and Instructional Coach will meet with collaborative team facilitators 6 times to coach the facilitators on effectively leading a PLC. This time will be focused on deepening understanding of data use, instructional strategies, and success criteria. The PLC Coach will also participate in one-on-one coaching sessions with the collaborative facilitators based on need.	Formative		Summative
	Nov	Feb	June
Strategy's Expected Result/Impact: Increasing function of collaborative teams resulting in increased student achievement. **Staff Responsible for Monitoring:** Campus administrators and leadership team **Funding Sources:** Extra pay for after-hour learning - 282 ESSER III - $1,575			

Strategy 3 Details	Reviews		
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.	Formative		Summative
	Nov	Feb	June
Strategy's Expected Result/Impact: Increased academic performance and one year's growth for all students by implementing the 4 critical questions and instructional protocols. **Staff Responsible for Monitoring:** Campus Instructional Leadership Team			

Strategy 4 Details	Reviews		
Strategy 4: Increase capacity of teachers in strategies for educating students who are English Language Learners through a continued PD plan and instructional coaching. 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.	Formative		Summative
	Nov	Feb	June
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		Reviews		

Strategy 5: Utilize Extended Planning - Collaborative teams will meet 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
		Formative		Summative

		Nov	Feb	June

Strategy 6 Details		Reviews		

Strategy 6: Teachers will spiral in Readiness Standards that are most difficult for students who show below Mastery by offering after-hour tutorials to work on those specific skills.
    Strategy's Expected Result/Impact: Increased Meets percentage for Readiness Standards.
    Staff Responsible for Monitoring: Instructional Leadership Team
 	
    Funding Sources: Extra duty pay for teachers - 282 ESSER III - $1,155
		Formative		Summative

		Nov	Feb	June

	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 2: Pillar 2 - Life Ready - All Plano ISD students will have access to programs and experiences that will build a future-ready workforce and successfully bridge students to their chosen pathways.

Strategic Plan - 2.1 Design, build and implement programs that provide expanded pathways for students to high-wage, high-demand careers that span a variety of interests.

Strategic Plan - 2.2 Provide improved marketing, communications and advising for students and families related to pathways for the future.

Strategic Plan - 2.3 Increase access and opportunities for students to achieve CCMR readiness status (Pre-K through 12th grade system).

DIP - 2.4 Plano ISD will reach and maintain the long term four-year graduation rate for All Students and all student groups at 98.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a four-year graduation rate of 92.7% or higher for all students.

DIP - 2.5 Plano ISD will reach and maintain the long term CCMR rate for All Students at 93.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a CCMR rate of 88% or higher for the all student group.

Performance Objective 1: The percentage of 8th grade students who meet the CCR Standards on MAP Reading will increase from 64.6% in 2023 to 67% in 2024.

    Evaluation Data Sources: Spring 2024 MAP results

Strategy 1 Details		Reviews	
Strategy 1: Use the Honors Potential Reports to identify students who could be scheduled for Honors classes 6th-8th grade		**Formative**	**Summative**
Strategy's Expected Result/Impact: This will help identify students who would benefit from the opportunities to take advanced classes and extend learning opportunities.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Counselors = pull reports, discuss with students and parents during advising sessions Department Heads = work with teachers to identify students and discuss with them in class Administrator = communicate to families			

Strategy 2 Details		Reviews	
Strategy 2: Use various data points including MAP, STAAR, course grades, and teacher feedback to identify students to include in Honors classes in 6th-8th grade.		**Formative**	**Summative**
Strategy's Expected Result/Impact: This will help identify students who will benefit from the opportunities to be challenged in	**Nov**	**Feb**	**June**

advanced classes in order to extend learning.
Staff Responsible for Monitoring: Counselors, administrators to identify students and communicate to students and familes to value of Honors classes

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: Pillar 3 - Talent Acquisition, Support, and Growth - The care, development and support of our Plano ISD staff are the foundation of our ability to recruit, hire and retain the necessary talent to provide a caring, nurturing yet rigorous environment for all students.

Strategic Plan - 3.1 Implement a talent recruitment, development and retention plan to ensure a highly qualified staff member in every position.

Strategic Plan - 3.2 Design and deliver a multi-pronged, aligned Professional Learning plan for onboarding and continuous growth to increase student engagement, achievement and growth.

Strategic Plan - 3.3 Design and implement systems and opportunities to strengthen the Plano ISD Leadership Pipeline for all levels of the organization.

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 1: The all student and individual student group attendance rates will increase from 95.17 for the 22-23 school year to 95.67 for the 23-24 school year.

    Evaluation Data Sources: Pinnacle and Edugence

Strategy 1 Details		Reviews		
Strategy 1: Review and refine tiered interventions to address chronic absenteeism as integrated into MTSS Framework		Formative		Summative
Strategy's Expected Result/Impact: Student attendance rate will increase.		Nov	Feb	June
Staff Responsible for Monitoring: Administration				
Strategy 2 Details		**Reviews**		
Strategy 2: Form Campus Attendance Collaborative Teams that include the Parent Liaison and Parent Educator that effectively utilize district and community resources, services and data to encourage good attendance practices and improve student attendance.		Formative		Summative
		Nov	Feb	June
Strategy's Expected Result/Impact: Increased value in school attendance, subsequently an increased attendance rate and fewer tardies				
Staff Responsible for Monitoring: Administration, Counselors, Parent Liaison, Campus MTSS Coordinator, Special Ed Department Chair and 504 Coordinator when appropriate				

    0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 2: The district and campuses will incorporate behavior management strategies to reduce the number of discipline placements and maintain a disproportionality risk ratio of 2.0 or lower in each student group.

Strategy 1 Details			Reviews		
Strategy 1: Campus will incorporate PBIS procedures as learned from district PBIS cohort			**Formative**		**Summative**
Strategy's Expected Result/Impact: more structure and supervision in common areas; consistent policies and procedures implemented in common areas; less opportunities for misbehavior **Staff Responsible for Monitoring:** PBIS Team			**Nov**	**Feb**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 3: The district and campuses will reduce the number of drug incidents (PEIMS Codes 04 & 36) and alcohol (PEIMS Code 05) incidents by 10% based on 2022-23 baseline.

    Evaluation Data Sources: Review 360

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 4: The district will reduce the number of bullying (PEIMS Code 61) incidents by 10% based on the 2022-23 baseline. Each campus will reduce the number of incidents by 10% or at least 1 incident based on their 22-23 baseline.

Evaluation Data Sources: Review 360

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 5: All incidents requiring a threat assessment will be completed per District policy.

    Evaluation Data Sources: Review 360

Goal 5: Pillar 5 - Partnerships & Strategic Resource Management - Plano ISD will maximize resources and community partnerships to achieve district goals that meet the needs of students and staff.

Strategic Plan - 5.1 Increase community partnerships to elevate student learning outcomes and experiences.

Strategic Plan - 5.2 Implement budget processes through the Strategic Allocation Model to ensure resource alignment to student needs and desired outcomes.

Strategic Plan - 5.3 Develop and implement plans to efficiently use district facilities that will provide expanded opportunities for students.

DIP - 5.4 Federal and State Mandates

SBIC

Committee Role	Name	Position
Administrator	Kimberly Schrader	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
Paraprofessional	Guadalupe Alvarenga	Parent Liaison
District-level Professional	Lori Brooks	District Representative/Parent
Business Representative	Kyle Wilcox	Business Leader/Parent
Business Representative	Dionne Wilcox	Business Leader/Parent
Classroom Teacher	Brianne Reese	8th Grade Lead
Classroom Teacher	Macey McKee	6th Grade Lead
Classroom Teacher	Cynthia Ferrusca	Special Ed Teacher
Community Representative	7 Eleven Manager	7-Eleven Manager
Community Representative	CVS Manager	CVS Manager
Community Representative	Walgreens Manager	Walgreens Manager
Parent	Karla Trujillo	Parent
Parent	Esther Rivera	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**
1	1	6	iexcel programming		$1,965.00
1	2	6	purchase of iexcel programming		$1,965.00
				Sub-Total	$3,930.00
				Budgeted Fund Source Amount	$362,880.00
				+/- Difference	$358,950.00

282 ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	After-hours pay for additional learning		$1,575.00
1	1	7	After-hour teachers for tutorials		$3,465.00
1	2	2	funding for extra learning		$1,575.00
1	2	7	Extra duty pay for tutors		$4,620.00
1	3	2	after hour pay for extended learning		$1,575.00
1	3	6	extra duty pay for tutors		$4,620.00
1	4	2	Extra pay for after-hour learning		$1,575.00
1	4	6	Extra duty pay for teachers		$1,155.00

282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Sub-Total	$20,160.00
				Budgeted Fund Source Amount	$23,100.00
				+/- Difference	$2,940.00
				Grand Total Budgeted	$392,562.00
				Grand Total Spent	$24,090.00
				+/- Difference	$368,472.00

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

	Student Growth				Campus Growth Performance		
Math	**% of Students Meeting Growth Expectations**				**% of Projected Growth Met**		
	Below Half SD	Within Half SD	Above Half SD	Students	Lower Bound	100%	Upper Bound
All Students		[Within 3.3 RIT]			80	120	
Bowman	25%	38%	36%	(236)		112	
District	33%	40%	27%			94	
Quintile 1 (Highest)							
Bowman	25%	48%	27%	(48)		107	
District	28%	46%	26%			99	
Quintile 2							
Bowman	28%	32%	40%	(60)		113	
District	28%	38%	34%			104	
Quintile 3							
Bowman	18%	33%	49%	(55)		128	
District	35%	37%	29%			93	
Quintile 4							
Bowman	29%	43%	29%	(42)		100	
District	40%	38%	22%			81	
Quintile 5 (Lowest)							
Bowman	29%	39%	32%	(31)		105	
District	48%	34%	17%			69	
Reading	**% of Students Meeting Growth Expectations**				**% of Projected Growth Met**		
	Below Half SD	Within Half SD	Above Half SD	Students	Lower Bound	100%	Upper Bound
All Students		[Within 3.3 RIT]			80	120	
Bowman	29%	40%	31%	(238)		99	
District	35%	41%	24%			68	
Quintile 1 (Highest)							
Bowman	24%	60%	16%	(62)		61	
District	32%	46%	22%			57	
Quintile 2							
Bowman	25%	34%	41%	(59)		128	
District	32%	43%	25%			77	
Quintile 3							
Bowman	32%	34%	34%	(50)		103	
District	34%	39%	27%			79	
Quintile 4							
Bowman	42%	36%	21%	(33)		58	
District	41%	34%	25%			64	
Quintile 5 (Lowest)							
Bowman	24%	29%	47%	(34)		120	
District	48%	29%	23%			65	

Displays the Projected Growth and MAP RIT score growth for the grade level, subject, and prior performance quintile. Students are assigned to a quintile based on their prior MAP RIT score based on districtwide distribution. Quintile 1 students in a grade for a subject area are students that came into that grade performing at the top 20% districtwide. Quintile 5 students are the students performing at the lowest 20% district wide.

