

Plano Independent School District

Barron Elementary

2019-2020



Board Approval Date: October 1, 2019

Table of Contents

- Comprehensive Needs Assessment 3
 - Demographics 3
 - Student Academic Achievement 4
 - School Processes & Programs 5
 - Perceptions 6
- Priority Problem Statements 7
- Comprehensive Needs Assessment Data Documentation 8
- Goals 10
 - Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment. 10
 - Goal 2: Life Ready: Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce. 18
 - Goal 3: Talent Acquisition, Support, and Growth: To ensure a quality school system, Plano ISD will hire, train and retrain the most effective and talented workforce. 19
 - Goal 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. 20
 - Goal 5: Strategic Resource Management: As good stewards, we will strategically and equitably manage our resources to meet identified student needs and align resource allocation with district goals. 21
- Campus Needs Assessment Committee 22
- Addendums 23

Comprehensive Needs Assessment

Demographics

Demographics Strengths

- The average number of students in a classroom is 15 compared to 19 in the district and 19 in the state.
- Our teacher population is in line with our student population
- The percentage of students considered at risk decrease from the previous year

Summary of needs

- he attendance fell to 95.9%
- Barron has a high percent of students served under the special education umbrella

Priority needs

- Decrease the number of students served under the special education umbrella
- Increase our overall daily attendance rate to allow for more students to receive instruction on a daily basis

Problem Statements Identifying Demographics Needs

Problem Statement 1: Barron's overall attendance has continued to drop and now at 300 students which is impacting the collaboration among teacher groups.

Student Academic Achievement

Student Academic Achievement Strengths

Priority Needs

- Increase the percent of students meeting the STAAR approach, meets and masters level standard for all groups

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The STAAR data indicates that there is a decrease in all subjects for the approaches and meets levels. In 2018 Barron had 77% at approaches and 40% at meets compared to 2019 with 75% at approaching and 36% at the meets level. **Root Cause:** The lack of consistency with targeted interventions and planning led to instructional and learning gaps.

Problem Statement 2: The STAAR data shows that there is an overall decrease in student performance in the content area of writing for 4th grade. In 2018 Barron had 71% at approaches, 44% at meets and 10% at masters. In 2019 Barron had 65% at approaches, 23% at meets and 4% at masters. **Root Cause:** The lack of fidelity to teaching writing on a consistent basis across the grade levels and a lack of a vertical alignment of standards and tight expectations for writing in grades Kinder to 5th.

Problem Statement 3: The STAAR data shows that there is an overall decrease in student performance in the content area of science for 5th grade. In 2017, Barron had 72% at approaches, 40% at meets and 8% at masters. In 2018, Barron had 64% at approaches, 21% at meets and 4% at masters. In 2019, Barron had 55% at approaches, 23% at meets and 5% at masters. **Root Cause:** The lack of fidelity to planning science and dedication to weekly science time allotments.

Problem Statement 4: There is a need to better monitor the implementation of planning expectations and develop a teacher accountability system. **Root Cause:** There has been a learning curve and a lack of understanding of HRS Level 1.

School Processes & Programs

School Processes & Programs Strengths

Summary of needs-

- Systematic tool for walkthrough that supports Level 2 of HRS and the district instruction model that provides feedback to staff
- System to monitor the implementation of planning expectations and teacher accountability- to support HRS Level 1
- Increase the capacity of teachers to give and receive feedback to better our instructional program and to align with the instructional model for campus and staff

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a need to increase the capacity of teachers to give and receive feedback to better our instructional program.

Problem Statement 2: There is a need to better monitor the implementation of planning expectations and develop a teacher accountability system. **Root Cause:** There has been a learning curve and a lack of understanding of HRS Level 1.

Problem Statement 3: There is a need to increase the capacity of teachers in the area of instructional planning and HRS Level 1. **Root Cause:** The teachers are not consistently leveraging the previously learned strategies for effective planning and planning protocols.

