Plano Independent School District

Boggess Elementary

2020-2021



Board Approval Date: October 20, 2020

Mission Statement

Inspring successful and responsible lifelong learners.

Vision

Boggess will create life-long learners by educating the whole child in a safe, learning environment that celebrates diversity.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

During the 2018-19 school year, the highest enrollment total for Boggess was 537 which has declined over the past few years. By the end of the school year, the number of students who qualified for free or reduced lunch was at 12%. Additionally, there has been an increase in enrollment of students in special populations. The campus mobility rate was 3.4%, the attendance rate was 97.2% and Boggess serves students who speak more than 30 different languages.

Demographics Strengths

Diversity and attendance have been identified as strengths for Boggess. Serving at a campus with a diverse population of students provides staff members with opportunities to learn about different cultures and customs. Learning this information about students' families enables us to be more intentional with our efforts to be inclusive. Boggess continues to maintain a good attendance rate with averages above 95% for each grading period. The staff at Boggess strive to build positive relationships with students and parents through effective communication and a focus on the social and emotional well being of all students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Gaps exist between the percentage of students meeting grade level standard or above on STAAR is (70%) compared to economically disadvantaged students who are at 44%. **Root Cause:** Instruction should be focused on knowledge of the readiness standards and target strands that are not being mastered.

Problem Statement 2 (Prioritized): The percentage of English learners meeting Meets grade level standards on STAAR Reading is 62%. **Root Cause:** Instruction should be focused on the knowledge of ELPs that advises the need to teach vocabulary and provide visual supports.

Student Learning

Student Learning Summary

Boggess Elementary Goals Including HB3 Goals: (see tables in addendum): Individual goals are set for each student group with the expectation of high standards as well as to narrow the gap between each group and the All Students group. If the student group is below the All Students group, that student group's goal for 2024 is to narrow the performance gap by half as well as meet the overall percentage increase in the STAAR Meets Grade Level performance required for the All Students group.

When compared to like schools, the scores for Boggess are below in the areas of writing, reading and math. The STAAR data shows that students are not making expected growth in certain grade levels. The MAP data shows that students in the lowest quintiles (Quintiles 4 & 5) tend to show significant growth. However, students in the highest quintiles (Quintiles 1 & 2) do not show as much growth. This pattern appears to be consistent across all grade levels (except 1st and 5th grades which showed the opposite). Economically disadvantaged students showed less growth than non-economically disadvantaged peers. When looking at all subjects and students combined, 90% of students are at approaching grade level standard or above. The results on the Item analysis indicate the need for teachers need to be more cognizant of the readiness standards when preparing lessons to address the individual student needs.

Student Learning Strengths

During the 2019-20 school year, fifth grade teachers provided students with opportunities to experience hands-on project-based learning during each grading period. Consequently, the percentage of students who made targeted growth or beyond is being attributed to the following benefits of project-based learning: increase in student engagement, student-to-student collaboration, critical thinking, problem solving, deeper thinking and understanding and project management. The percentage of third grade students approaching grade level standard in Math is 92% and Reading is 96%. Fifth grade students approaching grade level standard in Math is 97% and 91% in Reading.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percentage of students meeting grade level standards on STAAR Writing is 42%. **Root Cause:** Students need more opportunities to practice revising and editing skills.

Problem Statement 2 (Prioritized): The percentage of students meeting grade level standards is 70%. **Root Cause:** All teachers need provide adequate instruction for student growth, focusing on TEKS and standards.

Problem Statement 3 (Prioritized): The percentage of students meeting grade level standard in math is 72%. **Root Cause:** Teachers need to be knowledgeable of readiness and supporting standards while providing effective instruction during Intervention/Enrichment Time.

Problem Statement 4 (Prioritized): The percentage of students meeting grade level standards in science is 61%. **Root Cause:** All teachers need to effectively teach vocabulary and science process skills.

School Processes & Programs

School Processes & Programs Summary

Boggess has a collaborative culture where staff are invited to give input and share in the decision making. Teachers incorporate a variety of strategies, flexible grouping and interventions to meet the needs of students. At Boggess, there are systems in place to consistently build capacity, provide feedback and celebrate successes. The Mentor Program provides consistent support for new teachers through monthly meetings, opportunities to provide and recieve feedback and opportunities to attend trainings, as needed. Teachers are constantly seeking innovative ways to use the one-to-one technology to enhance lessons and as a type of formative assessment. The current staff at Boggess reflects the diversity of the campus, and the majority of staff members have 11-20 years of experience.