The Orange, Purple, and Green graphs display percent of students that scored below half Standard Deviation of Expected Growth Target, Within half Standard Deviation of Expected Growth Target, and Above half Standard Deviation of Expected Growth Target.

Science	Student Growth				Campus Growth Performance		
	% of Students Meeting Growth Expectations				% of Projected Growth Met		
	Below Half SD	Within Half SD	Above Half SD	Students	Lower Bound	100%	Upper Bound
All Students		[Within 3.0 RIT]				80	120
Bowman	15%	50%	36%	(228)		134	
District	23%	45%	32%			114	
Quintile 1 (Highest)							
Bowman	12%	53%	35%	(83)		161	
District	20%	47%	34%			138	
Quintile 2							
Bowman	21%	48%	30%	(56)		106	
District	23%	48%	29%			110	
Quintile 3							
Bowman	10%	58%	33%	(40)		128	
District	28%	44%	28%			92	
Quintile 4							
Bowman	18%	36%	46%	(28)		143	
District	29%	38%	33%			102	
Quintile 5 (Lowest)							
Bowman	10%	48%	43%	(21)		131	
District	34%	35%	32%			96	

Displays the Projected Growth and MAP RIT score growth for the grade level, subject, and prior performance quintile. Students are assigned to a quintile based on their prior MAP RIT score based on districtwide distribution. Quintile 1 students in a grade for a subject area are students that came into that grade performing at the top 20% districtwide. Quintile 5 students are the students performing at the lowest 20% district wide.

The Orange, Purple, and Green graphs display percent of students that scored below half Standard Deviation of Expected Growth Target, Within half Standard Deviation of Expected Growth Target, and Above half Standard Deviation of Expected Growth Target.

	Student Growth				Campus Growth Performance		
Math	**% of Students Meeting Growth Expectations**				**% of Projected Growth Met**		
	Below Half SD	Within Half SD	Above Half SD	Students	Lower Bound	100%	Upper Bound
All Students		[Within 3.3 RIT]			80	120	
Bowman	35%	43%	22%	(238)		86	
District	36%	39%	25%			87	
Quintile 1 (Highest)							
Bowman	30%	54%	16%	(57)		81	
District	34%	42%	24%			89	
Quintile 2							
Bowman	39%	46%	15%	(59)		76	
District	39%	39%	22%			80	
Quintile 3							
Bowman	43%	31%	26%	(51)		88	
District	37%	41%	23%			83	
Quintile 4							
Bowman	24%	49%	27%	(41)		100	
District	30%	37%	33%			101	
Quintile 5 (Lowest)							
Bowman	37%	30%	33%	(30)		98	
District	39%	30%	31%			90	
Reading	**% of Students Meeting Growth Expectations**				**% of Projected Growth Met**		
	Below Half SD	Within Half SD	Above Half SD	Students	Lower Bound	100%	Upper Bound
All Students		[Within 3.4 RIT]			80	120	
Bowman	32%	37%	31%	(239)		92	
District	35%	40%	25%			67	
Quintile 1 (Highest)							
Bowman	39%	40%	21%	(57)		36	
District	38%	42%	20%			26	
Quintile 2							
Bowman	34%	29%	37%	(59)		109	
District	32%	42%	26%			76	
Quintile 3							
Bowman	38%	44%	18%	(45)		52	
District	33%	39%	28%			84	
Quintile 4							
Bowman	18%	46%	36%	(33)		115	
District	30%	38%	32%			95	
Quintile 5 (Lowest)							
Bowman	27%	29%	44%	(45)		119	
District	42%	26%	32%			77	

Displays the Projected Growth and MAP RIT score growth for the grade level, subject, and prior performance quintile. Students are assigned to a quintile based on their prior MAP RIT score based on districtwide distribution. Quintile 1 students in a grade for a subject area are students that came into that grade performing at the top 20% districtwide. Quintile 5 students are the students performing at the lowest 20% district wide.

The Orange, Purple, and Green graphs display percent of students that scored below half Standard Deviation of Expected Growth Target, Within half Standard Deviation of Expected Growth Target, and Above half Standard Deviation of Expected Growth Target.

Science	Student Growth				Campus Growth Performance		
	% of Students Meeting Growth Expectations				**% of Projected Growth Met**		
	Below Half SD	**Within Half SD**	**Above Half SD**	**Students**	**Lower Bound**	**100%**	**Upper Bound**
All Students	[Within 3.0 RIT]						
Bowman	23%	41%	37%	(247)	124		
District	23%	44%	34%		126		
Quintile 1 (Highest)							
Bowman	19%	51%	30%	(78)	130		
District	21%	46%	33%		143		
Quintile 2							
Bowman	25%	34%	41%	(71)	121		
District	23%	43%	34%		124		
Quintile 3							
Bowman	29%	41%	31%	(42)	104		
District	28%	41%	31%		114		
Quintile 4							
Bowman	29%	32%	39%	(31)	118		
District	23%	43%	35%		117		
Quintile 5 (Lowest)							
Bowman	8%	36%	56%	(25)	151		
District	29%	33%	38%		109		

Displays the Projected Growth and MAP RIT score growth for the grade level, subject, and prior performance quintile. Students are assigned to a quintile based on their prior MAP RIT score based on districtwide distribution. Quintile 1 students in a grade for a subject area are students that came into that grade performing at the top 20% districtwide. Quintile 5 students are the students performing at the lowest 20% district wide.

The Orange, Purple, and Green graphs display percent of students that scored below half Standard Deviation of Expected Growth Target, Within half Standard Deviation of Expected Growth Target, and Above half Standard Deviation of Expected Growth Target.

	Student Growth				Campus Growth Performance		
Math	**% of Students Meeting Growth Expectations**				**% of Projected Growth Met**		
	Below Half SD	Within Half SD	Above Half SD	Students	Lower Bound	100%	Upper Bound
All Students		[Within 3.6 RIT]				80	120
Bowman	32%	50%	18%	(179)		72	
District	36%	43%	21%			72	
Quintile 1 (Highest)							
Bowman	60%	40%		(5)	< 7		
District	34%	41%	26%			85	
Quintile 2							
Bowman	38%	53%	9%	(34)	36		
District	39%	44%	17%		62		
Quintile 3							
Bowman	33%	51%	16%	(67)		75	
District	37%	44%	19%			67	
Quintile 4							
Bowman	28%	59%	14%	(51)		74	
District	37%	41%	22%			67	
Quintile 5 (Lowest)							
Bowman	23%	27%	50%	(22)		127	
District	30%	43%	27%			89	
Reading	**% of Students Meeting Growth Expectations**				**% of Projected Growth Met**		
	Below Half SD	Within Half SD	Above Half SD	Students	Lower Bound	100%	Upper Bound
All Students		[Within 3.4 RIT]				80	120
Bowman	35%	41%	25%	(273)		73	
District	40%	38%	22%		40		
Quintile 1 (Highest)							
Bowman	44%	41%	16%	(69)	< -35		
District	43%	41%	17%		< -21		
Quintile 2							
Bowman	38%	38%	23%	(73)	53		
District	38%	40%	22%		35		
Quintile 3							
Bowman	24%	47%	29%	(58)		109	
District	34%	40%	26%			65	
Quintile 4							
Bowman	33%	42%	26%	(43)		96	
District	42%	35%	23%			59	
Quintile 5 (Lowest)							
Bowman	30%	33%	37%	(30)		105	
District	47%	27%	26%			63	

Displays the Projected Growth and MAP RIT score growth for the grade level, subject, and prior performance quintile. Students are assigned to a quintile based on their prior MAP RIT score based on districtwide distribution. Quintile 1 students in a grade for a subject area are students that came into that grade performing at the top 20% districtwide.   Quintile 5 students are the students performing at the lowest 20% district wide.

The Orange, Purple, and Green graphs display percent of students that scored below half Standard Deviation of Expected Growth Target, Within half Standard Deviation of Expected Growth Target, and Above half Standard Deviation of Expected Growth Target.

Science	Student Growth				Campus Growth Performance		
	% of Students Meeting Growth Expectations				% of Projected Growth Met		
	Below Half SD	Within Half SD	Above Half SD	Students	Lower Bound	100%	Upper Bound
All Students		[Within 3.2 RIT]			80	120	
Bowman	20%	45%	35%	(280)		139	
District	22%	43%	36%			137	
Quintile 1 (Highest)							
Bowman	17%	46%	37%	(100)		187	>
District	17%	45%	38%			187	>
Quintile 2							
Bowman	24%	31%	46%	(72)		152	
District	21%	41%	39%			155	
Quintile 3							
Bowman	24%	47%	29%	(45)		120	
District	29%	41%	30%		96		
Quintile 4							
Bowman	21%	52%	27%	(44)		117	
District	31%	41%	29%		100		
Quintile 5 (Lowest)							
Bowman	11%	68%	21%	(19)	109		
District	33%	38%	30%		96		

Displays the Projected Growth and MAP RIT score growth for the grade level, subject, and prior performance quintile. Students are assigned to a quintile based on their prior MAP RIT score based on districtwide distribution. Quintile 1 students in a grade for a subject area are students that came into that grade performing at the top 20% districtwide.   Quintile 5 students are the students performing at the lowest 20% district wide.

The Orange, Purple, and Green graphs display percent of students that scored below half Standard Deviation of Expected Growth Target, Within half Standard Deviation of Expected Growth Target, and Above half Standard Deviation of Expected Growth Target.

Aggregate by School by Grade

Term Tested: Spring 2022-2023
District: Plano Independent School District
Grouping: None
Weeks of Instruction: 35 (Spring 2023)

Math: Math K-12

Bowman Middle School

Projected to: **ACT College Readiness** taken in **spring**.

