



Plano Independent School District Campus Improvement Plan

Boggess Elementary

225 Glen Ridge Drive

Murphy, Texas 75094

2018-2019

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Vision and Mission Statements for District and Campus

Plano ISD Vision Statement

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

Plano ISD Mission Statement

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

District Goals

Plano ISD has two major ongoing district goals:

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

Campus Mission Statement

Inspiring successful and responsible life-long learners.

Campus Information

Administration Team

Principal, Shurandia Holden

Assistant Principal, Veola Neal

About Us

Boggess Elementary is a Plano ISD campus located in Murphy, Texas. Boggess takes pride in being a student-centered campus. We are committed to inspiring students to become successful and responsible life-long learners.

Campus Status

X Non-Title I Campus

Title I School-wide Campus

Site-Based Improvement Committee Meeting Dates

Meeting 1: SBIC approves the improvement plan – 08/28/2018 03:30 pm

Meeting 2: Progress monitoring and review of strategic plan - 02/05/2019 03:30 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/07/2019 03:30 pm

State Goals and Objectives

The State of Texas Public Education Mission

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

The State of Texas Public Education Objectives

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

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

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

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

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

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

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

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

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

TEA Strategic Priorities

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

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

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

Goal #4 - **Improve** low-performing schools.

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

Site-Based Improvement Committee Members

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Sarah Harvell	Faculty Member	2018	X	X	X
Sandra Fulcher	Faculty Member	2018	X		X
Kelly Blakey	Faculty Member	2018	X	X	X
Sherry Newell	Faculty Member	2018		X	X
Denise Roberts	Faculty Member	2018	X	X	X
Gabrielle McDonald	Faculty Member, Special Ed	2017	X		X
Shurandia Holden	Principal	2017	X	X	X
Brittnea Ussery	District Professional	2018	X	X	
Veola Neal	Campus Professional, Non-teaching	2016	X	X	X
Jennifer Almholt	Support Staff Member	2017	X	X	X
Jamie Heise	Parent-Selected by PTA	2018	X	X	X
Angela Katai	Parent-Selected by Principal	2018		X	X
Colin McDorman	Parent	2018			
Nilu Thakur	Parent	2018	X		
Jyotsna Kuppannagari	Parent	2018		X	X
Mindee Gilbert	Parent	2018	X		X
Fred Mancias	Community Member	2018			
Marv Williams	Community Member	2018	X	X	X
Gailee Cardwell	Business Representative	2018			
Bridgett Fisher	Campus Professional, Non-teaching	2018		X	X

State Compensatory Education Program Information

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

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

SCE Program Funding

SCE Total	\$69664.00	State Compensatory Ed funds allocated for allowable supplemental resources and 1 staff.
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Comprehensive Needs Assessment Summary

