

Plano Independent School District

Bogges Elementary

2021-2022



Board Approval Date: November 3, 2021

Mission Statement

Inspiring successful and responsible lifelong learners.

Vision

Bogges 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

Bogges 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 Bogges 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 37%. **Root Cause:** Writing grade level expectations are not vertically aligned in K-5.

Problem Statement 2 (Prioritized): The percentage of students meeting grade level standards in reading is 71%. **Root Cause:** All teachers need to provide effective Tier 1 instruction and guided reading focused on reading strategies and vocabulary.

Problem Statement 3 (Prioritized): The percentage of students meeting grade level standard in math is 55%. **Root Cause:** Lack of differentiated instruction to target students in Quintiles 1 and 2.

Problem Statement 4 (Prioritized): The percentage of students meeting grade level standards in science is 32%. **Root Cause:** All teachers need to effectively teach vocabulary and focus on transferring the knowledge from hands on experiments to the application of science process thinking.

School Processes & Programs

School Processes & Programs Summary

Bogges 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 Bogges, 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 receive 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 Bogges 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 Bogges allows teachers from various grade levels to analyze campus data and to discuss effective instructional practices/resources. The positive culture and climate at Bogges 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 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

Problem Statement 2: The percentage of students meeting grade level standards on STAAR Writing is 37%.

Root Cause 2: Writing grade level expectations are not vertically aligned in K-5.

Problem Statement 2 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 1: The percentage of students meeting grade level standards in reading is 71%.

Root Cause 1: All teachers need to provide effective Tier 1 instruction and guided reading focused on reading strategies and vocabulary.

Problem Statement 1 Areas: Student Learning

Problem Statement 3: The percentage of students meeting grade level standard in math is 55%.

Root Cause 3: Lack of differentiated instruction to target students in Quintiles 1 and 2.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The percentage of students meeting grade level standards in science is 32%.

Root Cause 4: All teachers need to effectively teach vocabulary and focus on transferring the knowledge from hands on experiments to the application of science process thinking.

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

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

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- 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 diagnostic reading assessment data
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- 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

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 data
- Study of best practices

Goals







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 2022.








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 86% by June 2022. The Economically Disadvantaged student group performance will increase from 58% in 2019 to 67% in 2022. The Special Education student group performance will increase from 47% in 2019 to 52% in 2022.

HB3 Goal

Evaluation Data Sources: 2021 STAAR Reading - 3rd grade

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Collaborative Teams will use the data analysis protocol to analyze data monthly (standards, TEKS, district unit assessments, common formative assessments, STAAR results, reading records, MAP, mCLASS, Plano Lit, TELPAS, CLI, etc.) during Data Checks to determine specific areas of instruction to facilitate student growth. Strategy's Expected Result/Impact: See consistent data analysis across campus that will lead to more effective instruction and student academic growth. Staff Responsible for Monitoring: Instructional Specialists, Grade Level Teachers, Administrators TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Use data from Reading Records to identify students who need increased rigor and provide students with levels of questioning more similar to STAAR. Strategy's Expected Result/Impact: Reading records will indicate students reading at grade level or above Staff Responsible for Monitoring: Administrators, Instructional Specialist, Grade Level Teachers TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
			










Strategy 3 Details	Formative Reviews		
Strategy 3: Implement with fidelity the collaborative planning protocols to concentrate on targeted lessons to meet the needs of students. Strategy's Expected Result/Impact: Improved efficiency of targeted planning will continue to improve grade level teacher's ability to meet the needs of all students. Staff Responsible for Monitoring: Instructional specialist, Administrators, Third Grade Teachers	Formative		
	Nov	Feb	June
	 10%	 50%	 100%
 No Progress  Accomplished  Continue/Modify  Discontinue			


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 2022.

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 74% by June 2022. The Economically Disadvantaged student group performance will increase from 50% in 2019 to 59% in 2022. The English Learner student group performance will increase from 62% in 2019 to 68% in 2022.

