

# **Plano Independent School District**

## **Bogges Elementary**

**2022-2023**



**Board Approval Date:** September 20, 2022

# 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

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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



# Goals

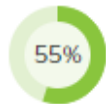

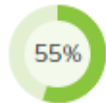




**Goal 1:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2022 to 2023.

**Performance Objective 1:** HB3 - The percent of Boggess 3rd grade students that score meets grade level or above on STAAR Reading will increase from 83% in 2022 to 84% by June 2023. The English Learner student group performance will increase from 80% in 2022 to 82% in 2023. The Special Education student group performance will increase from 56% in 2022 to 59% in 2023. The Eco Dis student group performance will increase from 88% in 2022 to 90% in 2023.

## HB3 Goal

**Evaluation Data Sources:** 22-23 MAP Projected Proficiency  
2023 STAAR Reading - 3rd grade

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Collaborative teams will use the data analysis protocol to analyze MAP, Reading Records, writing records, CogAT, common formative assessments, district unit assessments, historical STAAR results, mClass, TELPAS, and CLI, during scheduled monthly data meetings to determine specific areas of instruction to facilitate student growth. <b>Strategy's Expected Result/Impact:</b> Create a school-wide system of using data protocols to improve teacher efficacy that will lead to more effective instruction and student academic growth. <b>Staff Responsible for Monitoring:</b> Instructional Specialists, Grade Level Teachers, Administrators  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Use data from Reading Records to identify students who are reading below grade level, and analyze students' responses to determine areas of growth. (fluency, retelling, vocabulary, key detail, infer, character analysis, evaluate) <b>Strategy's Expected Result/Impact:</b> 90% of students reading at grade level or above. <b>Staff Responsible for Monitoring:</b> Administrators, Instructional Specialist, Grade Level Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	June
			



Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Implement with fidelity the collaborative planning protocols to concentrate on targeted lessons to meet the needs of students. Analyze standards, TEKS, and verbs (Tier 1 instruction instructional cha-chas) <b>Strategy's Expected Result/Impact:</b> Improved efficiency of targeted planning will continue to improve grade-level teachers' ability to meet the needs of all students. <b>Staff Responsible for Monitoring:</b> Instructional Specialist, Administrators, Grade Level Teachers	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Use Marzano's Model of Instructional Rounds for teachers to use as they observe master teachers on our campus and district. <b>Strategy's Expected Result/Impact:</b> Opportunity for teachers to observe and reflect on their instructional practices. Teachers will take away ideas they would like to know more about or add to their practice. <b>Staff Responsible for Monitoring:</b> Instructional Specialists, Collaborative Team Facilitators, Grade Level Teachers, Administrators	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Promote foundational literacy and vocabulary development through systematic, explicit instruction built on the Science of Reading. Differentiate reading instruction based on the student's instructional level and focus on skills that the student is still developing after analyzing data. <b>Strategy's Expected Result/Impact:</b> Improve the students' vocabulary knowledge and instructional reading level. <b>Staff Responsible for Monitoring:</b> ELL Specialist, Administrators.	Formative		
	Nov	Feb	June
			
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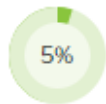




**Goal 1:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2022 to 2023.

**Performance Objective 2:** The percent of Boggess students that score Meets grade level or above on STAAR Reading 3-5 will increase from 78% in 2022 to 79% by June 2023. The English Language Learner student group performance will increase from 75% in 2022 to 77% in 2023. The Special Education student group performance will increase from 56% in 2022 to 59% in 2023. The Eco Dis student group performance will increase from 69% in 2022 to 71% in 2023.