View Linking Study: https://www.nwea.org/resources/map-college-readiness-benchmarks/

Grade	Student Count	Not On Track		On Track 22		On Track 24	
		Count	Percent	Count	Percent	Count	Percent
6	270	163	60.4%	37	13.7%	70	25.9%
7	280	203	72.5%	26	9.3%	51	18.2%
8	207	192	92.8%	7	3.4%	8	3.9%
Total	**757**	**558**	**73.7%**	**70**	**9.2%**	**129**	**17.0%**
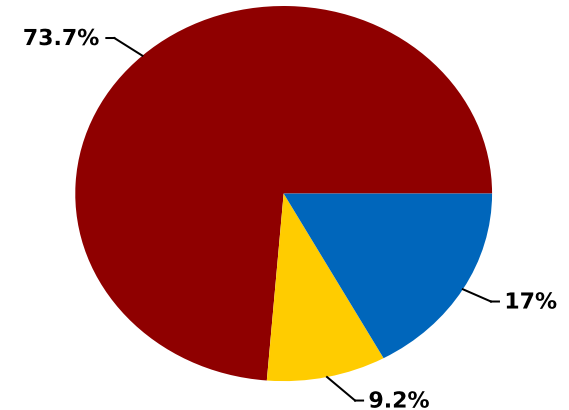
73.7%
17%
9.2%

Projected to: **SAT** taken in **spring**.

View Linking Study: https://www.nwea.org/resources/map-growth-college-readiness-benchmarks/

Grade	Student Count	Not On Track		On Track	
		Count	Percent	Count	Percent
6	270	163	60.4%	107	39.6%
7	280	197	70.4%	83	29.6%
8	207	187	90.3%	20	9.7%
Total	**757**	**547**	**72.3%**	**210**	**27.7%**

72.3%
27.7%

Explanatory Notes

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA Generic Linking Study is provided.

Aggregate by School by Grade

Math: Math K-12

Bowman Middle School

Projected to: **State of Texas Assessments of Academic Readiness** taken in **spring**.

View Linking Study: https://www.nwea.org/resources/texas-linking-study/

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
6	270	63	23.3%	77	28.5%	80	29.6%	50	18.5%
7	280	55	19.6%	116	41.4%	72	25.7%	37	13.2%
8	207	49	23.7%	113	54.6%	39	18.8%	6	2.9%
Total	**757**	**167**	**22.1%**	**306**	**40.4%**	**191**	**25.2%**	**93**	**12.3%**
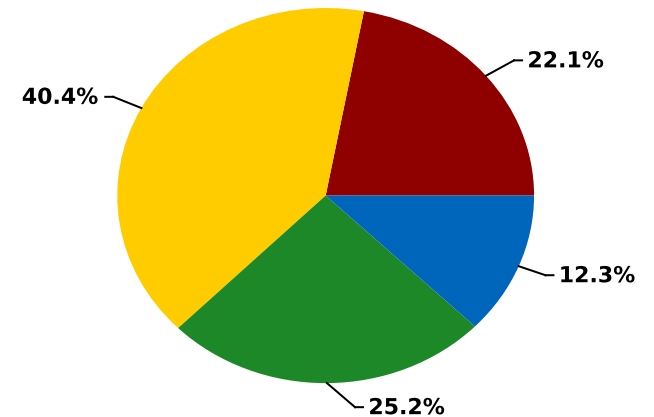
Pie chart: 22.1%, 12.3%, 25.2%, 40.4%

Explanatory Notes

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA Generic Linking Study is provided.

nwea

MAP GROWTH

Term Tested:	Spring 2022-2023
District:	Plano Independent School District
Grouping:	None
Weeks of Instruction:	35 (Spring 2023)

Math: Algebra 1

Bowman Middle School

Projected to: **State of Texas Assessments of Academic Readiness End-of-Course (STAAR EOC)** taken in **spring**.

View Linking Study: https://www.nwea.org/news-center/resources/texas-linking-study-eoc/

Grade	Student Count	Did not Meet Count	Did not Meet Percent	Approaches Count	Approaches Percent	Meets Count	Meets Percent	Masters Count	Masters Percent
8	104	0	0.0%	1	1.0%	5	4.8%	98	94.2%
Total	104	0	0.0%	1	1.0%	5	4.8%	98	94.2%

4.8%
1%
0%
94.2%

Explanatory Notes

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA Generic Linking Study is provided.

nwea

Projected Proficiency Summary Report

Term Tested: Spring 2022-2023
District: Plano Independent School District
Grouping: None
Weeks of Instruction: 35 (Spring 2023)

Aggregate by School by Grade

Language Arts: Reading

Bowman Middle School

Projected to: **ACT College Readiness** taken in **spring**.

View Linking Study: https://www.nwea.org/resources/map-college-readiness-benchmarks/

Grade	Student Count	Not On Track Count	Not On Track Percent	On Track 22 Count	On Track 22 Percent	On Track 24 Count	On Track 24 Percent
6	270	137	50.7%	21	7.8%	112	41.5%
7	281	167	59.4%	17	6.0%	97	34.5%
8	311	175	56.3%	26	8.4%	110	35.4%
Total	862	479	55.6%	64	7.4%	319	37.0%
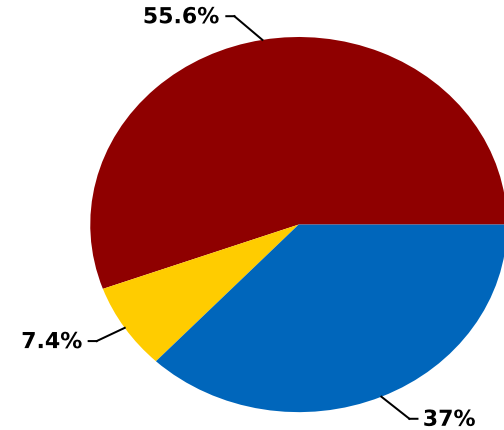
55.6%
7.4%
37%

Projected to: **SAT** taken in **spring**.

View Linking Study: https://www.nwea.org/resources/map-growth-college-readiness-benchmarks/

Grade	Student Count	Not On Track Count	Not On Track Percent	On Track Count	On Track Percent
6	270	105	38.9%	165	61.1%
7	281	133	47.3%	148	52.7%
8	311	110	35.4%	201	64.6%
Total	862	348	40.4%	514	59.6%

40.4%
59.6%

Explanatory Notes

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA Generic Linking Study is provided.

MAP GROWTH

Term Tested:	Spring 2022-2023
District:	Plano Independent School District
Grouping:	None
Weeks of Instruction:	35 (Spring 2023)

Language Arts: Reading

Bowman Middle School

Projected to: **State of Texas Assessments of Academic Readiness End-of-Course (STAAR EOC)** taken in **spring**.

View Linking Study: https://www.nwea.org/news-center/resources/texas-linking-study-eoc/

Grade	Student Count	Did Not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
8	311	57	18.3%	53	17.0%	160	51.4%	41	13.2%
Total	311	57	18.3%	53	17.0%	160	51.4%	41	13.2%
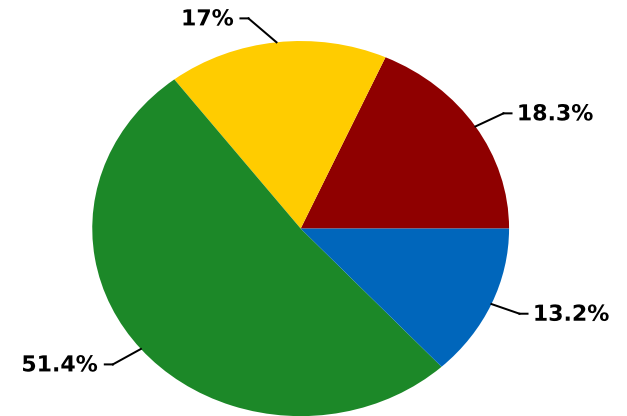
Projected to: **State of Texas Assessments of Academic Readiness** taken in **spring**.

View Linking Study: https://www.nwea.org/resources/texas-linking-study/

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
6	270	74	27.4%	72	26.7%	62	23.0%	62	23.0%
7	281	69	24.6%	89	31.7%	54	19.2%	69	24.6%
8	311	41	13.2%	102	32.8%	70	22.5%	98	31.5%
Total	862	184	21.3%	263	30.5%	186	21.6%	229	26.6%
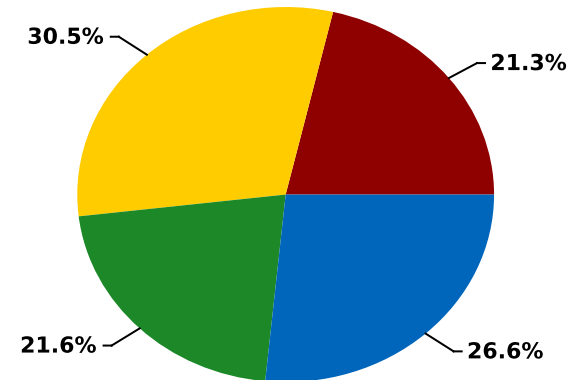
Explanatory Notes

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA Generic Linking Study is provided.

nwea

Projected Proficiency Summary Report

Aggregate by School by Grade

Term Tested:	Spring 2022-2023
District:	Plano Independent School District
Grouping:	None
Weeks of Instruction:	35 (Spring 2023)

Science: Science K-12

Bowman Middle School

Projected to: **State of Texas Assessments of Academic Readiness** taken in **spring**.

View Linking Study: https://www.nwea.org/resources/texas-linking-study/

Grade	Student Count	Did not Meet Count	Did not Meet Percent	Approaches Count	Approaches Percent	Meets Count	Meets Percent	Masters Count	Masters Percent
8	309	49	15.9%	95	30.7%	70	22.7%	95	30.7%
Total	309	49	15.9%	95	30.7%	70	22.7%	95	30.7%
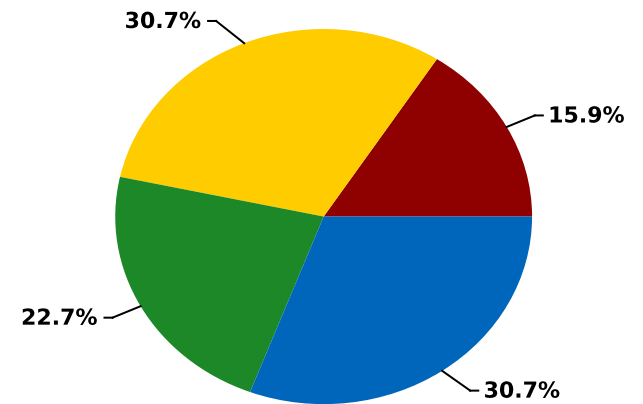
Explanatory Notes

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA Generic Linking Study is provided.
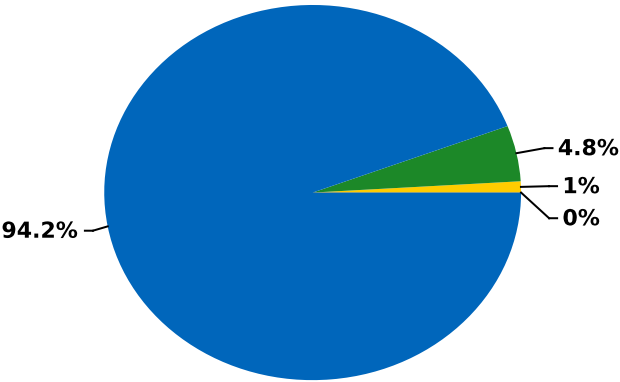
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MAP GROWTH