School Processes & Programs Strengths

The collaborative culture at Boggess allows teachers from various grade levels to analyze campus data and to discuss effective instructional practices/resources. The positive culture and climate at Boggess impacts student achievement, staff morale and community relations.

Perceptions

Perceptions Summary

Results obtained from the Safety and Security Survey indicate that teachers, staff, students and the community believe that Boggess is a safe school. There are many avenues in which parents can communicate and give input into campus decisions. Boggess has a strong PTA with numerous volunteers who put in over 1200 volunteer hours annually. Over 95% of our parents are involved in the PTA and volunteer efforts. It is noteworthy that Boggess won the Golden Apple Award two years in a row by obtaining 100% faculty membership in the PTA. Parents have the ability to access communication in several languages when visiting the Boggess PTA website. This feature was added to the website 2 years ago in an effort to address the language needs of the diverse population. According to discipline data, there were no students sent to the Byrd Center during the 2018-19 school year. Based on the Plano Walk through data, there are high levels of student engagement. Soliciting feedback from parents in a variety of areas will continue to be a goal.

Perceptions Strengths

The results from the Safety and Security Survey indicate that the majority of students, staff, parents and members of the community believe that Boggess is a safe school. This belief is a welcome message to new parents and students when they visit or choose to enroll at Boggess. The PTA has a high level of involvement from staff, parents and the community. These partnerships enable the school to become maintain a strong and successful learning community for students.

Priority Problem Statements

Problem Statement 1: The percentage of students meeting grade level standards is 70%.Root Cause 1: All teachers need provide adequate instruction for student growth, focusing on TEKS and standards.Problem Statement 1 Areas: Student Learning

Problem Statement 2: The percentage of students meeting grade level standards on STAAR Writing is 42%.Root Cause 2: Students need more opportunities to practice revising and editing skills.Problem Statement 2 Areas: Student Learning

Problem Statement 3: The percentage of students meeting grade level standard in math is 72%.
Root Cause 3: Teachers need to be knowledgeable of readiness and supporting standards while providing effective instruction during Intervention/Enrichment Time.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: The percentage of students meeting grade level standards in science is 61%.Root Cause 4: All teachers need to effectively teach vocabulary and science process skills.Problem Statement 4 Areas: Student Learning

Problem Statement 5: The percentage of English learners meeting Meets grade level standards on STAAR Reading is 62%.Root Cause 5: Instruction should be focused on the knowledge of ELPs that advises the need to teach vocabulary and provide visual supports.Problem Statement 5 Areas: Demographics

Problem Statement 6: Gaps exist between the percentage of students meeting grade level standard or above on STAAR is (70%) compared to economically disadvantaged students who are at 44%.

Root Cause 6: Instruction should be focused on knowledge of the readiness standards and target strands that are not being mastered.

Problem Statement 6 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

• District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- TTESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Capacity and resources dataStudy of best practices

Goals

Revised/Approved: September 29, 2020

Goal 1: 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 Reading and STAAR Writing from 2019 to 2021.

Performance Objective 1: HB3 - The percent of Boggess 3rd grade students that score meets grade level or above on STAAR Reading will increase from 82% in 2019 to 84% by June 2021. The Economically Disadvantaged student group performance will increase from 58% in 2019 to 63% in 2021. The Special Education student group performance will increase from 47% in 2019 to 50% in 2021.

HB3 Goal

Evaluation Data Sources: 2021 STAAR Reading - 3rd grade

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details Formative Revie		iews		
Strategy 1: Collaborative Teams will analyze data (standards, TEKS, Unit exams, common assessments, STAAR results, etc.) once a		Formative		
month to determine specific areas of instruction to facilitate student growth.	Nov	Feb	June	
Strategy's Expected Result/Impact: Walkthrough Data frequency of Common Formative Assessments and Data Analysis following		75%	75%	
Staff Responsible for Monitoring: Instruction Specialists TEA Priorities: Build a foundation of reading and math	55%			
Strategy 2 Details	Formative Reviews			
Strategy 2: Third grade teachers will engage in weekly planning meetings with EAS to improve their ability to adhere to PISD Planning		Formative		
Protocols.	Nov	Feb	June	
Strategy's Expected Result/Impact: Third grade teachers will have more effective planning using PISD resources and implementing common assessments resulting in improved student performance. Staff Responsible for Monitoring: Administrators and Third Grade Teachers		ZEN	ZEN	
		15%	15%	
TEA Priorities: Build a foundation of reading and math				
Problem Statements: Student Learning 2				