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	<p>Bogges has a diverse student body.</p> <p>Students at Bogges maintain positive attendance rates.</p>	<p>We need to increase diversity among staff and increase parent leadership opportunities.</p> <p>Teachers need to be proactive about communicating attendance concerns to parents.</p>	<p>We will work to build diversity among staff and parent volunteers, by providing more effective communication.</p> <p>Staff will communicate and document attendance concerns.</p>
Student Achievement	<p>We have maintained success with closing the gaps for low achieving students.</p> <p>Overall, Bogges students meet academic expectations annually.</p>	<p>We need to determine how to increase the number of students performing at the mastery level.</p> <p>We will implement effective strategies for students with language acquisition needs.</p>	<p>We will provide more opportunities for students to collaborate and communicate in an effort to close the gaps for high achieving students.</p> <p>We need to be intentional in our instructional practices and be knowledgeable of individual students' strengths and areas of growth.</p>
School Culture and Climate	<p>Because our students know and practice emergency drills consistently, students feel safe at school.</p> <p>We provide multiple opportunities for student recognition campus-wide.</p>	<p>We need to teach staff and students new to Bogges campus emergency procedures.</p> <p>We need to be more consistent in student recognitions across grade levels.</p>	<p>We will continue to practice our monthly drills, communicate feedback and make safety a priority.</p> <p>Collaborative Teams and Vertical Teams will discuss and implement student recognition plans for the campus.</p>
Staff Quality/ Professional Development	<p>Bogges has a low staff turnover rate.</p>	<p>We need to increase opportunities for staff to reflect on professional goals and seek opportunities to build capacity in staff.</p>	<p>We will continue to maintain high staff morale by celebrating success and providing support.</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	We provide regular and consistent professional development based on campus and individual teacher needs.	We need to support staff with our continued focus on a growth mindset.	We will continue providing opportunities for staff to observe highly effective teachers in order to improve their instruction.
Curriculum, Instruction, Assessment	<p>More than one staff member at Bogges helps write district curriculum.</p> <p>We use data analysis consistently to drive instruction and to monitor student growth.</p>	<p>We need to provide more opportunities for teachers to unpack the curriculum.</p> <p>Teachers need to use Edugence more efficiently, so that we can improve instructional strategies to meet the needs of our diverse learners.</p>	<p>During grade level planning, collaborative team meetings, vertical team meetings and extended planning, teachers will unpack the curriculum and include differentiated strategies to meet the needs of all students.</p> <p>We will ensure that teachers are sufficiently trained in Edugence.</p>
Family and Community Involvement	<p>We have a very active PTA and numerous volunteers who provide daily support for our teachers and students.</p> <p>Our campus has received the National PTA School of Excellence Award and the Phoebe Apperson Hearst Award of Merit Winner.</p>	<p>We will continue to build relationships between parents, school and the community.</p> <p>We need to encourage more individuals to accept leadership roles in PTA.</p>	<p>We will increase opportunities to welcome parents from diverse backgrounds and cultures.</p> <p>We will continue to increase PTA membership, and recruit individuals to accept leadership roles in PTA.</p>
School Context and Organization	<p>We have created a master schedule that maximizes instructional time.</p> <p>We provide a platform for teachers and parents to have a voice in decision making (SBIC, PTA, Parent Interest Group).</p>	<p>We need to monitor the schedule regularly to identify areas for change or adjustment.</p> <p>We need to listen and address parent concerns, as appropriate.</p>	<p>We will monitor the master schedule regularly in order to identify areas for change or in need of adjustment.</p> <p>We will schedule opportunities to meet with parents and utilize quick data to gather input.</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Technology	<p>Students enjoy using technology.</p> <p>We have an ample amount of support from the technology department at the district level.</p>	<p>Teachers need to be adequately trained on how to use technology to enhance instruction.</p> <p>We need to be innovative in our use of technology to support instruction.</p>	<p>We will continue to promote responsible, digital citizenship among students and provide technology training opportunities for staff.</p> <p>We will use various types of technology to enhance instruction, so that we are able to monitor and assess student progress.</p>

Critical Action #1

Problem Statement	Increase the percentage of students performing at the Masters Level of STAAR in an effort to increase our ranked scale score for the "Comparative Closing the Gaps Target" from 79 to 90.
Root Cause and Strategy	Collaborative Teams will utilize a uniform way of planning in an effort to implement consistency in the planning process. We will provide clear expectations for collaborative teams when planning in order to implement effective strategies that are based on student strengths and areas of growth.
Goal	Increase student achievement by using I/E time effectively, interventions, data analysis, collaborative planning and common assessments to drive instruction.
Project Lead	Collaborative Team Chairpersons, Specialists
Staff, Title I Staff	Core Teachers, Collaborative Teams, Administrators
Materials and Resources	Plano Curriculum, Assessment Data/Edugence, Mentoring Minds, Appropriate instructional programs, RTI Process, Kid Talk