Evaluation Data Sources: 2021 STAAR Reading

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Collaborative Teams will use the data analysis protocol to analyze (standards, TEKS, district unit exams, common formative assessments, STAAR results, reading and writing records, calibrate writing samples, MAP, mCLASS, TELPAS, CLI, Pathblazers, etc.) once a month to determine specific areas of instruction to facilitate student growth. Strategy's Expected Result/Impact: Teachers will understand and use data to provide targeted instruction. Staff Responsible for Monitoring: Collaborative Team Members, Administrators, Balanced Literacy Collaborative Team TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement Guided Reading (Jan Richardson) and Balanced Literacy model with fidelity in grades K-5. Strategy's Expected Result/Impact: Increase in number reading at grade level or above. Staff Responsible for Monitoring: Grade level teachers, Specialists and Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: 3rd-5th grade teachers will utilize HMH grammar lessons and Patterns of Power to target grammar. Strategy's Expected Result/Impact: Students will show growth in Language Usage MAP scores and improved writing record scores. Staff Responsible for Monitoring: Balanced Literacy Collaborative Team, Classroom Teachers Administration TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Use Immigrant Funds to purchase and implement the use of Secret Stories (reading program with the brain in mind) and Picture Me Reading (Visual/conceptual approach to reading) to provide a researched-based, visual reading intervention program to identified students. \$368.50 Secret Stories \$85.71 Picture Me Reading Total: \$454.21 Strategy's Expected Result/Impact: Increase in number of students moving up levels on Reading Records. Staff Responsible for Monitoring: Classroom Teachers, Instructional Specialist, Administrators, ESL Specialist TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 Bilingual/ESL/ELL - \$454.21	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: ESSER Funds and Comp Ed Funds will be utilized to hire Teachers to plan and provide accelerated instruction to identified students in Reading. 4th grade 2 groups @ 30 hours = 60 hours @ \$35 an hour (\$2100) 5th Grade 2 groups @ 30 hours = 60 hours @ \$35 an hour (\$2100) Total \$4200 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, Adult Temps, Grade Level Teachers. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: Teachers - 199 State Comp Ed - \$1,780, Teachers - 282 ESSER III - \$2,420	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Utilize ESSER Funds to allow grade level/subject area collaborative teams the opportunity for extended planning. Strategy's Expected Result/Impact: More effective planning leading to increased student improvement in subject areas. Staff Responsible for Monitoring: Administrators, Grade level teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy	Formative		
	Nov	Feb	June
			
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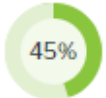





Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2022.








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 81% by June 2022. The Special Education student group performance will increase from 40% in 2019 to 45% in 2022. The Economically Disadvantaged student group performance will increase from 67% in 2019 to 74% in 2022.

HB3 Goal

Evaluation Data Sources: 2021 STAAR Math - 3rd Grade

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Collaborative Teams will use the data analysis protocol to analyze (standards, TEKS, district unit exams, common formative assessments, STAAR results, MAP, AMC, Dreambox, TELPAS, etc.) once a month to determine specific areas of instruction to facilitate student growth. Strategy's Expected Result/Impact: Teachers will understand and use data to provide targeted instruction. Staff Responsible for Monitoring: Instruction Specialists, Grade Level Teachers, Administrators TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide accelerated instruction to targeted students who did not meet approaches on STAAR using Dreambox, Teach Transform, and Instructional Routines for Math. Strategy's Expected Result/Impact: Increase in student performance on unit assessments, MAP and summative assessments. Staff Responsible for Monitoring: Grade Level Teachers, Instructional Specialist and Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize ESSER Funds to allow grade level/subject area collaborative teams the opportunity for extended planning. Strategy's Expected Result/Impact: More effective planning leading to increased student improvement in subject areas. Staff Responsible for Monitoring: Administrators, Grade level teachers	Formative		
	Nov	Feb	June




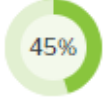









<p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p> <p>Funding Sources: - 282 ESSER III</p>			
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

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 2022.