**Evaluation Data Sources:** 22-23 MAP Projected Proficiency  
2023 STAAR Reading

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Collaborative teams will use the data analysis protocol to analyze MAP, Reading Records, writing samples, CogAT, common formative assessments, district unit assessments, historical STAAR results, mClass, TELPAS, and CLI, during scheduled monthly data meetings to determine specific areas of instruction to facilitate student growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Create a school-wide system of using data protocols to improve teacher efficacy that will lead to more effective instruction and student academic growth.</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Teams, Administrators, Balanced Literacy Collaborative Team, Support Staff by Group</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Structure the reading block using the district's balanced literacy model, which includes providing each student in K-5 with daily guided reading instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of students reading at grade level or above.</p> <p><b>Staff Responsible for Monitoring:</b> Grade level teachers, Balanced Literacy Collaborative Team, Specialists, and Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> K-5 teachers will utilize HMH grammar lessons to target grammar. Teachers will use ELPS reading, and writing strategies will target language development for English Language Learners. Teachers will collect writing samples, use rubrics and calibrate to monitor students' progress throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to respond to open-ended questions using correct grammar and complete sentences. Language Usage MAP scores in 3-5 and writing record scores will improve.</p> <p><b>Staff Responsible for Monitoring:</b> Balanced Literacy Collaborative Team, Classroom Teachers Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Refine effectiveness in the use of PISD Planning Protocols, focusing on "unpacking" student learning objectives and standards.</p> <p><b>Strategy's Expected Result/Impact:</b> More effective planning to increase student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Specialists, Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199 Bilingual/ESL/ELL</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> ESSER Funds will be utilized to pay teachers for 25 hours of planning and accelerated instruction to identified students in Reading.</p> <p>\$880 4th &amp; 5th Grade</p> <p><b>Strategy's Expected Result/Impact:</b> Students in grades 3-5 will meet typical growth on MAP tests to indicate predictable scores on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers in Grades 3-5, Adult Temps, Grade Level Teachers.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>- Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Teachers - 199 State Comp Ed, Teachers - 282 ESSER III</p>	Formative		
	Nov	Feb	June
			

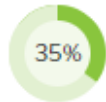

Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Utilize ESSER Codes to allow grade level/subject area collaborative teams the opportunity for extended planning. <b>Strategy's Expected Result/Impact:</b> More effective planning leading to increased student improvement in subject areas. <b>Staff Responsible for Monitoring:</b> Administrators , Grade level teachers  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b>	Formative		
	Nov	Feb	June
			
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Promote foundational literacy and vocabulary development through systematic, explicit instruction built on the Science of Reading. Differentiate reading instruction based on the student's instructional level and focus on skills that the student is still developing after analyzing data. <b>Strategy's Expected Result/Impact:</b> Improve the students' vocabulary knowledge and instructional reading level. <b>Staff Responsible for Monitoring:</b> ELL Specialists, Administrators	Formative		
	Nov	Feb	June
			
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Use Comp Ed funds to purchase IStation for AIP students to utilize for Reading support. <b>Strategy's Expected Result/Impact:</b> Improve the students' vocabulary knowledge, reading comprehension and instructional reading level. <b>Staff Responsible for Monitoring:</b> AIP Teachers,, Instructional Specialist, Administrators  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Funding Sources:</b> - 199 State Comp Ed - \$660	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 2022 to 2023.

**Performance Objective 1:** HB3 - The percentage of Boggess 3rd-grade students that score Meets grade level or above on STAAR Math will increase from 75% in 2022 to 76% by June 2023. The English Learner student group performance will increase from 73% in 2022 to 75% in 2023. The Special Ed student group performance will increase from 44% in 2022 to 47% in 2023. The Eco Dis student group performance will increase from 62% in 2022 to 64% in 2023.

**HB3 Goal**

**Evaluation Data Sources:** 22-23 MAP Projected Proficiency  
2023 STAAR Math - 3rd Grade

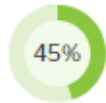

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Collaborative teams will use data analysis protocols to analyze district unit exams, common formative assessments, historical STAAR results, MAP results, AMC data, Dreambox, and TELPAS once a month to determine specific areas of instruction to facilitate student growth.  <b>Strategy's Expected Result/Impact:</b> Create a school-wide system of using data protocols to improve teacher efficacy that will lead to more effective instruction and student academic growth. <b>Staff Responsible for Monitoring:</b> Instruction Specialists, Grade Level Teachers, Administrators  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide accelerated instruction using instructional resources (Dreambox, Teach Transform) to target students who did not meet Approaches or above on BOY MAP.  <b>Strategy's Expected Result/Impact:</b> Increase student performance on unit assessments, summative assessments, and MAP projected proficiency level. <b>Staff Responsible for Monitoring:</b> Grade Level Teachers, Instructional Specialist and Administrators  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative		
	Nov	Feb	June
			


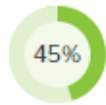






Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Utilize ESSER Codes to allow grade level/subject area collaborative teams the opportunity for extended planning. <b>Strategy's Expected Result/Impact:</b> More effective planning leading to increased student improvement in subject areas. <b>Staff Responsible for Monitoring:</b> Administrators , Grade level teachers  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Funding Sources:</b> - 282 ESSER III	Formative		
	Nov	Feb	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </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 2022 to 2023.