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will implement Guided Reading practices weekly in order to provide students with strategies to improve reading		Formative	
skills.	Nov	Feb	June
 Strategy's Expected Result/Impact: Student scores on Reading Common Assessments & Reading Unit Exams will increase. Staff Responsible for Monitoring: Teachers Administrators Problem Statements: Demographics 2 	75%	90%	100%
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Performance Objective 1 Problem Statements:

 Demographics

 Problem Statement 2: The percentage of English learners meeting Meets grade level standards on STAAR Reading is 62%. Root Cause: Instruction should be focused on the knowledge of ELPs that advises the need to teach vocabulary and provide visual supports.

 Student Learning

Problem Statement 2: The percentage of students meeting grade level standards is 70%. **Root Cause**: All teachers need provide adequate instruction for student growth, focusing on TEKS and standards.

Goal 1: 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 Reading and STAAR Writing from 2019 to 2021.

Performance Objective 2: The percent of Boggess students that score Meets grade level or above on STAAR Reading 3-5 will increase from 70% in 2019 to 72% by June 2021. The Economically Disadvantaged student group performance will increase from 50% in 2019 to 55% in 2021. The English Learner student group performance will increase from 62% in 2019 to 66% in 2021.

Evaluation Data Sources: 2021 STAAR Reading

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	For	mative Revi	ews		
Strategy 1: Teachers in grades 3-5 will analyze data to determine which students need extra support and utilize IE time and tutoring to		Formative			
provide effective interventions through differentiation using technology and F2F instruction. Strategy's Expected Result/Impact: STAAR Reading scores for students in grades 3-5 should improve and there will be an	Nov	Feb	June		
increase in students engaging in online resources (i.e SeeSaw, Education Galaxy).					
Staff Responsible for Monitoring: Teachers in grades 3-5, Instructional Specialist	60%	80%	95%		
TEA Priorities: Build a foundation of reading and math					
Problem Statements: Student Learning 2					
Strategy 2 Details	For	mative Revi	ews		
Strategy 2: Compensatory Funds will be utilized to hire Adult Temps to work with students on targeted skills. The ESL Specialist will		Formative			
work with teachers to identify ELL students for this additional support.	Nov	Feb	June		
Strategy's Expected Result/Impact: Students in grades 3-5 will meet typical growth on MAP tests to indicate predictable scores on STAAR.					
Staff Responsible for Monitoring: Administration, Teachers in Grades 3-5	45%	80%	100%		
TEA Priorities: Build a foundation of reading and math					
Problem Statements: Student Learning 2					
Strategy 3 Details	Formative Reviews		ews		
Strategy 3: Collaborative Teams will meet monthly to analyze common assessments and discuss effective strategies to support	Formative				
instruction.	Nov	Feb	June		
Strategy's Expected Result/Impact: Teachers in grades 3-5 will be more efficient with developing common assessments and being able to analyze the date for improvements to instruction					
being able to analyze the data for improvements to instruction.	60%	80%	80%		
Staff Responsible for Monitoring: Collaborative Team Members, Administrators					
TEA Priorities: Build a foundation of reading and math					
Problem Statements: Student Learning 2					

Strategy 4 Details	Formative Reviews		ews
Strategy 4: Touch Phonics will be purchased and used with ELLs who are struggling with phonemic awareness.		Formative	
Strategy's Expected Result/Impact: Reading skills for the targeted ELL students will improve.	Nov	Feb	June
Staff Responsible for Monitoring: ESL Teacher & Grade Level Teachers TEA Priorities: Build a foundation of reading and math	55%	75%	100%
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Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: The percentage of students meeting grade level standards is 70%. **Root Cause**: All teachers need provide adequate instruction for student growth, focusing on TEKS and standards.

Goal 1: 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 Reading and STAAR Writing from 2019 to 2021.

Performance Objective 3: The percent of Boggess students that score Meets grade level or above on STAAR Writing 4 will increase from 42% in 2019 to 44% by June 2021. The Economically Disadvantaged student group performance will increase from 13% in 2019 to 18% in 2021. The English Learner student group performance will increase from 26% in 2019 to 29% in 2021.