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 74% by June 2022. The Special Education student group performance will increase from 39% in 2019 to 44% in 2022. The Economically Disadvantaged student group performance will increase from 50% in 2019 to 57% in 2022.

Evaluation Data Sources: 2021 STAAR Math

Summative Evaluation: Significant progress made toward meeting Objective


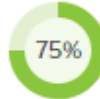







Strategy 1 Details	Formative Reviews		
Strategy 1: Collaborative Teams will use the data analysis protocol to analyze (standards, TEKS, district unit exams, common formative assessments, STAAR results, MAP, AMC, Dreambox, TELPAS, etc.) once a month to determine specific areas of instruction to facilitate student growth. Strategy's Expected Result/Impact: Teachers will understand and use data to provide targeted instruction. Staff Responsible for Monitoring: Teachers, Administrators, Instructional Specialist, Vertical Collaborative Team (STEM) TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide accelerated instructions for students not making Approaches on STAAR using Dreambox, Teach Transform and Instructional Routines for Math. Strategy's Expected Result/Impact: See an increase in the number of students scoring meet or above on MAP and STAAR. Staff Responsible for Monitoring: Administrators, Instructional Specialist, Teachers, Specialists ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: - 282 ESSER III	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Students will complete unit exams in Edugence and teachers will use the data to determine interventions and guide instruction. Strategy's Expected Result/Impact: An increase in student achievement on Unit Assessments. Staff Responsible for Monitoring: Classroom Teachers, Administrators ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative		
	Nov	Feb	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			








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 2022.

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 66% by June 2022. The Economically Disadvantaged student group performance will increase from 40% in 2019 to 47% in 2022. The Special Education student group performance will increase from 31% in 2019 to 35% in 2022.

Evaluation Data Sources: 2021 STAAR Science

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Collaborative Teams will use the data analysis protocol to analyze (standards, TEKS, district unit exams, common formative assessments, STAAR results, MAP, TELPAS, etc.) once a month to determine specific areas of instruction to facilitate student growth in science. Strategy's Expected Result/Impact: Students will show improvement in science assessment scores. Staff Responsible for Monitoring: Fifth Grade Teachers	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide tutorials to identified students twice a week based on targeted needs. Strategy's Expected Result/Impact: Increase projected growth performance in MAP. Staff Responsible for Monitoring: 5th Grade Teachers, Administrators Funding Sources: - 199 State Comp Ed	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Refine effectiveness in use of PISD Planning Protocols, including induction of new team members or individuals new to PISD, focusing on "unpacking" student learning objectives. Strategy's Expected Result/Impact: More effective planning to increase student performance. Staff Responsible for Monitoring: 5th Grade Teachers, Instructional Specialist, Administrative Team ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize ESSER Funds to allow grade level/subject area collaborative teams the opportunity for extended planning. Strategy's Expected Result/Impact: More effective planning leading to increased student improvement in subject areas. Staff Responsible for Monitoring: Administrators , Grade level teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: - 282 ESSER III	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Pillar 4 - Culture of Community - Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.














4.1 Identify and engage stakeholders to foster meaningful, committed relationships that embrace the community as partners in student success.

4.2 Develop and nurture a culture of empathy, caring, and advocacy for our diverse learning community where individuals feels connected.

Performance Objective 1: Due to the disruption to the learning environment, we will implement campus-wide SEL strategies using Second Step Curriculum to empower students to become responsible, productive and gain better emotional control.

