Plano Independent School District

Isaacs Early Childhood School

2019-2020

Accountability Rating: A

Board Approval Date: October 1, 2019

Mission Statement

Plano ISD Mission Statement

Our Plano ISD learning community will educate, inspire and empower every student to activate their unique potential in a dynamic world.

Isaacs ECS Mission Statement

In partnership with Isaacs' families, we will lay a strong foundation in a collaborative environment that is filled with exploration, discovery, excitement, interactive and hands-on developmentally appropriate activities for all.

Vision

Plano ISD Vision Statement

Committed to Excellence
Dedicated to Caring
Powered by Learning
Plano ISD Proud

Isaacs Early Childhood School Vision Statement

At Isaacs ECS we create exciting beginnings and nurture children to become lifelong learners.

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Comprehensive Needs Assessment

Demographics

Demographics Strengths

- At least two adults in each classroom (one a certified teacher)

- Once enrolled there is minimal mobility of students

- Ability to teach in native language (Spanish)

- All teachers are early childhood and ESL certified and all are expected to be special education certified by 3/31/19.

- Dual Language Staff

- Multitude of resources are available to:

    - Staff

    - Parents

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student attendance averages 91.5% for all students. **Root Cause**: Isaacs is the first opportunity for three and four year old students to attend school and many parents will keep them home from school for a variety of reasons. Transportation is provided from a student's home school, either during the morning or afternoon. Many students have unique home situations including having only one car or no transportation. Full day students only have transportation available either in the morning or the afternoon. There are very few homes close enough to Isaacs for students to walk to school.

Problem Statement 2: Parents of our students are often hesitant to become involved in school activities and family engagement opportunities. **Root Cause**: Over one-half of the students only attend Isaacs for one school year. About 98% of our students must qualify to attend the school. Students identified as needing special education services may enroll on their third birthday. Students entering Isaacs that turn four before September 1 of the current year qualify

to attend for a variety of reasons: low socioeconomic status, ESL, bilingual Spanish, foster care, active duty military or disabled veteran, Star of Texas, fallen officers, and homelessness. As the first school experience for many of our students, earning the trust of the families by providing a welcoming atmosphere to increase family involvement is key to success.

Student Academic Achievement

Student Academic Achievement Strengths

- RtI groups
- Flexible Rti Groupings
- Base lines / prior knowledge
- Impacts teaching and learning cycle
- Informal assessment
- Rote counting
- Rhyming
- Progress in all areas of Circle
- Utilizing all staff

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Research-based instructional practices to increase student achievement lack consistency across the campus. **Root Cause**: The campus has not yet established clear expectations for supporting academic and social emotional development of students through best practices.

Problem Statement 2: Constructive feedback on instructional practices is not regularly provided to staff. **Root Cause**: The current walkthrough data template is not aligned with instructional best practice.

Problem Statement 3: Student attendance averages 91.5% for all students. **Root Cause**: Isaacs is the first opportunity for three and four year old students to attend school and many parents will keep them home from school for a variety of reasons. Transportation is provided from a student's home school, either during the morning or afternoon. Many students have unique home situations including having only one car or no transportation. Full day students only have transportation available either in the morning or the afternoon. There are very few homes close enough to Isaacs for students to walk to school.

Problem Statement 4: Most professional learning provided to the staff by the district targets instruction for students who are in Kindergarten or above. **Root Cause**: This is the first year of a new curriculum for the early childhood classrooms. Specific professional learning is needed for Understanding by Design planning and instructional practices targeting student learning outcomes.

Problem Statement 5: Collaborative planning teams have been introduced to the Collaborative Team Framework and Instructional strategies. **Root Cause**: The Collaborative Team Framework and Instructional Strategies were introduced to the staff at beginning of the year professional learning. Continued

support and professional learning will be needed with these two documents and how their alignment with HRS and collaborative team planning.

Problem Statement 6: The principal has not consistently met with all professional staff to provide specific feedback on quality PreK indicators. **Root Cause**: A formal procedure and PreK Quality Checklist has not been utilized to provide feedback to professional staff .

Problem Statement 7: The majority of our four year old students come from families that are economically disadvantaged and/or second language learners. **Root Cause**: Research studies show that students who are economically disadvantaged and/or second language learners are often not exposed rich vocabulary .