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Teachers will analyze data with grade level teams and vertical team(s) using Edugence and other data sources to identify campus priorities (identify who and what).	Edugence; Common Assessments; STAAR Accountability Data; MAP Data			August 2, 2018 - May 24, 2019	Campus Needs Assessment; Data Dig; Vertical Team Agenda; Flexible Group Lists; Lesson Plans	Adjustments to instruction and flexible groups; teachers will be more knowledgeable of individual student academic ability	On Track to Make Progress Teachers analyze and use data as it is provided to students who need support and campus priorities. Completed BOY Dat Digs to identify tutoring, TIER II and III groups. Data also used for flexible grouping and to place students in appropriate Math classes in grades 3, 5, & 5.	Some Progress All grade levels use Edugence to make Tier 2 & tutoring groups. The 'Data Dig' Form is used to analyze data. SEL Circles are utilized campus wide and each grade level identifies and evaluates appropriate SEL strategies.	Significant Progress All grade levels will use data results to determine student groups, summer school recommendations and ongoing interventions.	

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Teachers will be intentional with their use of strategies and interventions in order to identify students in need of additional support (documented in lesson plans).	Curriculum Planner; Collaboration with Campus Specialists and district coordinators; Lesson Plans;			August 13, 2018 - May 24, 2019	Review lesson plans; administrator participation during planning; Walkthrough Data; Glow and Grow for teacher feedback; KidTalk discussions	Additional support for students in need during I/E; students assigned to tutorials; students identified for Tier 2 & 3	Some Progress District personnel trained each team on writing appropriate goals in Edugence. Instructional specialist sends email reminder periodically for teachers to check or update goals.	Some Progress Daily and weekly Tier 2 documentation, lesson plans, STEM activities, tutoring, assessment analysis, observations and Kid Talks are completed in order to determine the appropriate next steps for students. SEL topics and activities are determined based on the needs of the grade levels.	Significant Progress As documented in lesson plans, teachers were intentional as they planned groups, Tier II & III strategies. As indicated by MAP scores, teachers identify students in need of enrichment or lesson extensions and provided the appropriate leveled instruction.	
Teachers will use extended planning time in order to implement the planning protocols for unit instructional planning.	Extended Planning Agendas; Schedule and calendar dates; Visible extended planning protocol; substitutes			October 2018 - April 2019	Substitute lists; agenda; lesson plan	Robust individualized instruction and implementation of curriculum	On Track to Make Progress Extended Planning dates are predetermined. Agendas or plans for the extended planning time are sent to admin prior to planning days. By January 1st, Admin had sat in on plannings for grades 3-5.	Some Progress SEL activities are intentionally put into lesson plans. Teachers participate in Extended Planning opportunities and plan with the end in mind. Teachers are consistently researching PBL, engineering Unit Plans and extensions for math and science.	Significant Progress Teachers were given 4 to 5 days of extended planning in which they unpacked the curriculum, familiarized themselves with the TEKS and did long-term planning for concepts and specific units. They also used this time to analyze data and put their students into flexible groups.	
Teachers will develop common assessments in order to determine student growth and instructional adjustments.	Curriculum; Quizlet; Assessment Software; Lead4ward		2,000.00	September 2018 - May 2019	Assessment; Date for planned common assessment; Plan for data analysis;	Additional support/enrichment activities provided for students based on results	On Track to Make Progress Teachers are developing common assessments. First we had to establish what our	On Track to Make Progress Kinder teachers are constantly assessing students. All teachers are more purposeful with putting	Some Progress Teachers will continue to focus on developing common assessments that align to curriculum checkpoints.	