Perceptions

Perceptions Strengths

Priority Needs

- Consistent use of Campus Behavior Plan that supports district
- Increase in use of community circles and restorative practices to address discipline problems and build community
- Increase communication with parents (positive and not electronic)
- Increase parent engagement (time of the day, topics)
- Increase student voice
- Decrease interruptions to learning time

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to increase the consistency in implementing the campus behavior plan.

Priority Problem Statements

Problem Statement 1: The STAAR data indicates that there is a decrease in all subjects for the approaches and meets levels. In 2018 Barron had 77% at approaches and 40% at meets compared to 2019 with 75% at approaching and 36% at the meets level.

Root Cause 1: The lack of consistency with targeted interventions and planning led to instructional and learning gaps.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: The STAAR data shows that there is an overall decrease in student performance in the content area of writing for 4th grade. In 2018 Barron had 71% at approaches, 44% at meets and 10% at masters. In 2019 Barron had 65% at approaches, 23% at meets and 4% at masters.

Root Cause 2: The lack of fidelity to teaching writing on a consistent basis across the grade levels and a lack of a vertical alignment of standards and tight expectations for writing in grades Kinder to 5th.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: The STAAR data shows that there is an overall decrease in student performance in the content area of science for 5th grade. In 2017, Barron had 72% at approaches, 40% at meets and 8% at masters. In 2018, Barron had 64% at approaches, 21% at meets and 4% at masters. In 2019, Barron had 55% at approaches, 23% at meets and 5% at masters.

Root Cause 3: The lack of fidelity to planning science and dedication to weekly science time allotments.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: There is a need to increase the capacity of teachers in the area of instructional planning and HRS Level 1.

Root Cause 4: The teachers are not consistently leveraging the previously learned strategies for effective planning and planning protocols.

Problem Statement 4 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Enrollment trends

Employee Data

- Teacher/Student Ratio

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Goals

Revised/Approved: August 26, 2019

Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 1: The campus will increase student learning in the area of math and reading for grades 3-5 as evidenced by an increase in achievement on the 2020 STAAR assessment. The increase will be at the approaches level by 5% for math and reading; meets level by 7% for reading and 5% for math and masters level by 4% for both reading and math.