School Processes & Programs

School Processes & Programs Strengths

Technology:

- Student access to iPads, CPU, Osmos, Bluebots

- For instruction: amplification/speaker, Circle, RtI, Elmos, GoNoodle, Curriculum planner, eStar, Google, LPAC, 504 and CMIT

- For parents: Remind, Ready Rosie, Facebook, Smore, eNews, STEM library, TwitterCurriculum, Instruction, Assessment

- Curriculum, Instruction, Assessment: PDH learning sessions, UbD, Circle, AEPs, Manipulatives, Resource

Process for Collaborative

Process for Collaborative Planning/Decision Making

- Scheduled planning day with targeted groups to generate/share instructional strategies

- Student needs/Achievement

    - RtI, CMIT, Consult SPED, staffings

- Ready Rosie

- Leadership Team Meetings

- Neighborhood meetings

- Parent training opportunities

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Student attendance averages 91.5% for all students. **Root Cause**: Isaacs is the first opportunity for three and four year old students

to attend school and many parents will keep them home from school for a variety of reasons. Transportation is provided from a student's home school, either during the morning or afternoon. Many students have unique home situations including having only one car or no transportation. Full day students only have transportation available either in the morning or the afternoon. There are very few homes close enough to Isaacs for students to walk to school.

Problem Statement 2: Parents of our students are often hesitant to become involved in school activities and family engagement opportunities. **Root Cause**: Over one-half of the students only attend Isaacs for one school year. About 98% of our students must qualify to attend the school. Students identified as needing special education services may enroll on their third birthday. Students entering Isaacs that turn four before September 1 of the current year qualify to attend for a variety of reasons: low socioeconomic status, ESL, bilingual Spanish, foster care, active duty military or disabled veteran, Star of Texas, fallen officers, and homelessness. As the first school experience for many of our students, earning the trust of the families by providing a welcoming atmosphere to increase family involvement is key to success.

Problem Statement 3: Research-based instructional practices to increase student achievement lack consistency across the campus. **Root Cause**: The campus has not yet established clear expectations for supporting academic and social emotional development of students through best practices.

Problem Statement 4: Constructive feedback on instructional practices is not regularly provided to staff. **Root Cause**: The current walkthrough data template is not aligned with instructional best practice.

Perceptions

Perceptions Strengths

- School safety - we are a safe place for students, staff, and families

- Positive community perception / positive atmosphere for staff and students

    - Parents Google search us

- Game plan for those who need behavior support (a need for some)

- Parent - Teacher Communication and Teacher - Parent Communication

- All children are excited to come to school and feel loved and cared for by the staff.
- Social and emotional teaching, modeling, and practice
- We provide a strong foundation in learning for our students for success in Kindergarten and beyond.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents of our students are often hesitant to become involved in school activities and family engagement opportunities. **Root Cause**: Over one-half of the students only attend Isaacs for one school year. About 98% of our students must qualify to attend the school. Students identified as needing special education services may enroll on their third birthday. Students entering Isaacs that turn four before September 1 of the current year qualify to attend for a variety of reasons: low socioeconomic status, ESL, bilingual Spanish, foster care, active duty military or disabled veteran, Star of Texas, fallen officers, and homelessness. As the first school experience for many of our students, earning the trust of the families by providing a welcoming atmosphere to increase family involvement is key to success.

Priority Problem Statements

Problem Statement 1: Research-based instructional practices to increase student achievement lack consistency across the campus.

Root Cause 1: The campus has not yet established clear expectations for supporting academic and social emotional development of students through best practices.

Problem Statement 1 Areas: Student Academic Achievement - School Processes & Programs

Problem Statement 2: Constructive feedback on instructional practices is not regularly provided to staff.

Root Cause 2: The current walkthrough data template is not aligned with instructional best practice.

Problem Statement 2 Areas: Student Academic Achievement - School Processes & Programs

Problem Statement 3: Most professional learning provided to the staff by the district targets instruction for students who are in Kindergarten or above.

Root Cause 3: This is the first year of a new curriculum for the early childhood classrooms. Specific professional learning is needed for Understanding by Design planning and instructional practices targeting student learning outcomes.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: Collaborative planning teams have been introduced to the Collaborative Team Framework and Instructional strategies.

Root Cause 4: The Collaborative Team Framework and Instructional Strategies were introduced to the staff at beginning of the year professional learning. Continued support and professional learning will be needed with these two documents and how their alignment with HRS and collaborative team planning.

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: The principal has not consistently met with all professional staff to provide specific feedback on quality PreK indicators.

Root Cause 5: A formal procedure and PreK Quality Checklist has not been utilized to provide feedback to professional staff .

Problem Statement 5 Areas: Student Academic Achievement

Problem Statement 6: The majority of our four year old students come from families that are economically disadvantaged and/or second language learners.