**Performance Objective 2:** The percent of Boggess students that score Meets grade level or above on STAAR Math 3-5 will increase from 75% in 2022 to 76% by June 2023. The Special Education student group performance will increase from 47% in 2022 to 50% in 2023. The English Learner student group performance will increase from 69% in 2022 to 71% in 2023. The Eco Dis student group performance will increase from 67% in 2022 to 69% in 2023.

**Evaluation Data Sources:** 22-23 MAP Projected Proficiency  
2023 STAAR Math

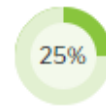
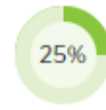

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Collaborative teams will use data analysis protocols to analyze district unit exams, common formative assessments, historical STAAR results, MAP results, AMC data, Dreambox, and TELPAS once a month to determine specific areas of instruction to facilitate student growth.  <b>Strategy's Expected Result/Impact:</b> Teachers will understand and use data to provide targeted instruction. <b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Instructional Specialist, Vertical Collaborative Team (STEM)  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide accelerated instruction using instructional resources (Dreambox, Teach Transform) to target students who did not meet Approaches on beginning of the year math MAP.  <b>Strategy's Expected Result/Impact:</b> See an increase in the number of students scoring Meets or above on MAP and STAAR. <b>Staff Responsible for Monitoring:</b> Administrators, Instructional Specialist, Teachers, Specialists  <b>ESF Levers:</b> Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy <b>Funding Sources:</b> - 282 ESSER III	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Students will complete unit exams in Edugence and teachers will analyze the data to determine interventions and guide instruction. <b>Strategy's Expected Result/Impact:</b> Increased student achievement on unit assessments and an opportunity for teachers to reflect on their teaching practice and delivery. <b>Staff Responsible for Monitoring:</b> Classroom Teachers, Administrators  <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Refine effectiveness in using PISD Planning Protocols, focusing on "unpacking" student learning objectives and standards. (add this to reading and math) <b>Strategy's Expected Result/Impact:</b> More effective planning to increase student performance. <b>Staff Responsible for Monitoring:</b> Administrators, Team Leaders	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Utilize ESSER Codes to allow grade level/subject area collaborative teams the opportunity for extended planning.	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> ESSER Funds will be utilized to pay teachers for 25 hours of planning to provide accelerated instruction to identified students in Reading. \$880 4th & 5th Grade	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			






**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 2022 to 2023.

**Performance Objective 1:** The percent of Boggess students that score Meets grade level or above on STAAR Science 5 will increase from 61% in 2022 to 62% by June 2023. The English Learner group performance will increase from 57% in 2022 to 59% in 2023. The Special Education student group performance will increase from 36% in 2022 to 39% in 2023. The Economically Disadvantaged student group's performance will increase from 47% in 2022 to 49% in 2023.

**Evaluation Data Sources:** 22-23 MAP Projected Proficiency  
2023 STAAR Science

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Collaborative teams will use the data analysis protocol to analyze district unit exams, common formative assessments, historical STAAR results, MAP results, and TELPAS once a month to determine specific areas of instruction to facilitate student growth in science. <b>Strategy's Expected Result/Impact:</b> Create a school-wide system of using data protocols to improve teacher efficacy that will lead to more effective instruction and student academic growth. <b>Staff Responsible for Monitoring:</b> Fifth Grade Teachers	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide accelerated instruction to identified students twice a week based on targeted needs. <b>Strategy's Expected Result/Impact:</b> Deepen students' understanding of previously taught standards, increase projected growth performance on MAP, and increase the number of students reaching Meets or above on STAAR. <b>Staff Responsible for Monitoring:</b> 5th Grade Teachers, Administrators  <b>Funding Sources:</b> - 199 State Comp Ed	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Refine effectiveness in using PISD Planning Protocols, focusing on "unpacking" student learning objectives and standards. <b>Strategy's Expected Result/Impact:</b> More effective planning to increase student performance. <b>Staff Responsible for Monitoring:</b> 5th Grade Teachers, Instructional Specialist, Administrators  <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			