Evaluation Data Sources: 2021 STAAR Writing

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details			Formative Reviews		
Strategy 1: Teachers will review the Campus Writing Rubric, so that they can determine how to calibrate the scoring for more		Formative			
consistency.	Nov	Feb	June		
Strategy's Expected Result/Impact: There will be more consistent writing scores for each grade level, and students will be given more consistent writing instruction.					
Staff Responsible for Monitoring: All Teachers (Balanced Literacy Collaborative Team)	10%	45%	70%		
TEA Priorities: Build a foundation of reading and math					
Problem Statements: Student Learning 1					
Strategy 2 Details	For	mative Revi	iews		
Strategy 2: Teachers will implement campus wide Revising & Editing Strategies with students based on their grade level checklist.		Formative			
Strategy's Expected Result/Impact: Students will be able to utilize the Revising & Editing Strategies with proficiency.		Feb	June		
Staff Responsible for Monitoring: Balanced Literacy Collaborative Team Administration		CEN	0.00		
Problem Statements: Student Learning 1	20%	65%	80%		
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Performance Objective 3 Problem Statements:

Student Learning	
Problem Statement 1 : The percentage of students meeting grade level standards on STAAR Writing is 42%. Root Cause : Students need more opp and editing skills.	ortunities to practice revising

Goal 2: 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 2019 to 2021.

Performance Objective 1: HB3 - The percent of Boggess 3rd grade students that score meets grade level or above on STAAR Math will increase from 79% in 2019 to 80% by June 2021. The Special Education student group performance will increase from 40% in 2019 to 43% in 2021. The Economically Disadvantaged student group performance will increase from 67% in 2019 to 71% in 2021.

HB3 Goal

Evaluation Data Sources: 2021 STAAR Math - 3rd Grade

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	For	mative Revi	iews
 Strategy 1: Collaborative Teams will analyze data (standards, TEKS, District Unit Exams, common assessments, STAAR results, etc.) once a month to determine specific areas of instruction to facilitate student growth. Strategy's Expected Result/Impact: Walkthrough Data frequency of Common Formative Assessments and Data Analysis following Staff Responsible for Monitoring: Instruction Specialists TEA Priorities: Build a foundation of reading and math 	Nov	Formative Feb	June 75%
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Third grade teachers will engage in weekly planning meetings with EAS to improve their ability to adhere to PISD Planning Protocols.	NT	Formative	T
 Strategy's Expected Result/Impact: Third grade teachers will have more effective planning using PISD resources and implementing common assessments resulting in improved student performance. Staff Responsible for Monitoring: Administrators and Third Grade Teachers TEA Priorities: Build a foundation of reading and math 	Nov	Feb 75%	June
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Goal 2: 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 2019 to 2021.

Performance Objective 2: The percent of Boggess students that score Meets grade level or above on STAAR Math 3-5 will increase from 72% in 2019 to 73% by June 2021. The Special Education student group performance will increase from 39% in 2019 to 42% in 2021. The Economically Disadvantaged student group performance will increase from 50% in 2019 to 54% in 2021.

Evaluation Data Sources: 2021 STAAR Math

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details			Formative Reviews		
Strategy 1: Teachers in grades 3-5 will analyze data to determine which students need extra support and utilize IE time and tutoring to		Formative			
provide effective interventions through differentiation using technology and F2F instruction.	Nov	Feb	June		
Strategy's Expected Result/Impact: STAAR Math scores for students in grades 3-5 should improve and there will be an increase in students engaging in online resources (i.e Dreambox, Sheppard Software, Choice Board, etc.).					
Staff Responsible for Monitoring: Teachers in grades 3-5	60%	85%	95%		
TEA Priorities: Build a foundation of reading and math					
Problem Statements: Student Learning 3					
Strategy 2 Details	For	mative Revi	ews		
Strategy 2: Compensatory Funds will be utilized to hire Adult Temps to work with students on targeted skills.		Formative			
Strategy's Expected Result/Impact: Students in grades 3-5 will meet typical growth on MAP tests to indicate predictable scores on STAAR.	Nov	Feb	June		
Staff Responsible for Monitoring: Administrators, Teachers in grades 3-5	AFOX	0.00	10000		
TEA Priorities: Build a foundation of reading and math	45%	80%	100%		
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Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3 : The percentage of students meeting grade level standard in math is 72%. Root Cause : Teachers need to be knowledgeable of readiness and supporting standards while providing effective instruction during Intervention/Enrichment Time.