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
							expectations were for the common assessment.	assessments into lesson plans. Teachers are using Google Forms, Quick Checks, creative projects, rubrics, and Review What You Know to develop common assessments.		
District Curriculum and Instruction Team members will provide staff training in Planning Protocols to provide a consistent set of practices by using "Understanding By Design".	District Personnel			August 29, 2018	Sign-in sheet	Clear expectations for the Planning Protocol	Significant Progress Teachers are implementing the protocols during planning.	Significant Progress District personnel have visited our campus to provide the Planning Protocols training. Teachers have also been trained by the district for CogAT, Dyslexia and GT Updates. Teachers are actively using the planning protocols within their collaborative team meetings.	Significant Progress Teachers have had the opportunity to access and utilize interactive online tools that address the expectations for the planning protocols.	
Teachers will implement Guided Reading consistently in every grade level.	District Curriculum Planner; Guided Reading resources;			August 20, 2018- May 24, 2018	Lesson Plans; Grade Level & Collaborative Team Agendas	Increase in student achievement in all content areas	Some Progress Teachers are using data to make groups and including the guided reading lessons in their plans.	On Track to Make Progress Groupings are fluid as they are based on needs assessments. All teachers have incorporated Guided Reading into their lesson plans.	Significant Progress Planning and delivery of Guided Reading has significantly improved campus wide.	

Critical Action #2

Problem Statement	The collaborative teams are operating at varying levels of autonomy compared to the Collaborative Teams that transform the PLC process (policies and practices).
Root Cause and Strategy	We will address the need for teacher teams and collaborative groups to effectively address curriculum, assessment, instruction and the achievement of all students by ensuring that PLC process is implemented consistently using the districts' PLC protocols with fidelity.
Goal	Increase student achievement by implementing the PLC process and attain success with HRS Critical Commitment Level 1.
Project Lead	Collaborative Team Chairpersons, Team Leaders, Administration
Staff, Title I Staff	Core teachers & Specialists
Materials and Resources	TEKS, PISD Curriculum, Edugence, Accountability Data, "Learning By Doing: A Handbook for Professional Learning Communities at Work", 3rd Ed., "Collaborative Teams That Transforms Schools", "A Handbook for High Reliability Schools", "Leading A High Reliability School"

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
We will determine the Collaborative Teams needed for our campus, establish the norms and create a monthly meeting calendar.	HRS Survey Results; HRS: A Handbook for High Reliability Schools; Campus Site Calendar			May 23, 2018 (Leadership Retreat); July 2018; August 3, 2018 (PDH); August 21, 2018 (Meeting with Collaborative Team Chairs)	Meeting notes; Planning notes; Agenda; Monthly Staff Meeting; Monthly Collaborative Team Meeting; MLP login	Increase the Use of Quality Data to Drive Instruction; Increase Leadership Effectiveness; Increase Teacher Quality; Increased Learning Time; Improve School Climate; Increase Teacher Quality;	Significant Progress Teams are established and meeting consistently. All teams follow established norms and have sign in sheet. Prior to each Collaborative Team Meetings, Admin meets with leaders to discuss agendas, activities and calendars.	Significant Progress Collaborative Teams conduct monthly meetings and provide agendas and follow-up with meeting notes. Norms are consistently reviewed in the meetings in an effort to establish an professional working environment.	Significant Progress Our collaborative teams have worked beautifully. All teachers have an opportunity to have a voice and the teachers are leading the teams. It has allowed us to build leadership capacity within building.	