Aggregate by School

Term:	Spring 2022-2023
District:	Plano Independent School District

Norms Reference Data:	2020 and User Norms[1].
Growth Comparison Period:	Fall 2022 - Spring 2023
Weeks of Instruction:	Start - 4 (Fall 2022)
	End - 35 (Spring 2023)
Grouping:	None
Small Group Display:	No

Bowman Middle School

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	254	215.5	14.4	54	225.7	16.1	59	10	0.5	9.0	0.51	69	254	154	61	61
7	259	222.3	15.4	60	228.5	16.3	55	6	0.5	7.3	-0.47	32	259	121	47	43
8	188	220.6	12.0	33	225.3	12.5	29	5	0.6	5.8	-0.42	34	188	81	43	43

Math: Math K-12
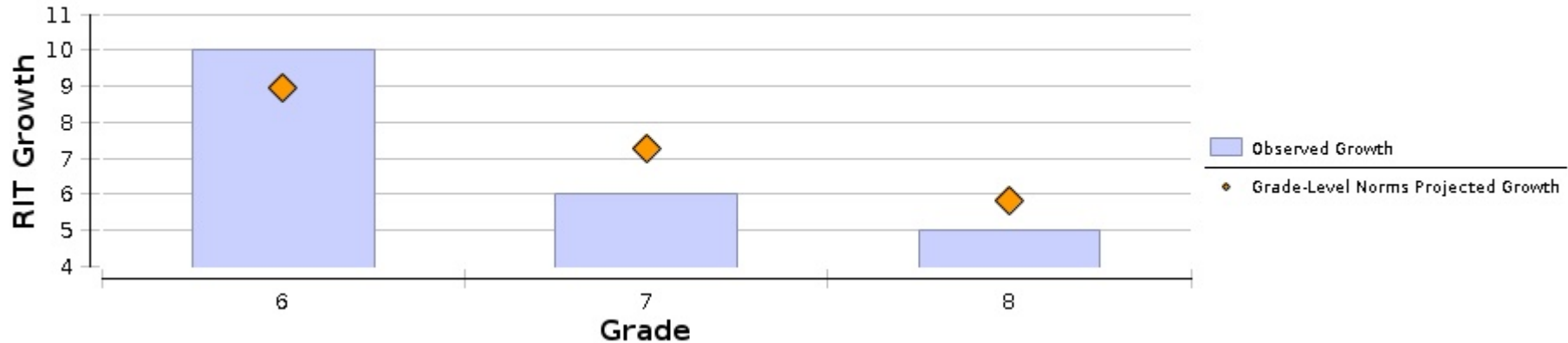
Explanatory Notes
[1]**User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.**
** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

nwea

Student Growth Summary Report

Aggregate by School

Bowman Middle School

Math: Algebra 1

| | | Comparison Periods | | | | | | | | Growth Evaluated Against | | | | | | |
| | | Fall 2022 | | | Spring 2023 | | | Growth | | Grade-Level Norms | | | Student Norms | | | |
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	0	**			**			**					**			
7	0	**			**			**					**			
8	100	243.5	7.7		264.9	9.5		21	0.7				100	95	95	93

Math: Algebra 1
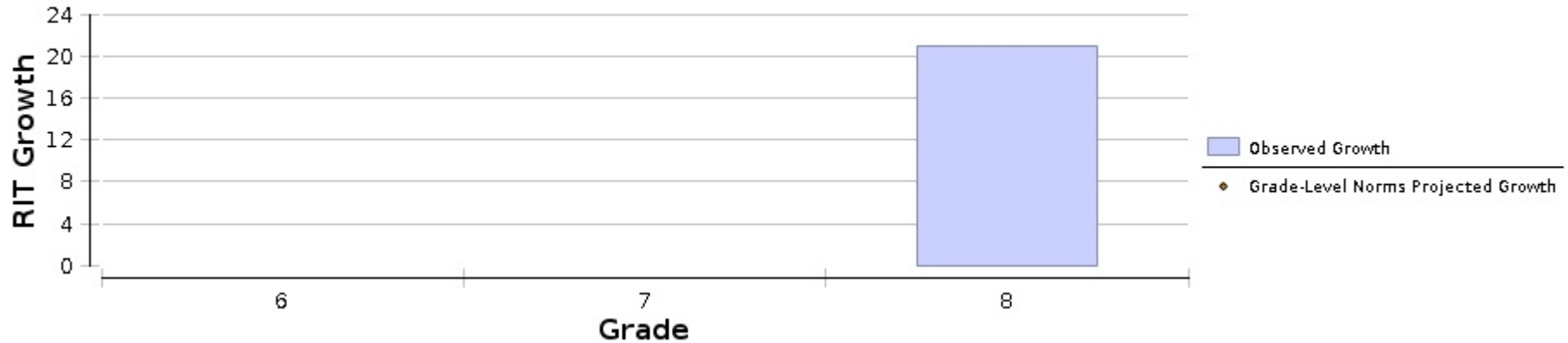
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MAP GROWTH

Aggregate by School

Term: Spring 2022-2023
District: Plano Independent School District

Norms Reference Data: 2020 and User Norms[1].
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 35 (Spring 2023)

Grouping: None
Small Group Display: No

Bowman Middle School

Language Arts:
Reading

| | | Comparison Periods | | | | | | | | Growth Evaluated Against | | | | | |
| | | Fall 2022 | | | Spring 2023 | | | Growth | | Grade-Level Norms | | | Student Norms | | | |
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	255	210.8	18.1	54	216.9	15.7	57	6	0.6	5.4	0.37	65	255	137	54	51
7	260	214.2	16.4	50	219.1	15.4	53	5	0.5	4.4	0.28	61	260	148	57	54
8	291	220.8	15.3	64	224.2	14.1	62	3	0.4	3.7	-0.13	45	291	148	51	49

Language Arts: Reading

Explanatory Notes

[1]**User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.**
** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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nwea

MAP GROWTH

Aggregate by School

Term:	Spring 2022-2023
District:	Plano Independent School District

Norms Reference Data:	2020 and User Norms[1].
Growth Comparison Period:	Fall 2022 - Spring 2023
Weeks of Instruction:	Start - 4 (Fall 2022)
	End - 35 (Spring 2023)
Grouping:	None
Small Group Display:	No

Bowman Middle School

Science: Science K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	253	207.0	12.6	70	213.6	11.4	79	7	0.4	4.6	0.85	80	253	169	67	60
7	260	210.2	12.8	72	215.2	12.2	76	5	0.4	4.1	0.40	66	260	155	60	57
8	291	215.6	13.0	82	220.2	13.2	85	5	0.4	3.6	0.41	66	291	179	62	59

Science: Science K-12

(Chart: RIT Growth by Grade. Legend: Observed Growth; Grade-Level Norms Projected Growth)

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Campus: Bowman Middle
FY: 2023
Calendar: 1

Campus Percentage of Attendance

For Dates: 08-10-2022 - 05-26-2023
Attendance Absence Group: NONE

Date: 06/15/2023
Time: 7:43 AM
Page 1 of 2

Date Range: 08-10-2022 - 05-26-2023 Number of Instructional Days 172

Grade	Membership			Official Absences			Membership Minus Absences	Percentage of Attendance	Membership Minus Ineligible and ABS	ADM	ADA
	Membership	# Full Day Students	# Half Day Students	Total Absences	# Full Day Absences	# Half Day Absences					
06	47,869.0	47,869.0	0.0	0.0	0.0	0.0	47,869.0	100.0	47,869.0	278.31	278.31
07	47,995.0	47,995.0	0.0	0.0	0.0	0.0	47,995.0	100.0	47,995.0	279.05	279.05
08	53,244.0	53,244.0	0.0	0.0	0.0	0.0	53,244.0	100.0	53,244.0	309.56	309.56
Total	149,108.0	149,108.0	0.0	0.0	0.0	0.0	149,108.0	100.0	149,108.0	866.91	866.91

Date Range: 08-10-2022 - 05-26-2023 Number of Instructional Days 172

Gender	Membership			Official Absences			Membership Minus Absences	Percentage of Attendance	Membership Minus Ineligible and ABS	ADM	ADA
	Membership	# Full Day Students	# Half Day Students	Total Absences	# Full Day Absences	# Half Day Absences					
F	73,640.0	73,640.0	0.0	0.0	0.0	0.0	73,640.0	100.0	73,640.0	428.14	428.14
M	75,468.0	75,468.0	0.0	0.0	0.0	0.0	75,468.0	100.0	75,468.0	438.77	438.77
Total	149,108.0	149,108.0	0.0	0.0	0.0	0.0	149,108.0	100.0	149,108.0	866.91	866.91

Campus: Bowman Middle

FY: 2023

Calendar: 1

Campus Percentage of Attendance

For Dates: 08-10-2022 - 05-26-2023

Attendance Absence Group: NONE

Date: 06/15/2023

Time: 7:43 AM

Page 1 of 1

Date Range: 08-10-2022 - 05-26-2023 Number of Instructional Days 172

Ethnicity	Membership			Official Absences			Membership Minus Absences	Percentage of Attendance	Membership Minus Ineligible and ABS	ADM	ADA
	Membership	# Full Day Students	# Half Day Students	Total Absences	# Full Day Absences	# Half Day Absences					
American Indian or Alaska Native	172.0	172.0	0.0	0.0	0.0	0.0	172.0	100.0	172.0	1.0	1.0
Asian	17,632.0	17,632.0	0.0	0.0	0.0	0.0	17,632.0	100.0	17,632.0	102.52	102.52
Black or African American	17,289.0	17,289.0	0.0	0.0	0.0	0.0	17,289.0	100.0	17,289.0	100.52	100.52
Hispanic/ Latino	83,393.0	83,393.0	0.0	0.0	0.0	0.0	83,393.0	100.0	83,393.0	484.85	484.85
Two or more races	4,530.0	4,530.0	0.0	0.0	0.0	0.0	4,530.0	100.0	4,530.0	26.34	26.34
White	26,092.0	26,092.0	0.0	0.0	0.0	0.0	26,092.0	100.0	26,092.0	151.7	151.7
Total	149,108.0	149,108.0	0.0	0.0	0.0	0.0	149,108.0	100.0	149,108.0	866.91	866.91

Q1 2.1 The school leader communicates a clear vision as to how instruction should be addressed in the school.