Goal 3: 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 2019 to 2021.

Performance Objective 1: The percent of Boggess students that score Meets grade level or above on STAAR Science 5 will increase from 61% in 2019 to 63% by June 2021. The Economically Disadvantaged student group performance will increase from 40% in 2019 to 44% in 2021. The Special Education student group performance will increase from 31% in 2019 to 33% in 2021.

Evaluation Data Sources: 2021 STAAR Science

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews			
Strategy 1: Fifth grade teachers will utilize Science STAAR and MAP data to determine areas for improvement in instruction concerning		Formative		
vocabulary and science concepts which will dictate goals for the STEM Collaborative Team.	Nov	Feb	June	
 Strategy's Expected Result/Impact: We should see an improvement in student scores on the 5th Science STAAR. Staff Responsible for Monitoring: All Teachers (STEM Collaborative Team) Problem Statements: Student Learning 4 		70%	90%	
Strategy 2 Details	For	mative Revi	ews	
Strategy 2: Fifth grade teachers will identify students in need of additional support and provide tutoring.		Formative		
Strategy's Expected Result/Impact: Students will show improvement in targeted areas.			June	
Staff Responsible for Monitoring: Fifth Grade Teachers Problem Statements: Student Learning 4		85%	95%	
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Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 4: The percentage of students meeting grade level standards in science is 61%. **Root Cause**: All teachers need to effectively teach vocabulary and science process skills.

2020-21 SBIC

Committee Role	Name	Position
Administrator	Shurandia Holden	Principal
Parent	Veola Neal	Assistant Principal
Non-classroom Professional	Jamie Dyche	Counselor
District-level Professional	Sharon Bradely	Director - Family & Social Services
Community Representative	Sarah Ashmore	School Resource Officer (SRO)
Classroom Teacher	Vanessa White	Culture & CLimate Co-Chair/Art Teacher
Parent	Angela Katai	Parent
Parent	Nermeen Louis	PTA President
Classroom Teacher	Jeri Stanley	3rd Grade Teacher
Parent	Ross Cornell	Parent
Community Representative	Marv Williams	President of the Exchange Club
Classroom Teacher	Diana Wetzel	Balanced Literacy Chair
Classroom Teacher	Nikki Cade	Culture & Climate Committee Co-Chair / SpEd Teacher
Non-classroom Professional	Debbie Wharton	School Nurse
Paraprofessional	Cheryl Kohlmetz	Special Education Teacher Assistant
Parent	Jyotsna Kuppannagari	Parent
Business Representative	Susan Ferenczhalmy	Business Representative
Business Representative	Jamie Heise	Business Representative
Parent	Cindy Bui	Parent
Classroom Teacher	Stephanie Ross	Kinder Teacher

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

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

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

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

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

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non- Cont.	All
2019	53	57	75		73		80	44	50	89	62	71	63	70
2020	55	59	75		73		81	45	52	90	64	71	64	71
2021	57	62	76		74		83	47	55	92	66	72	66	72
2022	60	65	77		75		84	49	59	94	68	73	68	74
2023	64	70	78		76		87	51	64	97	72	74	71	76
2024	69	75	79		77		90	54	70	100	76	75	75	78

Reading

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non- Cont.	All
2019	41	57	71		88		60	39	50	89	77	74	62	72
2020	43	59	71		88		61	40	52	90	78	74	63	73
2021	45	61	72		89		62	42	54	91	79	75	64	73
2022	48	64	72		89		63	44	57	93	81	75	66	74
2023	52	68	73		90		64	46	61	95	83	76	68	76
2024	57	73	74		91		66	49	66	98	86	77	71	77

Plano ISD - ARPE 7/31/2020 8:24:18 AM

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

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

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

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

						-		-		-				
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non- Cont.	All
2019 # of Students	11		38		41			15	12		26	84	14	98
2019	73		84		83			47	58		81	83	71	82
2020	75		84		83			48	60		83	83	72	83
2021	77		85		84			50	63		85	84	74	84
2022	80		86		85			52	67		87	85	76	86
2023	84		87		86			54	72		91	86	79	88
2024	89		88		87			57	78		95	87	83	90