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Administrators will meet with the Chairs for each Collaborative Team to discuss the purpose, goals, and monthly agendas to be submitted to administrators prior to each meeting.	Campus Data & Schedules; Norms; Root Cause Analysis; 10-5-5 Protocol			August 21, 2018	Meeting notes; Planning notes; Agenda; Copies of Accountability Data	Improve Academic Performance; Increase the Use of Quality Data to Drive Instruction; Increase Leadership Effectiveness; Increased Learning Time; Improve School Climate; Increase Teacher Quality	Significant Progress Prior to each Collaborative Team Meetings, Admin meets with leaders to discuss agendas, activities and calendars.	Significant Progress Administrators meet on a consistent basis the Collaborative Team Chairs in order to review agenda items and discuss plans and other topics for discussion.	Significant Progress This practice will continue next year. Leaders were given the opportunity to talk with administrators about agenda topics before presenting to their teams for buy-in.	
During monthly Collaborative Team Meetings, teams will implement their goals, monitor progress and complete an exit ticket to provide feedback at the conclusion.	Agenda; Sign-in Sheets; Curriculum Planner; Campus Calendar; 4 Critical Questions; Google Form			Weekly Collaborative Planning Meetings; Monthly Collaborative Team Meetings; Summary or progress at each monthly staff meeting;	Agenda and Meeting notes; Planning notes; Lesson plans; Sign-in Sheets; login; Other data sources; MAP data; State/Local assessments; Google Form	Improve Academic Performance; Increase the Use of Quality Data to Drive Instruction; Increase Leadership Effectiveness; Increased Learning Time; Improve School Climate; Increase Teacher Quality	Significant Progress Admin creates exit ticket for each meeting to collect information to share with co-chairs.	Significant Progress Collaborative Teams frequently review goals to discuss steps toward making progress. Collaborative Team Members complete Exit Tickets that are provided from administration.	Significant Progress Exit Tickets were provided on a consistent basis and the feedback was very helpful. The last exit ticket was used as a survey to get teachers' insight about plans for next year.	
Collaborative Teams will share the progress of their goal at Staff and SBIC meetings.	Staff Meeting and SBIC Agenda			Monthly; SBIC Meetings (August 28th; February 5th; May 7th)	Staff and SBIC Agenda and notes; MLP Login & Sign-in Sheets	Family and Community Engagement; Improve School Climate; Increase Teacher Quality	Some Progress Due to time constraints we do not share at every staff meeting.	On Track to Make Progress Collaborative Team Chairpersons attended the first SBIC meeting and gave a review of their anticipated goals and planned events.	Significant Progress Collaborative Team Chairs attended the SBIC meetings and shared updates and progress.	
Collaborative Teams will analyze student data on a consistent basis.	MAP and IRI results; Common Assessments			February 2019 & May 2019	Agenda & Meeting notes; MAP & IRI data	Improve Academic Performance; Increase the Use of Quality Data to Drive Instruction	Some Progress Data has been analyzed by grade level teams during planning. We are in process of making sure that more data is	On Track to Make Progress All Collaborative Teams will bring relevant data to review and analyze at the next meeting.	Some Progress Collaborative Teams will continue to work on including data points in their agenda.	

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
							discussed during these team meetings as well for better vertical alignment.			
Collaborative Teams will use Quick Data to determine ways to monitor/adjust action steps, activities and goals.	Quick Data Samples			Monthly or as appropriate to goals	Quick Data results	Improve Academic Performance; Increase the Use of Quality Data to Drive Instruction; Increase Leadership Effectiveness; Increased Learning Time; Increase Family and Community Engagement; Improve School Climate; Increase Teacher Quality	Some Progress Completed stem night quick data, data from staff, data from small group of parents.	Some Progress Members of the Balanced Literacy Team brought examples of common assessments and shared ideas. STEM is creating a survey that will be read to distribute February 2019. Administrators created a survey to obtain student feedback. This feedback will need to be shared with the PTA and STEM Collaborative Team. The SEL Collaborative Team will need to brainstorm ways to obtain and use Quick Data.	Significant Progress Administrators, Collaborative Teams and Grade Levels utilized Quick Data to obtain feedback from parents and students.	

Health, Fitness and Attendance

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

COORDINATED SCHOOL HEALTH

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.	Principal	Campus Wellness Plan	August 13, 2018-May 24, 2019	Set Meetings and goals in September	CPR Training in November; Fitness Gram goals for students
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	August 22, 2018	Recruited parents	Consistent Parent input
K-8	Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom.	Principal	Coordinated School Health Curriculum	August 13, 2018 - May 24, 2019 (Each nine weeks)	Follow school health curriculum	Consistently assess the effectiveness of health curriculum and make any necessary adjustments
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.	P.E. Teacher/ Staff	Coordinated School Health Curriculum	August 13, 2018 - May 24, 2019	Bulletin board in the hallway near library	Changed monthly
K-8	Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.	Campus Wellness Captain/Principal	Campus Wellness Plan	August 30, 2018 - May 24, 2019	Planned Boggess Fun Run	Notified families via eNews, email newsletter and Messenger