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








**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

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

# Boguess SBIC 2021-2022

Committee Role	Name	Position
Administrator	Shurandia Holden	Principal
Non-classroom Professional	Monica Maldonado	Assistant Principal
District-level Professional	Dr. Saul Laredo	Executive Director Family & Social Services
Community Representative	Gloria Williams	Community Representative
Parent	Sylvia Roy	PTA President
Parent	Jyostna Kuppannagari	Parent
Business Representative	Susan Ferenczhalmy	Business Representative
Classroom Teacher	Kinetha Jiles	Classroom Teacher
Classroom Teacher	Stephanie Powell	Classroom Teacher
Classroom Teacher	Alyssa French	Classroom Teacher
Classroom Teacher	Erin Craft	Classroom Teacher
Classroom Teacher	Jenna Hayes	Classroom Teacher
Classroom Teacher	Jamie Sanz	Classroom Teacher
Parent	Katie Colton	Parent
Parent	Betul Emine Bot	Parent
Parent	Lauren Brumley	Parent
Parent	Tiffani Fulcher	Parent
Community Representative	Jerry Carlisle	Community Representative
Business Representative	Marv Williams	Business Representative

# Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	Teachers		\$0.00
1	2	8			\$660.00
3	1	2			\$0.00
Sub-Total					\$660.00
Budgeted Fund Source Amount					\$1,620.00
+/- Difference					\$960.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$600.00
+/- Difference					\$600.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	Teachers		\$0.00
2	1	3			\$0.00
2	2	2			\$0.00
3	1	4			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,760.00
+/- Difference					\$1,760.00
Grand Total Budgeted					\$3,980.00
Grand Total Spent					\$660.00
+/- Difference					\$3,320.00

# Addendums

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Bogges

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

### Reading

### Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	2	10	24	0	27	0	9	8	1	15	57	8	65
<b>2022</b>	50	80	88		81		56	88	100	80	82	88	83
<b>2023</b>	52	82	89		82		59	90	100	82	83	89	84
<b>2024</b>	54	84	89		82		62	92	100	84	83	91	84
<b>2025</b>	56	86	90		83		66	94	100	87	84	93	85
<b>2026</b>	60	90	92		85		72	98	100	91	86	96	87
<b>2027</b>	64	94	93		86		79	100	100	96	87	99	88

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Boguess

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading											Grade 4		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	4	3	40	0	26	0	14	19	0	21	61	15	76
<b>2022</b>	50	67	65		73		43	58		62	69	67	68
<b>2023</b>	52	69	66		74		46	60		64	70	68	69
<b>2024</b>	54	71	66		74		49	62		66	70	70	69
<b>2025</b>	56	73	67		75		53	64		69	71	72	70
<b>2026</b>	60	77	69		77		59	68		73	73	75	72
<b>2027</b>	64	81	70		78		66	72		78	74	78	73

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Bogges

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

### Reading

### Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	4	8	36	0	23	0	11	15	6	23	60	14	74
<b>2022</b>	75	88	83		83		73	73	100	83	88	64	84
<b>2023</b>	77	90	84		84		76	75	100	85	89	65	85
<b>2024</b>	79	92	84		84		79	77	100	87	89	67	85
<b>2025</b>	81	94	85		85		83	79	100	90	90	69	86
<b>2026</b>	85	98	87		87		89	83	100	94	92	72	88
<b>2027</b>	89	100	88		88		96	87	100	99	93	75	89



## HB3 Campus Goals - All Grades STAAR at Meets Standard

Boguess

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading												All Grades	
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	10	21	100	0	76	0	34	42	7	59	178	37	215
<b>2022</b>	60	81	77		79		56	69	100	75	80	70	78
<b>2023</b>	62	83	78		80		59	71	100	77	81	71	79
<b>2024</b>	64	85	78		80		62	73	100	79	81	73	79
<b>2025</b>	66	87	79		81		66	75	100	82	82	75	80
<b>2026</b>	70	91	81		83		72	79	100	86	84	78	82
<b>2027</b>	74	95	82		84		79	83	100	91	85	81	83

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Boguess

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

### Math

### Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	2	10	24	0	27	0	9	8	1	15	57	8	65
<b>2022</b>	0	60	79		81		44	62	100	73	75	75	75
<b>2023</b>	3	62	80		82		47	64	100	75	76	77	76
<b>2024</b>	6	65	82		84		50	67	100	77	78	79	78
<b>2025</b>	9	69	84		86		54	71	100	80	80	82	80
<b>2026</b>	15	73	86		88		59	75	100	84	82	86	82
<b>2027</b>	21	79	89		91		66	81	100	89	85	91	85