Evaluation Data Source(s) 1: STAAR

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 1: Due to COVID 19 school closure, we will re-evaluate our campus goals based on available data and student needs.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Targeted Support Strategy TEA Priorities Improve low-performing schools</p> <p>1) The use of the weekly afternoon collaborative team meetings dedicated to: student learning, data, student needs, intervention planning and discussion of the response to interventions</p>	2.4, 2.5, 2.6	administrators; team leaders; teachers; campus instructional specialists	Use of district's RTI handbook as a guide/model for RTI process; identification of students based on district tiered criteria; planning for tier instruction and data discussions about results; increase in student achievement			
Problem Statements: Student Academic Achievement 1, 2, 3						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Targeted Support Strategy TEA Priorities Improve low-performing schools 2) Use of All in Learning Student Engagement and Data System. This system will be used in all content areas to gather formative data during formative assessments to determine the adjustments needed in our instructional program. The data will also be used for data and planning meetings.	2.4, 2.6	principals, team leaders, teachers	Increase in student achievement			
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 3 Funding Sources: 211 Title I, Part A - 1800.00					
Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 3) Professional learning in the area of HRS Level 2 and effective instruction to begin to develop a campus Instructional Model that supports the district's Instructional Model	2.4, 2.5, 2.6	principal, assistant principal, team leaders, teachers	A stronger understanding of research-based instructional methods/best practices that will increase student achievement			
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 3					
Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 4) Development of a Campus Planning Protocol that incorporates the district's Collaborative Framework to assist with planning		principal, assistant principal, team leaders, teachers	Increase in effective planning			
	Problem Statements: School Processes & Programs 3					
Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 5) Development of a instructional walk through form built from the campus Instructional Model This tool will be used by the principal, assistant principal, and instructional support teachers to gather formative data on the instructional practices to allow for collaborative feedback with teachers	2.4, 2.5, 2.6	principal, assistant principal, teachers, Instructional Support teachers	Increase in student achievement			
	Problem Statements: Student Academic Achievement 1, 2, 3 - School Processes & Programs 3					
Targeted Support Strategy TEA Priorities Improve low-performing schools 6) Collaborative Data meetings each semester with all instructional staff	2.4	principal, assistant principal	increase in student achievement			
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 3					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 7) Instructional Support Teachers will model and team teach in teachers' classrooms to build capacity of effective instructional strategies</p>	2.4, 2.5	Principals; Instructional Support Teachers	Increase in student achievement; stronger instructional program			
<p>Targeted Support Strategy TEA Priorities Improve low-performing schools 8) Collaborative teams will develop team academic goals for their grade levels with a focus in one content area</p>	2.4, 2.5, 2.6	Teachers; Principals	Increase in student achievement			
Problem Statements: Student Academic Achievement 1						
<p>9) Show and Tell at all professional learning meetings as well as weekly at collaborative team meetings- teams will bring artifacts of student learning and calibrate with the other members of their team to determine if adjustments are needed within the instructional program</p>	2.4	principals; teachers; team leaders	More rigorous and aligned lesson plans and higher student achievement			
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 3						
<p>Targeted Support Strategy TEA Priorities Improve low-performing schools 10) Teachers will use the digital site Flocabulary to enhance the lessons to include active movement and music. They will use formative assessments within the Flocabulary program. This will begin in December 2019</p>		teachers, principals	Increase in STAAR scores			
Problem Statements: Student Academic Achievement 1, 3 - School Processes & Programs 3						
Funding Sources: 211 Title I, Part A - 2000.00						
<p>Targeted Support Strategy TEA Priorities Improve low-performing schools ESF Levers Lever 5: Effective Instruction 11) Teachers will increase student engagement and oral language proficiency with the use of the Q ball tool.</p>	2.4	Administration, classroom teachers	Increase in TELPAS proficiency scores and STAAR scores; Increase in student engagement			
Problem Statements: Student Academic Achievement 1, 3						
Funding Sources: 211 Title I, Part A - 1038.37						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Targeted Support Strategy TEA Priorities Improve low-performing schools ESF Levers Lever 5: Effective Instruction 12) Students will increase in their proficiency in reading by increasing the phonics skills during small group instruction	2.4	Administrators, teachers	Increase in student achievement; Increase in student reading levels			
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 3 Funding Sources: 211 Title I, Part A - 619.25					
Targeted Support Strategy TEA Priorities Improve low-performing schools 13) Students will attend extended day tutoring to close learning gaps for STAAR content areas.	2.4	Administration	Increase in student achievement on STAAR			
	Problem Statements: Student Academic Achievement 1, 2, 3 Funding Sources: 211 Title I, Part A - 3350.00					
TEA Priorities Improve low-performing schools 14) Parents will receive a Family Education kit during EOY family event to enhance their student's learning while at home and to increase the student to home connection.	2.5, 3.2	Instructional Specialists	Increase in student achievement			
	Problem Statements: Student Academic Achievement 1 Funding Sources: 211 Title I, Part A - 1239.75					
Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 15) Collaborative planning days to allow teachers to have an extended time together to plan targeted lessons for our students.	2.4	Administration	Increase in HRS survey scores and student achievement			
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 3 Funding Sources: 211 Title I, Part A - 3328.00					
Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction 16) Leadership will attend a Virtual Leadership Conference to allow for growth in building efficacy with teachers		principals				
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 3 Funding Sources: 211 Title I, Part A - 3740.00					
= Accomplished = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 1: The STAAR data indicates that there is a decrease in all subjects for the approaches and meets levels. In 2018 Barron had 77% at approaches and 40% at meets compared to 2019 with 75% at approaching and 36% at the meets level. **Root Cause 1:** The lack of consistency with targeted interventions and planning led to instructional and learning gaps.