FITNESS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	Once each semester	Prepare students for fitness gram	Continue to prepare students for fitness throughout the year
4th & 7th	Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD.	P.E. Teacher	Fitnessgram Student Report	May 24, 2019	3-5 are tested in the fall and spring	Information is shared with parents in the fitness report cards

PHYSICAL ACTIVITY REQUIREMENTS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period.	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	August 13, 2018 - May 24, 2019	Create lessons that integrate moderate to physical activity	Assess lesson plans and modify to fit the needs of students
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	August 13, 2018 - May 24, 2019	Used the Easy Scan to track miles	Track total miles achieved
K-8	Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time.	Principal	Yearly Plan Form	August 13, 2018 - May 24, 2019	Follow yearly TEKS and curriculum	FitnessGram assessment to gather data (3-5); Observations of student

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Lesson Plans Visible During Class Time	August 13, 2018 - May 24, 2019	Create a list of unstructured activities that students can participate in	Assess any equipment and space needs for recess
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Observation	August 13, 2018 - May 24, 2019	Share brain break resources with teachers	Acquired feedback from teachers regarding the use of suggested brain break resources

ATTENDANCE

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Weekly Attendance Report	Teachers contact parents via phone for 3 absences	Letters are sent home for 5 absences and a Behavior Improvement Plan is completed to assist students with getting back on track

Violence Prevention and Bullying

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

STAFF PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	August 13, 2018 - May 24, 2019	Address high risk areas from data risk survey	Teacher and student data taken regarding high risk areas at the end of the school year
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	August 13, 2018-May 24, 2019	Create duty roster for high risk areas, especially during high traffic times such as arrival and dismissal	Assess effectiveness of duty stations and revamp schedule based on need
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	August 13, 2018 - May 24, 2019	Parents and student can access print or online version of student code of conduct from the district website	Keep updated copy of Student Code of Conduct in main office for parent, student and teacher reference

STAFF EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/ PowerPoint	August 3, 2018	Monitor bullying and sexual harassment on campus	Track data regarding bullying and harassment to identify any patterns
Review referral process.	Principal or designee	Campus referral plan	September 26, 2018	Professional Development regarding the referral process	Track data

STAFF INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	August 13, 2018	Professional development for all staff to discuss best practices for intervention.	Assess effectiveness of intervention strategies and adjust as needed
Implement campus referral plan.	Principal or designee	Campus Referral Plan	August 13, 2018 - May 24, 2019	Professional development on the referral process and explanations	Track office referral data by grade level
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	August 13, 2018 - May 24, 2019	Review discipline management plan	Review discipline management plan and make updates based on feedback

STUDENT PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	August 13, 2018 - May 24,, 20149	teachers will introduce campus expectations during the first five days of school	Staff will continuously work to teach and enforce expectations
Monitor high risk areas.	All staff	Schedule (if necessary)	August 13, 2018 - May 24, 2019	Teachers will be assigned to duty schedule	Meet with teachers to assess monitoring and new strategies

STUDENT EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan	August 20, 2018 - May 24, 2019	Grade level teams will discuss process for office referrals	Refine the process as needed

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	Circle Forward; Restorative Questions; Zones of Proximity; Second Step	August 13, 2018 - May 24, 2019	Teachers will employ both whole class and individual student interventions to encourage appropriate behavior	track data on effectiveness of interventions and add additional interventions as necessary