Answered: 20 Skipped: 1

Bowman MS HRS Level 2 - Teacher and Staff Survey March 2023

	STRONGLY DISAGREE (1)	DISAGREE (2)	NEITHER DISAGREE NOR AGREE (3)	AGREE (4)	STRONGLY AGREE (5)	N/A	TOTAL	WEIGHTED AVERAGE
School leaders and teacher leaders have developed a written document articulating our schoolwide model of instruction (i.e. Campus Instructional Snapshot).	5.0% 1	0.0% 0	10.0% 2	25.0% 5	60.0% 12	0.0% 0	20	4.35
New teachers have professional development opportunities to learn about our schoolwide model of instruction.	5.0% 1	0.0% 0	20.0% 4	35.0% 7	35.0% 7	5.0% 1	20	4.00
I can describe the major components of our schoolwide model of instruction.	5.0% 1	0.0% 0	10.0% 2	45.0% 9	40.0% 8	0.0% 0	20	4.15
School leaders limit the number of new initiatives, prioritizing those related to our schoolwide model of instruction.	5.0% 1	5.0% 1	10.0% 2	15.0% 3	65.0% 13	0.0% 0	20	4.30
Our school has a common language for talking about teaching and instruction.	5.0% 1	0.0% 0	0.0% 0	30.0% 6	65.0% 13	0.0% 0	20	4.50
I use our schoolwide language of instruction in faculty and department meetings.	5.0% 1	0.0% 0	5.0% 1	30.0% 6	60.0% 12	0.0% 0	20	4.40
I use our schoolwide language of instruction during PLC meetings.	5.0% 1	0.0% 0	10.0% 2	20.0% 4	55.0% 11	10.0% 2	20	4.33
I use our schoolwide language of instruction in informal conversations.	5.0% 1	0.0% 0	15.0% 3	30.0% 6	50.0% 10	0.0% 0	20	4.20

BASIC STATISTICS

	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
School leaders and teacher leaders have developed a written document articulating our schoolwide model of instruction (i.e. Campus Instructional Snapshot).	1.00	5.00	5.00	4.35	1.01
New teachers have professional development opportunities to learn about our schoolwide model of instruction.	1.00	5.00	4.00	4.00	1.03
I can describe the major components of our schoolwide model of instruction.	1.00	5.00	4.00	4.15	0.96
School leaders limit the number of new initiatives, prioritizing those related to our schoolwide model of instruction.	1.00	5.00	5.00	4.30	1.14
Our school has a common language for talking about teaching and instruction.	1.00	5.00	5.00	4.50	0.92
I use our schoolwide language of instruction in faculty and department meetings.	1.00	5.00	5.00	4.40	0.97
I use our schoolwide language of instruction during PLC meetings.	1.00	5.00	5.00	4.33	1.05
I use our schoolwide language of instruction in informal conversations.	1.00	5.00	4.50	4.20	1.03

Q2 2.2 Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans.

Answered: 19   Skipped: 2

Bowman MS HRS Level 2 - Teacher and Staff Survey March 2023

	STRONGLY DISAGREE (1)	DISAGREE (2)	NEITHER DISAGREE NOR AGREE (3)	AGREE (4)	STRONGLY AGREE (5)	N/A	TOTAL	WEIGHTED AVERAGE
I have written statements of my instructional growth goals.	0.0% 0	0.0% 0	5.3% 1	42.1% 8	47.4% 9	5.3% 1	19	4.44
I keep track of my progress on my instructional growth goals.	0.0% 0	0.0% 0	10.5% 2	52.6% 10	31.6% 6	5.3% 1	19	4.22
School leaders meet with me to discuss my instructional growth goals.	0.0% 0	0.0% 0	0.0% 0	47.4% 9	47.4% 9	5.3% 1	19	4.50
I can describe my progress on my instructional growth goals.	0.0% 0	0.0% 0	5.3% 1	47.4% 9	42.1% 8	5.3% 1	19	4.39
School leaders hire effective teachers.	0.0% 0	5.3% 1	0.0% 0	42.1% 8	52.6% 10	0.0% 0	19	4.42
School leaders have a system in place to evaluate the hiring and selection process for new teachers.	0.0% 0	5.3% 1	0.0% 0	31.6% 6	52.6% 10	10.5% 2	19	4.47
Our school has a new-teacher induction program.	0.0% 0	5.3% 1	15.8% 3	42.1% 8	26.3% 5	10.5% 2	19	4.00
School leaders have a system in place to evaluate and revise our new-teacher induction program.	0.0% 0	10.5% 2	10.5% 2	42.1% 8	26.3% 5	10.5% 2	19	3.94
School leaders retain effective teachers.	0.0% 0	5.3% 1	5.3% 1	21.1% 4	68.4% 13	0.0% 0	19	4.53
School leaders can provide evaluation results, growth plans, and evidence of support for any struggling teachers.	0.0% 0	0.0% 0	10.5% 2	21.1% 4	68.4% 13	0.0% 0	19	4.58

BASIC STATISTICS

	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
I have written statements of my instructional growth goals.	3.00	5.00	4.50	4.44	0.60
I keep track of my progress on my instructional growth goals.	3.00	5.00	4.00	4.22	0.63
School leaders meet with me to discuss my instructional growth goals.	4.00	5.00	4.50	4.50	0.50
I can describe my progress on my instructional growth goals.	3.00	5.00	4.00	4.39	0.59
School leaders hire effective teachers.	2.00	5.00	5.00	4.42	0.75
School leaders have a system in place to evaluate the hiring and selection process for new teachers.	2.00	5.00	5.00	4.47	0.78
Our school has a new-teacher induction program.	2.00	5.00	4.00	4.00	0.84
School leaders have a system in place to evaluate and revise our new-teacher induction program.	2.00	5.00	4.00	3.94	0.94
School leaders retain effective teachers.	2.00	5.00	5.00	4.53	0.82
School leaders can provide evaluation results, growth plans, and evidence of support for any struggling teachers.	3.00	5.00	5.00	4.58	0.67

Q3 2.3 Predominant instructional practices throughout the school are known and monitored.
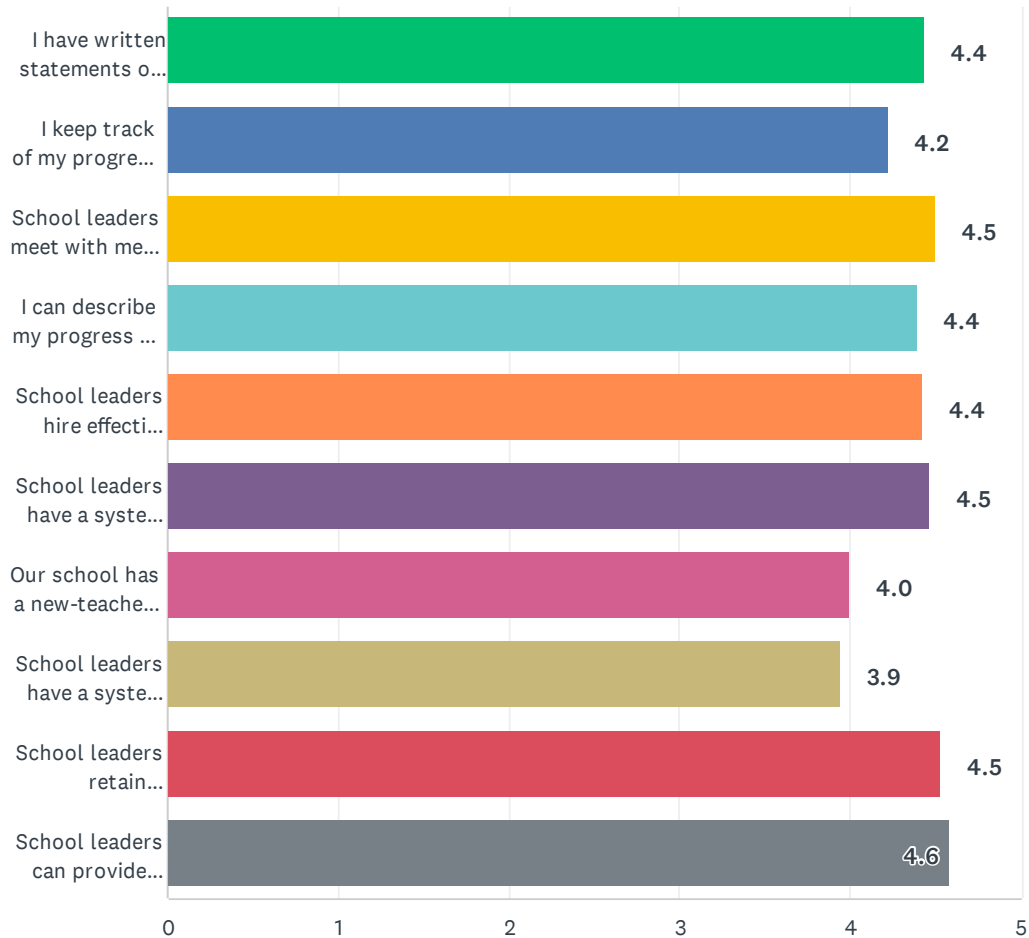
Answered: 19   Skipped: 2

	STRONGLY DISAGREE (1)	DISAGREE (2)	NEITHER DISAGREE NOR AGREE (3)	AGREE (4)	STRONGLY AGREE (5)	N/A	TOTAL	WEIGHTED AVERAGE
Data from walkthroughs at our school are aggregated to show our school's predominant instructional practices.	0.0% 0	5.3% 1	5.3% 1	26.3% 5	63.2% 12	0.0% 0	19	4.47
School leaders can describe our school's predominant instructional practices.	0.0% 0	0.0% 0	0.0% 0	26.3% 5	73.7% 14	0.0% 0	19	4.74
I can describe our school's predominant instructional practices.	0.0% 0	0.0% 0	10.5% 2	42.1% 8	47.4% 9	0.0% 0	19	4.37
School leaders give me forthright feedback about my instructional practices.	0.0% 0	0.0% 0	5.3% 1	31.6% 6	57.9% 11	5.3% 1	19	4.56
School leaders can describe effective practices and problems of practice in our school.	0.0% 0	0.0% 0	0.0% 0	31.6% 6	68.4% 13	0.0% 0	19	4.68