Problem Statement 2: The STAAR data shows that there is an overall decrease in student performance in the content area of writing for 4th grade. In 2018 Barron had 71% at approaches, 44% at meets and 10% at masters. In 2019 Barron had 65% at approaches, 23% at meets and 4% at masters. **Root Cause 2:** The lack of fidelity to teaching writing on a consistent basis across the grade levels and a lack of a vertical alignment of standards and tight expectations for writing in grades Kinder to 5th.

Problem Statement 3: The STAAR data shows that there is an overall decrease in student performance in the content area of science for 5th grade. In 2017, Barron had 72% at approaches, 40% at meets and 8% at masters. In 2018, Barron had 64% at approaches, 21% at meets and 4% at masters. In 2019, Barron had 55% at approaches, 23% at meets and 5% at masters. **Root Cause 3:** The lack of fidelity to planning science and dedication to weekly science time allotments.

School Processes & Programs

Problem Statement 3: There is a need to increase the capacity of teachers in the area of instructional planning and HRS Level 1. **Root Cause 3:** The teachers are not consistently leveraging the previously learned strategies for effective planning and planning protocols.

Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 2: The campus will increase student learning in Writing as evidenced by an increase in achievement on the 2020 STAAR assessment for all student groups at the approaches level by 8%, meets level by 7% and masters by 5%.

Evaluation Data Source(s) 2: STAAR

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 2: Due to COVID 19 school closure, we will re-evaluate our campus goals based on available data and student needs.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Targeted Support Strategy 1) The development of a Writing Task Force to create a vertical alignment tool of our writing tight expectations for all grades	2.4	administration; teams; campus instructional specialists	aligned practices and instructional expectations; improvement in student achievement in writing; clearly identified student learning outcomes by grade level			
	Problem Statements: Student Academic Achievement 2 - School Processes & Programs 3 Funding Sources: 211 Title I, Part A - 550.00					
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 2: The STAAR data shows that there is an overall decrease in student performance in the content area of writing for 4th grade. In 2018 Barron had 71% at approaches, 44% at meets and 10% at masters. In 2019 Barron had 65% at approaches, 23% at meets and 4% at masters. Root Cause 2: The lack of fidelity to teaching writing on a consistent basis across the grade levels and a lack of a vertical alignment of standards and tight expectations for writing in grades Kinder to 5th.
School Processes & Programs
Problem Statement 3: There is a need to increase the capacity of teachers in the area of instructional planning and HRS Level 1. Root Cause 3: The teachers are not consistently leveraging the previously learned strategies for effective planning and planning protocols.

Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 3: The campus will increase student learning in Science as evidenced by an increase in achievement on 2020 STAAR assessment for all student groups at the approaches level by 8%, meets level by 7% and masters by 5%.

Evaluation Data Source(s) 3: STAAR

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 3: Due to COVID 19 school closure, we will re-evaluate our campus goals based on available data and student needs.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>TEA Priorities Improve low-performing schools</p> <p>1) Campus principal and 3 teachers from grades 3rd-5th will attend a Lead4ward conference, The Power of the Process, in September to gain knowledge of how to use process standards to enhance instruction. The staff attending the conference will share the learning with all teachers in grades 3rd-5th.</p>	2.4	administration	Increase academic performance by implementing instructional strategies gained at the conference			
Problem Statements: Student Academic Achievement 1, 2, 3						
<p>TEA Priorities Improve low-performing schools</p> <p>2) All teaching staff will receive professional learning in the area using writing across multiple contents using the resource Talk, Read, Write</p>	2.4	Instructional Specialists Team leaders Administration	Increase academic performance by implementing the strategies and learning gained during the professional learning			
Problem Statements: Student Academic Achievement 2						
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>3) Teachers will utilize the Mentoring Minds resource TEKS Mastery Series to unpack the Science content, including standards, to plan targeted, aligned and high level lessons.</p>	2.4, 2.5, 2.6	teachers, teacher leaders, campus administrators, campus instructional specialists	Increase in understanding of science content and standards that will allow teachers to plan more aligned lessons for students			
Problem Statements: Student Academic Achievement 3						
Funding Sources: 211 Title I, Part A - 746.13						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 4) District EAS Department will support Barron in the area of planning in Science. The curriculum specialists will attend planning and support our collaborative teams.	2.4, 2.6	Principals	More rigorous lesson plans in the area of science which will lead to higher student achievement			
				Problem Statements: Student Academic Achievement 3 - School Processes & Programs 3		
= Accomplished = No Progress = Discontinue						