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Bogges

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math											Grade 4		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	4	3	40	0	26	0	14	19	0	21	61	15	76
<b>2022</b>	50	67	70		77		43	63		62	75	60	72
<b>2023</b>	53	69	71		78		46	65		64	76	62	73
<b>2024</b>	56	72	73		80		49	68		66	78	64	75
<b>2025</b>	59	76	75		82		53	72		69	80	67	77
<b>2026</b>	65	80	77		84		58	76		73	82	71	79
<b>2027</b>	71	86	80		87		65	82		78	85	76	82

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Boguess

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

### Math

### Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	4	8	36	0	23	0	11	15	6	23	60	14	74
<b>2022</b>	50	62	78		83		55	73	100	74	78	71	77
<b>2023</b>	53	64	79		84		58	75	100	76	79	73	78
<b>2024</b>	56	67	81		86		61	78	100	78	81	75	80
<b>2025</b>	59	71	83		88		65	82	100	81	83	78	82
<b>2026</b>	65	75	85		90		70	86	100	85	85	82	84
<b>2027</b>	71	81	88		93		77	92	100	90	88	87	87

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Boguess

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Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math											All Grades		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	10	21	100	0	76	0	34	42	7	59	178	37	215
<b>2022</b>	40	62	75		80		47	67	100	69	76	68	75
<b>2023</b>	43	64	76		81		50	69	100	71	77	70	76
<b>2024</b>	46	67	78		83		53	72	100	73	79	72	78
<b>2025</b>	49	71	80		85		57	76	100	76	81	75	80
<b>2026</b>	55	75	82		87		62	80	100	80	83	79	82
<b>2027</b>	61	81	85		90		69	86	100	85	86	84	85

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Boguess

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

### Science 5

### Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	4	8	36	0	23	0	11	15	6	23	60	14	74
<b>2022</b>	50	50	61		65		36	47	67	57	63	50	61
<b>2023</b>	53	52	62		66		39	49	68	59	64	52	62
<b>2024</b>	56	55	64		68		42	52	70	61	66	54	64
<b>2025</b>	59	59	66		70		46	56	72	64	68	57	66
<b>2026</b>	65	64	68		72		51	61	75	68	70	61	68
<b>2027</b>	71	70	71		75		58	67	79	73	73	65	71

## CAMPUS APPENDIX

### STATE MANDATES IMPLEMENTATION REFERENCE

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

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Principal, Executive Director for Student & Family Services	<b>Bullying</b> <b>Staff Prevention</b> <ul style="list-style-type: none"> <li>Identify high risk areas</li> <li>Monitor high risk areas</li> <li>Follow campus rules/expectations</li> </ul> <b>Staff Education</b> <ul style="list-style-type: none"> <li>Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking</li> <li>Review referral process</li> </ul> <b>Staff Intervention</b> <ul style="list-style-type: none"> <li>Establish recommended intervention strategies for classroom/campus</li> <li>Implement campus referral plan</li> <li>Utilize Discipline Management strategies</li> </ul> <b>Student Prevention</b> <ul style="list-style-type: none"> <li>Clearly state student expectations/campus rules/citizenship</li> <li>Monitor high risk areas</li> </ul> <b>Student Education</b> <ul style="list-style-type: none"> <li>Explain referral process/contacts</li> <li>Anonymous Tip Line</li> </ul> <b>Student Intervention</b> <ul style="list-style-type: none"> <li>Apply classroom interventions</li> </ul>	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"> <li>• Employ discipline interventions</li> <li>• Use other intervention strategies as necessary/appropriate</li> <li>• Conference with parents/students</li> </ul>		
Principal, District Coordinator K-12 Health and Physical Education, District Health Services	<p><b>Coordinated Health Program</b></p> <p><b>Coordinated School Health</b></p> <ul style="list-style-type: none"> <li>• K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. <a href="#">Campus Wellness Plan</a></li> <li>• K-8 Include at least one Parent on Campus Wellness Team.</li> <li>• 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.</li> <li>• K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.</li> <li>• K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>• 3-8 Pre and Post Assess all eligible students using fitness test components.</li> <li>• 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.</li> </ul> <p><b>Physical Activity Requirements</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.



	<ul style="list-style-type: none"> <li>• K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors.</li> <li>• 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.</li> <li>• K-5 Ensure students are receiving daily unstructured play during recess.</li> <li>• K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>• K-8 Monitor attendance of students and follow up on prominent and chronic absences.</li> </ul>		
Principal, Human Resources	<p><b>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Funding source: State and Local</li> </ul>	ESSA	
Principal, Executive Director for Student and Family Services	<p><b>Parent Involvement</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local</li> <li>• Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local</li> </ul>		

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