BASIC STATISTICS					
	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
Data from walkthroughs at our school are aggregated to show our school's predominant instructional practices.	2.00	5.00	5.00	4.47	0.82
School leaders can describe our school's predominant instructional practices.	4.00	5.00	5.00	4.74	0.44
I can describe our school's predominant instructional practices.	3.00	5.00	4.00	4.37	0.67
School leaders give me forthright feedback about my instructional practices.	3.00	5.00	5.00	4.56	0.60
School leaders can describe effective practices and problems of practice in our school.	4.00	5.00	5.00	4.68	0.46

Q4 2.4 Teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.
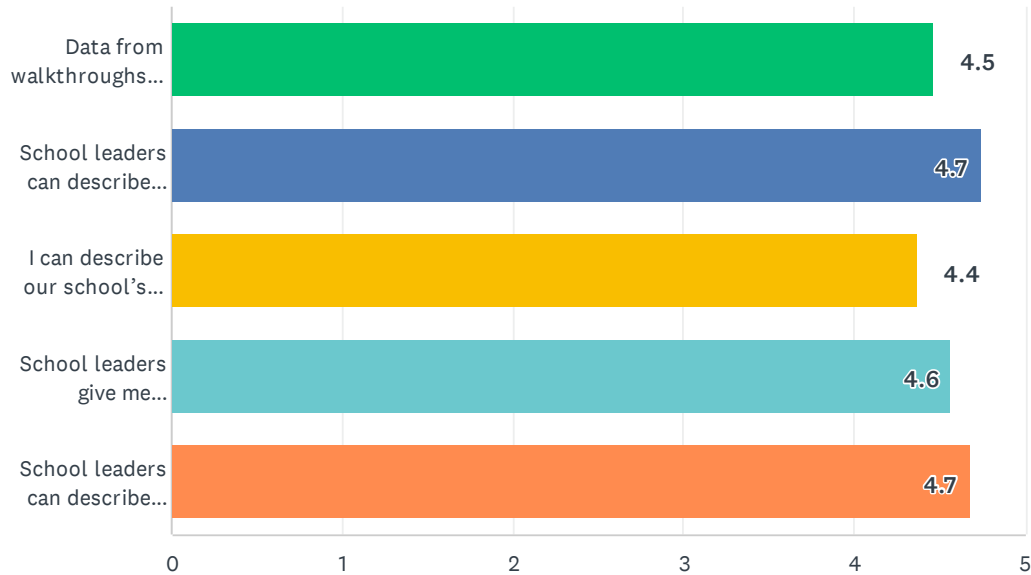
Answered: 19   Skipped: 2

	STRONGLY DISAGREE (1)	DISAGREE (2)	NEITHER DISAGREE NOR AGREE (3)	AGREE (4)	STRONGLY AGREE (5)	N/A	TOTAL	WEIGHTED AVERAGE
School leaders use highly specific rubrics to give me accurate feedback about my pedagogical strengths and weaknesses.	0.0% 0	0.0% 0	5.3% 1	52.6% 10	36.8% 7	5.3% 1	19	4.33
School leaders use multiple sources of information to give me feedback and evaluate me, including direct observation, teacher self-reports, video analysis, student reports, and peer feedback from other teachers.	0.0% 0	10.5% 2	5.3% 1	26.3% 5	52.6% 10	5.3% 1	19	4.28
School leaders regularly talk to me about the evaluation data they have collected for me.	0.0% 0	0.0% 0	5.3% 1	57.9% 11	31.6% 6	5.3% 1	19	4.28
School leaders observe me frequently.	0.0% 0	5.3% 1	26.3% 5	36.8% 7	31.6% 6	0.0% 0	19	3.95
School leaders give me feedback frequently.	0.0% 0	5.3% 1	21.1% 4	36.8% 7	36.8% 7	0.0% 0	19	4.05
I can explain which of my instructional strategies have the strongest and weakest relationships to student achievement.	0.0% 0	0.0% 0	15.8% 3	42.1% 8	36.8% 7	5.3% 1	19	4.22

BASIC STATISTICS

	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
School leaders use highly specific rubrics to give me accurate feedback about my pedagogical strengths and weaknesses.	3.00	5.00	4.00	4.33	0.58
School leaders use multiple sources of information to give me feedback and evaluate me, including direct observation, teacher self-reports, video analysis, student reports, and peer feedback from other teachers.	2.00	5.00	5.00	4.28	0.99
School leaders regularly talk to me about the evaluation data they have collected for me.	3.00	5.00	4.00	4.28	0.56
School leaders observe me frequently.	2.00	5.00	4.00	3.95	0.89
School leaders give me feedback frequently.	2.00	5.00	4.00	4.05	0.89
I can explain which of my instructional strategies have the strongest and weakest relationships to student achievement.	3.00	5.00	4.00	4.22	0.71

Q5 2.5 Teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.

Answered: 19   Skipped: 2

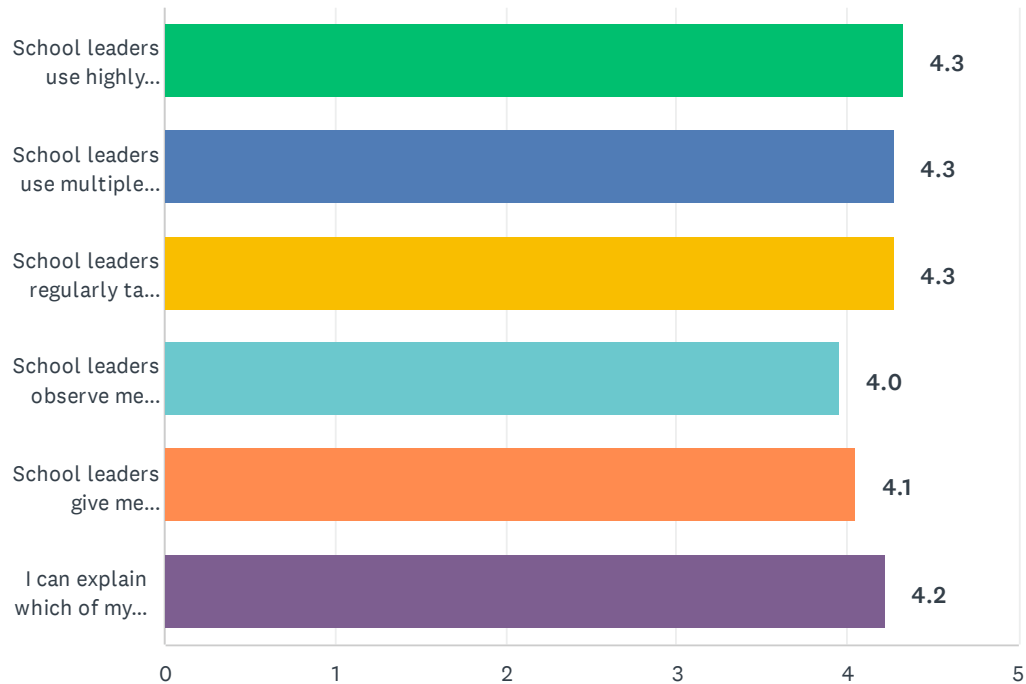|	STRONGLY DISAGREE (1)	DISAGREE (2)	NEITHER DISAGREE NOR AGREE (3)	AGREE (4)	STRONGLY AGREE (5)	N/A	TOTAL	WEIGHTED AVERAGE
Online professional development courses and resources that are relevant to my instructional growth goals are available to me.	0.0% 0	10.5% 2	5.3% 1	36.8% 7	42.1% 8	5.3% 1	19	4.17
Teacher-led professional development that is relevant to my instructional growth goals is available to me.	0.0% 0	0.0% 0	0.0% 0	47.4% 9	47.4% 9	5.3% 1	19	4.50
Instructional coaching relevant to my instructional growth goals is available to me.	0.0% 0	0.0% 0	0.0% 0	36.8% 7	57.9% 11	5.3% 1	19	4.61
School leaders collect data about how effective professional development is in improving teacher practices.	0.0% 0	0.0% 0	21.1% 4	36.8% 7	42.1% 8	0.0% 0	19	4.21
I can describe how the available professional development supports achievement of my instructional growth goals.	0.0% 0	0.0% 0	5.3% 1	42.1% 8	47.4% 9	5.3% 1	19	4.44

BASIC STATISTICS

	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
Online professional development courses and resources that are relevant to my instructional growth goals are available to me.	2.00	5.00	4.00	4.17	0.96
Teacher-led professional development that is relevant to my instructional growth goals is available to me.	4.00	5.00	4.50	4.50	0.50
Instructional coaching relevant to my instructional growth goals is available to me.	4.00	5.00	5.00	4.61	0.49
School leaders collect data about how effective professional development is in improving teacher practices.	3.00	5.00	4.00	4.21	0.77
I can describe how the available professional development supports achievement of my instructional growth goals.	3.00	5.00	4.50	4.44	0.60

Q6 2.6 Teachers have opportunities to observe and discuss effective teaching.
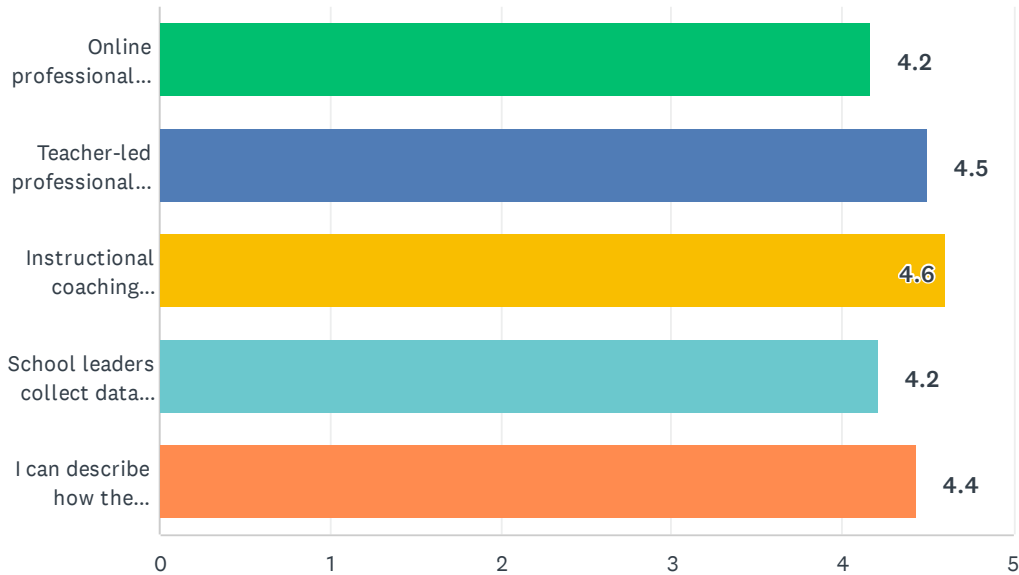
Answered: 19   Skipped: 2