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 1: The STAAR data indicates that there is a decrease in all subjects for the approaches and meets levels. In 2018 Barron had 77% at approaches and 40% at meets compared to 2019 with 75% at approaching and 36% at the meets level. Root Cause 1: The lack of consistency with targeted interventions and planning led to instructional and learning gaps.
Problem Statement 2: The STAAR data shows that there is an overall decrease in student performance in the content area of writing for 4th grade. In 2018 Barron had 71% at approaches, 44% at meets and 10% at masters. In 2019 Barron had 65% at approaches, 23% at meets and 4% at masters. Root Cause 2: The lack of fidelity to teaching writing on a consistent basis across the grade levels and a lack of a vertical alignment of standards and tight expectations for writing in grades Kinder to 5th.
Problem Statement 3: The STAAR data shows that there is an overall decrease in student performance in the content area of science for 5th grade. In 2017, Barron had 72% at approaches, 40% at meets and 8% at masters. In 2018, Barron had 64% at approaches, 21% at meets and 4% at masters. In 2019, Barron had 55% at approaches, 23% at meets and 5% at masters. Root Cause 3: The lack of fidelity to planning science and dedication to weekly science time allotments.
School Processes & Programs
Problem Statement 3: There is a need to increase the capacity of teachers in the area of instructional planning and HRS Level 1. Root Cause 3: The teachers are not consistently leveraging the previously learned strategies for effective planning and planning protocols.

Goal 2: Life Ready: Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.

Goal 3: Talent Acquisition, Support, and Growth: To ensure a quality school system, Plano ISD will hire, train and retrain the most effective and talented workforce.

Goal 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.

Goal 5: Strategic Resource Management: As good stewards, we will strategically and equitably manage our resources to meet identified student needs and align resource allocation with district goals.

Campus Needs Assessment Committee

Committee Role	Name	Position
Classroom Teacher	Julia Harben	teacher
Business Representative	Darren Ward	All in Learning Rep
Administrator	Tricia Lancaster	principal
Paraprofessional	Mirla Angeles	Parent Liasion
Classroom Teacher	Christa Thurmond	teacher
Classroom Teacher	Elvira Rojas	bilingual teacher
Non-classroom Professional	Maria Duvall	Counselor
Non-classroom Professional	Michele McNeel	ESL teacher
Community Representative	C. Michael Morrison	Pastor
Parent	Deanna Easley	parent
Paraprofessional	Mariah Renfroe	Special Education paraprofessional
Administrator	Kalvin Burkley	Assistant Principal
Parent	Crystal Bonner	parent
District-level Professional	Jessica Malloy	District EAS department

Addendums

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.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>1. 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 • Employ discipline interventions • Use other intervention strategies as necessary/appropriate • Conference with parents/students 	<p>TEC 11.252(a)(3)(E)</p>	<p>Principal</p>	<p>The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>2. 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 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 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. 	<p>TEC 11.253(d) Board Policy FFA(Local)</p>	<p>Principal</p>	<p>The school will follow Board Policies: FFA and EHAA.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> • 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. 			
<p>3. 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>4. 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 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...). Funding source: State and Local • Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA 		Principal	