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Employ discipline interventions.	Designated staff	Better Than Carrots or Sticks; SEL Standards Posters; A Bengal Does... Posters; Bengal Creed; Restorative Practices	August 13, 2018 - May 24, 2019	Staff will follow code of conduct	Review student behavior and make up dates as necessary
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Buddy Bench; Restorative Practices; Cafe Coupon; Restaurant Coupons	August 13, 2018 - May 24, 2019	Staff will utilize SEL and Restorative Practices	Obtain feedback at monthly Team Leader Meetings
Conference with parents/students.	Teachers or other staff	Site Calendar	August 10, 2018 - May 24, 2019	Meet with parents as needed throughout the school year	Continue conferences as needed

Parent Involvement

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

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local	Principal; Attendance Clerk; PTA	eNews; PTA Post; Campus Call-Out through School Messenger	August 2018	During Back to School Meetings, teachers will share with parents how to access Parent Portal and how to sign up.	The school secretary continues to follow-up
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local	Social Media Coordinators	Secretary; District Mobile Technology Lab; CTA; Teachers	August 13, 2018 - May 24, 2019	Feedback obtained through ongoing interaction/parent conferences.	Parents were provided computers once needs were determined.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	CTA; Office Manager	District/Campus Website; Principal	August 3, 2018 - May 24, 2019	Update new staff roster and biographies	Update website with events and information throughout the year
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Principal and Office Manager	Professional Staff; eNews Communication; Call-Out through School Messenger; Hard copies in front copies	August 13, 2018 - May 24, 2019 (weekly)	Hard copies of the eNews are available in the front office	Hard copies of the eNews are available in the front office
Utilize social media to keep parents and community informed.	Social Media Coordinator(s); PTA	Principal and Professional Staff	August 13, 2018 - May 24, 2019 (weekly)	Keep school Facebook and	Get community feedback

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Funding source: State and Local				website page updated with events	regarding best modes of social media
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	Principal & Assistant Principal; PTA President	Administrators; PTA President; Bogges Site Calendar	August 13, 2018 - May 24, 2019 (monthly)	Meet with PTA President monthly	End of the year PTA Meeting to discuss changes for next year
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).	Principal & Assistant Principal; PTA President; Office Manager; Counselor	Professional Staff	Once each semester	Sign in sheets for individual parenting classes	Track Attendance
Funding source: State and Local					

Transition

The campus will assist students in making a successful transition between elementary school to middle school.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Elementary counselors deliver guidance lessons that support and promote the learning process. Title I Components: 7 Funding source: State and Local	Counselor	Professional Staff	August 20, 2018 - May 23, 2019	Counselor guidance lessons with grade level teachers	Teacher provide feedback regarding the guidance lessons
Elementary staff work collaboratively with Pre-K staff throughout the school year. (i.e. Transition ARDs and CMIT Transitions) Title I Components: 7 Funding source: State and Local	Principal	AP; SpEd TL; Counselor	Dictated by annual meeting requirements	Special Education and Kindergarten Teacher communicate with the PK staff throughout the year to address student needs	Counselor communicates with PK staff to coordinate the Meet the Counselor date.
Elementary Title I Campuses – Parent workshops are offered to all parents enrolling children in kindergarten. During the workshop parents engage in pre-kindergarten activities and are encouraged to work with their children at home. Participants will go home with a (Reading and Math program) RAMP Up for Kindergarten Kit, which includes directions, materials, and books for families to keep. Title I Components: 7 Funding source: State and Local	NA	NA	NA	NA	NA
Elementary Campuses with full day Pre-K –	NA	NA	NA	NA	NA

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Pre-K students visit kindergarten classes to allow Pre-K students to familiarize themselves with the kindergarten staff and environment. Title I Components: 7 Funding source: State and Local					

State Certified Teachers and Highly Qualified Paraprofessionals

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

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. by the Title I Component 4 and 5 Funding source: State and Local	Professional Learning Department, Curriculum Department, and Campus Administrators	Professional Staff	July 2018 - May 2019	Administrators met with Team Leader to review the needs assessment date in order to determine the appropriate professional development needs.	Administrators and Team Leaders met throughout the year to discuss the effectiveness of campus professional development.