Bowman MS HRS Level 2 - Teacher and Staff Survey March 2023

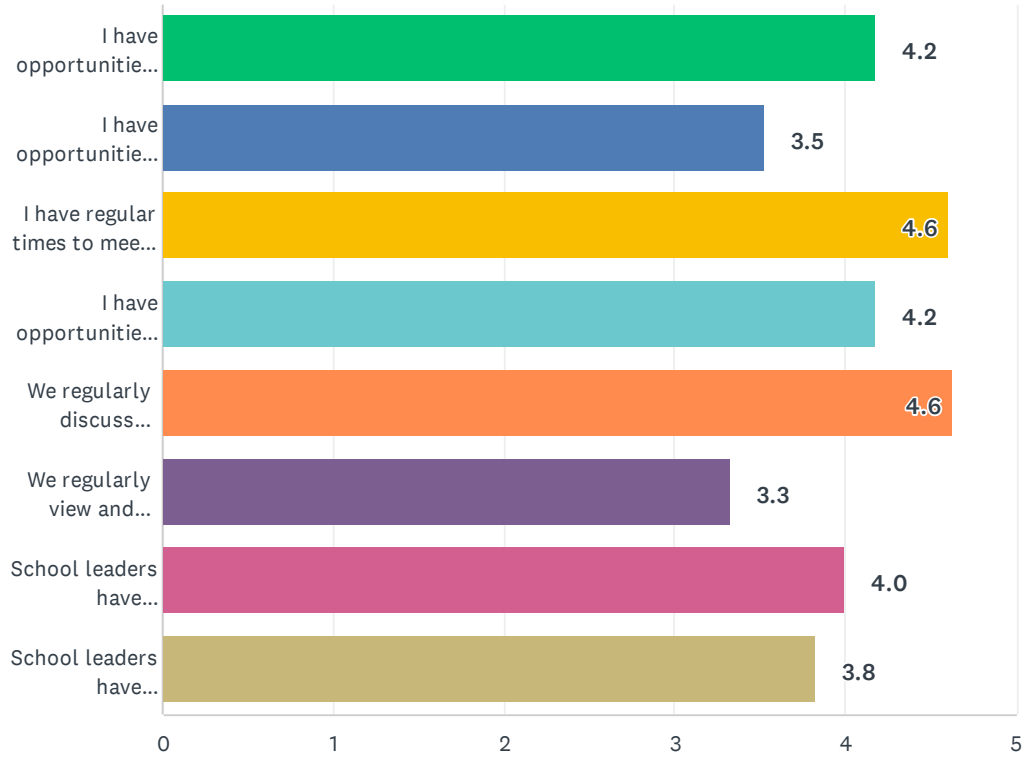|	STRONGLY DISAGREE (1)	DISAGREE (2)	NEITHER DISAGREE NOR AGREE (3)	AGREE (4)	STRONGLY AGREE (5)	N/A	TOTAL	WEIGHTED AVERAGE
I have opportunities to engage in instructional rounds.	0.0% 0	5.3% 1	10.5% 2	36.8% 7	36.8% 7	10.5% 2	19	4.18
I have opportunities to view and discuss video examples of effective teaching.	0.0% 0	26.3% 5	15.8% 3	21.1% 4	26.3% 5	10.5% 2	19	3.53
I have regular times to meet with other teachers to discuss effective instructional practices (for example, lesson study).	0.0% 0	0.0% 0	0.0% 0	36.8% 7	57.9% 11	5.3% 1	19	4.61
I have opportunities to observe and discuss effective teaching via technology (for example, virtual coaching or online discussions).	0.0% 0	10.5% 2	5.3% 1	31.6% 6	42.1% 8	10.5% 2	19	4.18
We regularly discuss instructional practices at faculty and department meetings.	0.0% 0	0.0% 0	5.3% 1	26.3% 5	68.4% 13	0.0% 0	19	4.63
We regularly view and discuss video examples of effective teaching at faculty and department meetings.	5.3% 1	21.1% 4	26.3% 5	21.1% 4	21.1% 4	5.3% 1	19	3.33
School leaders have information available about teachers' participation in opportunities to observe and discuss effective teaching.	0.0% 0	0.0% 0	26.3% 5	42.1% 8	26.3% 5	5.3% 1	19	4.00
School leaders have information available about teachers' participation in virtual discussions on effective teaching.	0.0% 0	5.3% 1	31.6% 6	31.6% 6	26.3% 5	5.3% 1	19	3.83

	STRONGLY DISAGREE (1)	DISAGREE (2)	NEITHER DISAGREE NOR AGREE (3)	AGREE (4)	STRONGLY AGREE (5)	N/A	TOTAL	WEIGHTED AVERAGE

BASIC STATISTICS

	MINIMUM	MAXIMUM	MEDIAN	MEAN	STANDARD DEVIATION
I have opportunities to engage in instructional rounds.	2.00	5.00	4.00	4.18	0.86
I have opportunities to view and discuss video examples of effective teaching.	2.00	5.00	4.00	3.53	1.19
I have regular times to meet with other teachers to discuss effective instructional practices (for example, lesson study).	4.00	5.00	5.00	4.61	0.49
I have opportunities to observe and discuss effective teaching via technology (for example, virtual coaching or online discussions).	2.00	5.00	4.00	4.18	0.98
We regularly discuss instructional practices at faculty and department meetings.	3.00	5.00	5.00	4.63	0.58
We regularly view and discuss video examples of effective teaching at faculty and department meetings.	1.00	5.00	3.00	3.33	1.20
School leaders have information available about teachers' participation in opportunities to observe and discuss effective teaching.	3.00	5.00	4.00	4.00	0.75
School leaders have information available about teachers' participation in virtual discussions on effective teaching.	2.00	5.00	4.00	3.83	0.90

Incidents By Behavior

Academic Year, 2022-2023
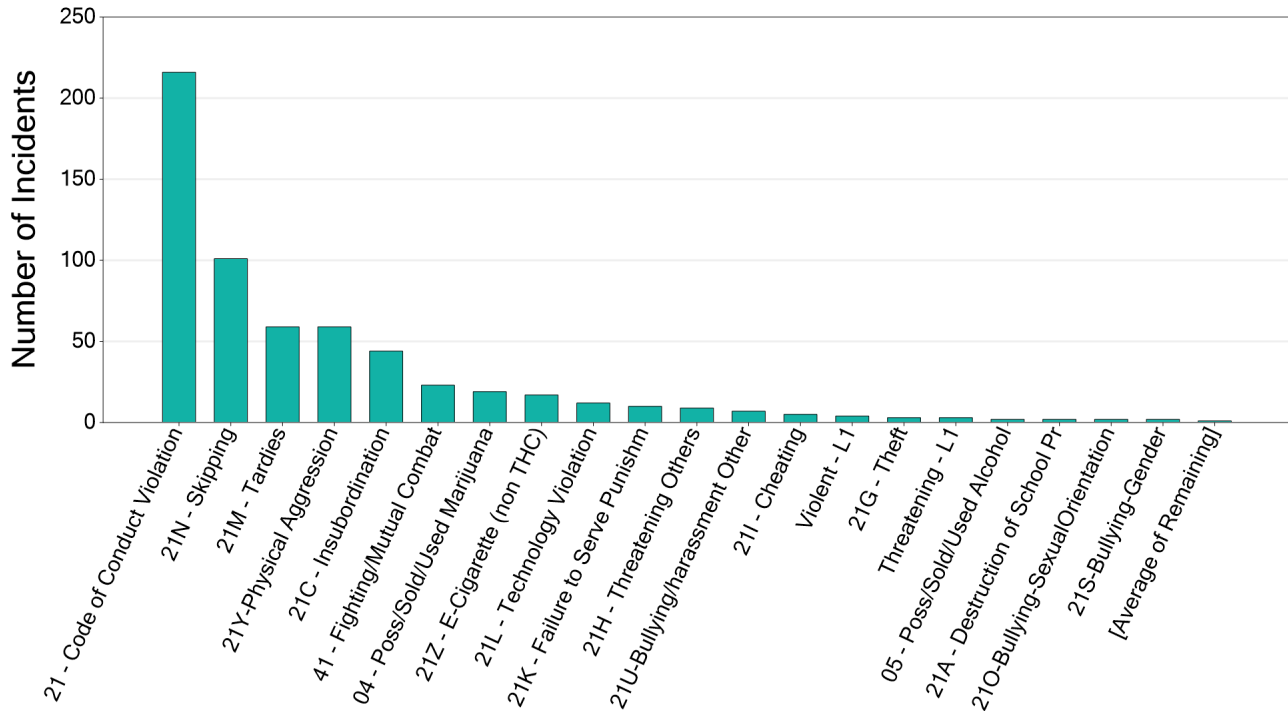
Behavior	Incidents	Percent of Incidents
04 - Poss/Sold/Used Marijuana	19	3.1%
05 - Poss/Sold/Used Alcohol	2	0.3%
07 - Public Lewdness/Indec Exp	1	0.2%
21 - Code of Conduct Violation	216	35.8%
21A - Destruction of School Pr	2	0.3%
21C - Insubordination	44	7.3%
21G - Theft	3	0.5%
21H - Threatening Others	9	1.5%
Total	616 behaviors in 604 incidents	

Behavior	Incidents	Percent of Incidents
21I - Cheating	5	0.8%
21K - Failure to Serve Punishm	10	1.7%
21L - Technology Violation	12	2.0%
21M - Tardies	59	9.8%
21N - Skipping	101	16.7%
21O-Bullying-SexualOrientation	2	0.3%
21Q - Lighter/Matches	1	0.2%
21S-Bullying-Gender	2	0.3%
21U-Bullying/harassment Other	7	1.2%
21Y-Physical Aggression	59	9.8%
21Z - E-Cigarette (non THC)	17	2.8%
26 - Terroristic Threat	1	0.2%
28 - Assault/Non-School Employ	1	0.2%
41 - Fighting/Mutual Combat	23	3.8%
Aggravation/Agitation of Other	1	0.2%
Dress Code Violation	1	0.2%
Failure to Follow Directions	1	0.2%
Gum/Candy	1	0.2%
Inappropriate Verbal Statement	1	0.2%
Littering	1	0.2%
Non-Discipline Threat	1	0.2%
Off Task Behavior	1	0.2%
Other Classroom Misbehavior:	1	0.2%
Out of Seat/Assigned Area	1	0.2%
Total	616 behaviors in 604 incidents	

Behavior	Incidents	Percent of Incidents
Profanity/Cursing	1	0.2%
Talking Loudly/Excessively	1	0.2%
Technology Violation	1	0.2%
Threatening - L1	3	0.5%
Violent - L1	4	0.7%
Total	616 behaviors in 604 incidents	