Evaluation Data Sources: Student surveys

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide strategies for using the calm down area and calm down boxes in each classroom. Strategy's Expected Result/Impact: Students are able to use the strategies to self regulate. Staff Responsible for Monitoring: Classroom teachers ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide daily circle time or morning meetings in each classroom based on Second Step Curriculum. Strategy's Expected Result/Impact: Improvement in tests scores, behavior and self-management. Staff Responsible for Monitoring: Classroom Teachers ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Based on teacher referrals and needs assessments, counselor will provide curriculum-based small group instruction to students in need. Strategy's Expected Result/Impact: Improved student self regulation Staff Responsible for Monitoring: Counselor, Classroom Teachers ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Boguess SBIC 2021-2022

Committee Role	Name	Position
Administrator	Shurandia Holden	Principal
Administrator	Monica Maldonado	Assistant Principal
Non-classroom Professional	Jamie Wells	Counselor
District-level Professional	Sharon Bradley	Director Family & Social Services
Community Representative	Sarah Ashmore	School Resource Officer
Parent	Nermeen Louis	PTA President
Community Representative	Marv Wiliams	President of Exchange Club
Paraprofessional	Cheryl Khohlmetz	Special Education Assistant
Parent	Jyostna Kuppannagari	Parent
Business Representative	Susan Ferenczhalmy	Business Representative
Business Representative	Jamie Heise	Business Representasive
Classroom Teacher	Jenna Tate	Classroom Teacher
Classroom Teacher	Jessica Grubb	Classroom Teacher
Classroom Teacher	Stephanie Powell	Classroom Teacher
Classroom Teacher	Sophie Tan	Classroom Teacher
Classroom Teacher	Yvonne Tijerina	Classroom Teacher
Classroom Teacher	Erin Craft	Classroom Teacher
Paraprofessional	Kristen Jones	Paraprofessional

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	Teachers		\$1,780.00
3	1	2			\$0.00
Sub-Total					\$1,780.00
Budgeted Fund Source Amount					\$1,780.00
+/- Difference					\$0.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4			\$454.21
Sub-Total					\$454.21
Budgeted Fund Source Amount					\$456.00
+/- Difference					\$1.79
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	Teachers		\$2,420.00
2	1	3			\$0.00
2	2	2			\$0.00
3	1	4			\$0.00
Sub-Total					\$2,420.00
Budgeted Fund Source Amount					\$3,050.00
+/- Difference					\$630.00
Grand Total Budgeted					\$5,286.00
Grand Total Spent					\$4,654.21
+/- Difference					\$631.79

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Boggress

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

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

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

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

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	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

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

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

Bogges

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.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # 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

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

Bogges

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.

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 # 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

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

Boguess - STAAR Grade 4 Writing

The percent of 4th grade students that score Meets grade level or above on STAAR Writing Grade 4 will increase from 42% in 2019 to 44% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
43% 2019 Baseline: 42%	44%	46%	48%	50%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	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	46
2023	38	43	58	*	44	*	*	30	27	*	35	44	50	48
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	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

Boguess - STAAR Grade 5 Science

The percent of 5th grade students that score Meets grade level or above on STAAR Science Grade 5 will increase from 61% in 2019 to 63% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
62% 2019 Baseline: 61%	63%	64%	65%	66%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	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	0	0	0	2	1	2	4	2	2	0	2	2
2022	7	6	1	1	1	3	2	4	7	4	3	1	4	3
2023	11	10	1	1	1	4	4	7	11	6	5	1	6	4
2024	16	15	2	2	2	5	6	10	16	9	8	2	9	5

CAMPUS APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

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

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	<p>Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> ● Explain referral process/contacts ● Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> ● 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.

	<ul style="list-style-type: none"> ● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students 		
Principal	<p>Coordinated Health Program</p> <p>Coordinated School Health</p> <ul style="list-style-type: none"> ● 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. <p>Fitness</p> <ul style="list-style-type: none"> ● 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. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> ● 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.

	<p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> ● 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. <p>Attendance</p> <ul style="list-style-type: none"> ● K-8 Monitor attendance of students and follow up on prominent and chronic absences. 		
Principal	<p>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> ● 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	<p>Parent Involvement</p> <ul style="list-style-type: none"> ● 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 		

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