Reading

District Goals for Grade 3 STAAR

District 2019 Baseline	44	40	70	43	77	-	57	37	37	53	48	63	53	60
District 2024 Goal	60	58	74	60	81	68	67	47	57	65	62	67	65	68
District Increase 2019 to 2021	4	4	1	4	1	2	3	3	5	3	4	1	3	2
District Increase 2019 to 2024	16	18	4	17	4	8	10	10	20	12	14	4	12	8

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

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

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

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

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non- Cont.	All
2019 # of Students	11		38		41			15	12		26	84	14	98
2019	64		76		90			40	67		88	79	79	79
2020	66		76		90			41	69		89	79	80	80
2021	68		77		91			43	71		90	80	81	80
2022	71		77		91			45	74		92	80	83	81
2023	75		78		92			47	78		94	81	85	83
2024	80		79		93			50	83		97	82	88	84

Mathematics

District Goals for Grade 3 STAAR

District 2019 Baseline	43	44	72	71	85	-	63	40	43	57	58	67	57	65
District 2024 Goal	59	60	75	74	88	70	69	50	59	66	67	70	66	70
District Increase 2019 to 2021	4	4	1	1	1	2	2	3	4	2	2	1	2	2
District Increase 2019 to 2024	16	16	3	3	3	5	6	10	16	9	9	3	9	5

				Bogge	ss - STA	AAR Gra	ade 4 V	/riting						
The percer	nt of 4th grad	le students t	hat score N	leets grade	evel or abo	ve on STAA	R Writing Gr	ade 4 will ir	crease from	42% in 201	9 to 44% by	June 2021.		
					Yearly	[,] Target	Goals							
2020			2021			2022			2023			2024		
43% 2019 Baseline:	42%		44%			46%			48%			50%		
			Closir	ng the G	iaps Stu	ident G	roups Y	early Ta	argets					
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races		Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	27	31	56	*	42	*	*	23	13	*	26	42	42	42
2020	28	33	56	*	42	*	*	24	15	*	27	42	43	43
2021	31	35	57	*	43	*	*	25	18	*	29	43	45	44
2022	34	39	57	*	43	*	*	27	22	*	32	43	47	4
2023	38	43	58	*	44	*	*	30	27	*	35	44	50	4
2024	43	49	60	*	46	*	*	33	33	*	40	46	53	50
2019-2021	4	4	1	*	1	*	*	2	5	*	3	1	3	2
2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	10
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

				Bogge	ss - STA	AAR Gra	ade 5 So	cience						
The percer	nt of 5th grad	le students t	hat score N	leets grade l	evel or abo	ve on STAAI	R Science Gr	ade 5 will ir	crease from	61% in 201	9 to 63% by	June 2021.		
					Yearly	[,] Target	Goals							
2020			2021			2022			2023			2024		
62% 2019 Baseline:	61%		63%			64%			65%			66%		
			Closir	ng the G	iaps Stu	ident G	roups Y	early Ta	argets					
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	33	60	56	*	76	*	*	31	40	*	57	60	70	61
2020	34	61	56	*	76	*	*	32	41	*	58	60	71	62
2021	37	64	56	*	76	*	*	33	44	*	59	60	72	63
2022	40	66	57	*	77	*	*	35	47	*	60	61	74	64
2023	44	70	57	*	77	*	*	38	51	*	62	61	76	65
2024	49	75	58	*	78	*	*	41	56	*	65	62	79	66
2019-2021	4	4	0	*	0	*	*	2	4	*	2	0	2	2
2019 Baseline	100	100	100 100 100			100	100	100	100	100	100	100	100	100
2020	1	1	0	0	0	1	0	1	1	1	1	0	1	1
2021	4	4	4 0 0			2	1	2	4	2	2	0	2	2
2022	7	6	6 1 1			3	2	4	7	4	3	1	4	3
2023	11	10	1	1	1	4	4	7	11	6	5	1	6	4
2024	16	15	2	2	2	5	6	10	16	9	8	2	9	5

CAMPUS APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

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

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

	 Employ discipline interventions Use other intervention strategies as necessary/appropriate Conference with parents/students 		
Principal	 Coordinated Health Program Coordinated School Health K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. K-8 Include at least one Parent on Campus Wellness Team. K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. Fitness 3-8 Pre and Post Assess all eligible students using fitness test components. 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. Physical Activity Requirements K-8 Campuses Only: Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. K-8 Measure MVPA and physical activity time 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

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

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