Report Options

Reporting Group	Bowman Middle School
Incident Category	Discipline Incidents
Special Ed Only	No

— **END OF REPORT** —
Report generated on 8/3/2023 by Castillo, Brittany

Listening

		2023 Campus				2023 District				
ESL	**2022 Level**	**N**	**BEG**	**INT**	**ADV**	**ADV-H**	**N**	**BEG**	**INT**	**ADV**	**ADV-H**
	NA	13	31%	54%	15%		141	30%	43%	18%	8%
	Beginning	9	22%	78%			113	31%	65%	3%	1%
	Intermediate	17		71%	24%	6%	116	2%	66%	28%	3%
	Advanced	36		25%	61%	14%	217		22%	51%	28%
	Advanced High	42		14%	33%	52%	203		8%	32%	60%

Reading

		2023 Campus				2023 District				
ESL	**2022 Level**	**N**	**BEG**	**INT**	**ADV**	**ADV-H**	**N**	**BEG**	**INT**	**ADV**	**ADV-H**
	NA	13	46%	38%		15%	141	41%	33%	18%	9%
	Beginning	14	43%	57%			105	50%	48%	2%	1%
	Intermediate	25	24%	56%	20%		166	32%	43%	20%	5%
	Advanced	23	9%	22%	57%	13%	131	3%	26%	58%	13%
	Advanced High	42	2%	17%	31%	50%	248	0%	6%	33%	60%

Speaking

		2023 Campus				2023 District				
ESL	**2022 Level**	**N**	**BEG**	**INT**	**ADV**	**ADV-H**	**N**	**BEG**	**INT**	**ADV**	**ADV-H**
	NA	13	46%	38%	15%		141	35%	40%	22%	2%
	Beginning	11	55%	36%	9%		102	36%	51%	13%	
	Intermediate	35	23%	60%	14%	3%	183	17%	57%	24%	2%
	Advanced	49	29%	51%	18%	2%	310	7%	38%	44%	11%
	Advanced High	9	33%	22%	44%		54	6%	24%	57%	13%

Writing

		2023 Campus				2023 District				
ESL	**2022 Level**	**N**	**BEG**	**INT**	**ADV**	**ADV-H**	**N**	**BEG**	**INT**	**ADV**	**ADV-H**
	NA	13	54%	38%		8%	141	52%	28%	14%	5%
	Beginning	9	100%				88	69%	28%	2%	
	Intermediate	14	50%	43%	7%		110	39%	52%	8%	1%
	Advanced	42	12%	48%	38%	2%	208	6%	53%	36%	4%
	Advanced High	39		36%	56%	8%	237	2%	22%	57%	19%

2022 Level of NA inidcates a new student to Plano ISD.

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Listening

2022 Level	2023 Campus					2023 District				
ESL	N	BEG	INT	ADV	ADV-H	N	BEG	INT	ADV	ADV-H
NA	11	36%	36%	18%	9%	117	22%	38%	21%	18%
Beginning	7	43%	43%	14%		58	33%	60%	7%	
Intermediate	32		63%	34%	3%	157	8%	66%	24%	3%
Advanced	40		33%	30%	38%	189		28%	42%	30%
Advanced High	41			34%	66%	274	0%	5%	26%	68%

Reading

2022 Level	2023 Campus					2023 District				
ESL	N	BEG	INT	ADV	ADV-H	N	BEG	INT	ADV	ADV-H
NA	11	36%	18%	27%	18%	117	38%	21%	23%	18%
Beginning	19	47%	47%	5%		132	42%	47%	9%	2%
Intermediate	43	2%	42%	47%	9%	184	9%	40%	40%	10%
Advanced	37		3%	54%	43%	185	1%	14%	49%	37%
Advanced High	21			10%	90%	177		2%	16%	81%

Speaking

2022 Level	2023 Campus					2023 District				
ESL	N	BEG	INT	ADV	ADV-H	N	BEG	INT	ADV	ADV-H
NA	11	9%	64%	18%	9%	117	20%	44%	32%	5%
Beginning	9	44%	33%	22%		82	30%	59%	10%	1%
Intermediate	50	6%	56%	34%	4%	266	10%	50%	37%	2%
Advanced	58	2%	19%	67%	12%	314	1%	21%	62%	16%
Advanced High	3			33%	67%	16		19%	25%	56%

Writing

2022 Level	2023 Campus					2023 District				
ESL	N	BEG	INT	ADV	ADV-H	N	BEG	INT	ADV	ADV-H
NA	11	45%	9%	45%		116	43%	20%	30%	7%
Beginning	5	80%		20%		66	65%	26%	9%	
Intermediate	18	17%	61%	22%		121	21%	56%	22%	
Advanced	50	2%	40%	50%	8%	206	4%	41%	48%	7%
Advanced High	47	2%	13%	64%	21%	280	1%	21%	56%	22%

2022 Level of NA inidcates a new student to Plano ISD.

Listening

2022 Level	2023 Campus					2023 District				
ESL	N	BEG	INT	ADV	ADV-H	N	BEG	INT	ADV	ADV-H
NA	10	30%	30%	20%	20%	105	24%	45%	16%	15%
Beginning	1		100%			60	37%	58%	5%	
Intermediate	14		57%	21%	21%	138	3%	52%	37%	8%
Advanced	22		18%	32%	50%	143	1%	19%	47%	33%
Advanced High	60		5%	27%	68%	246	0%	4%	24%	72%

Reading

2022 Level	2023 Campus					2023 District				
ESL	N	BEG	INT	ADV	ADV-H	N	BEG	INT	ADV	ADV-H
NA	10	30%	30%	30%	10%	105	16%	57%	17%	10%
Beginning	8		75%	25%		93	29%	60%	11%	
Intermediate	24	4%	54%	42%		200	9%	54%	34%	4%
Advanced	28		14%	61%	25%	133		19%	50%	32%
Advanced High	37		3%	30%	68%	161		1%	28%	71%

Speaking

2022 Level	2023 Campus					2023 District				
ESL	N	BEG	INT	ADV	ADV-H	N	BEG	INT	ADV	ADV-H
NA	10	30%	40%	30%		105	33%	41%	23%	3%
Beginning	1		100%			73	42%	45%	12%	
Intermediate	35	3%	40%	54%	3%	238	11%	46%	39%	3%
Advanced	61		21%	70%	8%	265	0%	23%	64%	13%

Writing

2022 Level	2023 Campus					2023 District				
ESL	N	BEG	INT	ADV	ADV-H	N	BEG	INT	ADV	ADV-H
NA	10	50%	30%	20%		104	55%	31%	13%	1%
Beginning	2	50%	50%			50	76%	24%		
Intermediate	21	24%	67%	5%	5%	131	29%	56%	11%	3%
Advanced	27		41%	52%	7%	176	7%	54%	33%	6%
Advanced High	47		32%	45%	23%	218	1%	34%	44%	21%

2022 Level of NA inidcates a new student to Plano ISD.

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ESL										
Years in US Schools		**2023 TELPAS Composite**					**2022 to 2023 Progress Levels**			
		N	**BEG**	**INT**	**ADV**	**ADV-H**	**N**	**Lower or Same**	**One**	**Two**	**Three**
New (< 1)	**Campus**	9	44%	44%	11%		0				
	District	92	49%	38%	12%		4		25%	50%	25%
1-2	**Campus**	5	20%	60%	20%		4	25%	75%		
	District	90	29%	51%	13%		77	45%	48%	6%	
2-3	**Campus**	1		100%			1	100%			
	District	21		24%			19	63%	37%		
3-4	**Campus**	4	25%	50%	25%		3	100%			
	District	62	18%	50%	21%		56	80%	20%		
4-5	**Campus**	5		80%	20%		5	100%			
	District	38		63%	21%		31	97%	3%		
6 or More	**Campus**	93	4%	55%	33%	8%	91	97%	2%	1%	
	District	487	2%	35%	48%	15%	463	94%	5%	0%	
All	**Campus**	117	9%	56%	30%	6%	104	94%	5%	1%	
	District	791	12%	39%	36%	13%	650	86%	12%	1%	0%

Years in US Schools computed starting in Grade 1.

ESL										

Years in US Schools		**2023 TELPAS Composite**					**2022 to 2023 Progress Levels**				
		N	**BEG**	**INT**	**ADV**	**ADV-H**	**N**	**Lower or Same**	**One**	**Two**	**Three**
New (< 1)	**Campus**	**8**	**50%**	**25%**	**25%**		**0**				
	District	69	42%	36%	14%		2		100%		
1-2	**Campus**	**4**	**25%**	**50%**	**25%**		**4**	**50%**	**50%**		
	District	87	23%	48%	23%		74	57%	42%	1%	
2-3	**Campus**	**1**		**100%**			**1**	**100%**			
	District	24		21%			22	73%	27%		
3-4	**Campus**	**2**	**50%**		**50%**		**2**	**50%**	**50%**		
	District	61	11%		30%		55	73%	25%		2%
4-5	**Campus**	**2**		**100%**			**2**	**100%**			
	District	40		20%			38	92%	5%		3%
6 or More	**Campus**	**114**		**25%**	**51%**	**25%**	**111**	**79%**	**21%**		
	District	513		24%	50%	25%	487	82%	17%	0%	0%
All	**Campus**	**131**	**5%**	**27%**	**47%**	**21%**	**120**	**78%**	**22%**		
	District	795	8%	29%	43%	21%	679	79%	20%	0%	1%

Years in US Schools computed starting in Grade 1.

ESL

Years in US Schools		2023 TELPAS Composite					2022 to 2023 Progress Levels				
		N	BEG	INT	ADV	ADV-H	N	Lower or Same	One	Two	Three
New (< 1)	Campus	5	60%	40%			0				
	District	80	31%	55%			10		30%	60%	10%
1-2	Campus	1		100%			1	100%			
	District	91		51%			83	59%	40%	1%	
2-3	Campus	1			100%		1	100%			
	District	19			47%		19	63%	37%		
3-4	Campus	3		67%		33%	3	100%			
	District	47		38%		19%	46	85%	15%		
4-5	Campus	4		25%	50%	25%	4	100%			
	District	36		17%	56%	25%	36	89%	11%		
6 or More	Campus	93		18%	56%	26%	88	84%	16%		
	District	417		27%	50%	21%	394	84%	15%	1%	0%
All	Campus	107	3%	21%	51%	24%	97	86%	14%		
	District	692	8%	34%	42%	17%	588	78%	19%	2%	0%

Years in US Schools computed starting in Grade 1.

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