Root Cause 6: Research studies show that students who are economically disadvantaged and/or second language learners are often not exposed rich vocabulary .

Problem Statement 6 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year

Accountability Data

- Student Progress Domain

Student Data: Assessments

- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment 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
- 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, and gender data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Evaluation(s) of professional development implementation and impact
- TTESS data

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
- Communications data
- Budgets/entitlements and expenditures data
- Other additional data

Goals

Revised/Approved: September 06, 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: Isaacs will use the principles of High Reliability Schools (HRS) and the Professional Learning Community (PLC) process for the collaborative teams to meet one time per week and effectively analyze and plan instruction and assessment.

> **Evaluation Data Source(s) 1:** Common formative assessments
> Circle Data
> Lesson plans and agenda
>
> **Summative Evaluation 1:** Met Performance Objective
>
> **Next Year's Recommendation 1:** This Performance Objective will be reevaluated and a determination will be made whether to continue this CPO in the 2020-21 CIP process.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Create planning teams and planning schedule	Principal, Instructional Specialist, SPED Team Leader	Growth demonstrated by Circle results and common assessments.	60%	80%	100%
Evidence: lesson plans, agendas, student data from performance tasks	**Problem Statements**: Student Academic Achievement 1 - School Processes & Programs 3				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 2) Pre-K specific training that focuses on effective collaborative planning teams.	Principal, Specialist, SPED Team Leader	Growth demonstrated by Circle results and common assessments.	50%	70%	90%
Evidence: Sign in sheets, agendas or presentation material, calendar.	**Problem Statements**: Student Academic Achievement 1 - School Processes & Programs 3				
TEA Priorities Recruit, support, retain teachers and principals 3) Collaborative planning teams will utilize High Reliability Schools (HRS), the Collaborative Team Framework and Instructional Model to focus and guide the teaching and learning cycle.	Principal, Instructional Specialist, SPED Team Leader	Growth demonstrated by Circle results and common assessments.	10%	70%	100%
Evidence: Collaborative Team Framework and Instructional Model evident in lesson planning documentation.	**Problem Statements**: Student Academic Achievement 5				
100% = Accomplished		0% = No Progress		❌ = Discontinue	

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Research-based instructional practices to increase student achievement lack consistency across the campus. **Root Cause 1**: The campus has not yet established clear expectations for supporting academic and social emotional development of students through best practices.
Problem Statement 5: Collaborative planning teams have been introduced to the Collaborative Team Framework and Instructional strategies. **Root Cause 5**: The Collaborative Team Framework and Instructional Strategies were introduced to the staff at beginning of the year professional learning. Continued support and professional learning will be needed with these two documents and how their alignment with HRS and collaborative team planning.

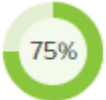| School Processes & Programs |
|---|
| **Problem Statement 3**: Research-based instructional practices to increase student achievement lack consistency across the campus. **Root Cause 3**: The campus has not yet established clear expectations for supporting academic and social emotional development of students through best practices. |

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: Classroom teachers and staff will focus on at least five critical vocabulary words for each instructional unit by using research based instructional strategies so that students increase their knowledge of a wide variety of words to label and describe people, places, things, and actions. (PreK Guideline II.D.1)

Evaluation Data Source(s) 2: Circle Assessment data

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: This Performance Objective will be reevaluated and a determination will be made whether to continue this CPO in the 2020-21 CIP process.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
TEA Priorities Build a foundation of reading and math 1) Vocabulary development will progress with the use of explicit instruction.	Principal, Instructional Specialist	Students in 4 year old classrooms will understand and use the critical vocabulary of each instructional unit as shown through teacher observation, anecdotal notes, center labels, and informal assessments.	55%	75%	80%
Evidence: Lesson plan, vocabulary word walls, anecdotal notes, center labels, informal assessments	**Problem Statements**: Student Academic Achievement 7				
TEA Priorities Build a foundation of reading and math 2) Vocabulary development will progress with the use of implicit instruction.	Principal, Instructional Specialist	Students in 4 year old classrooms will understand and use the critical vocabulary of each instructional unit as shown through teacher observation, anecdotal notes, center labels, and informal assessments.	70%	80%	85%
Evidence: Lesson plan, vocabulary word walls, anecdotal notes, center labels, informal assessments	**Problem Statements**: Student Academic Achievement 6				
TEA Priorities Build a foundation of reading and math 3) Students will learn content-related vocabulary to build word knowledge and concepts. (examples: habitat, observe)	Principal, Instructional Specialist	Students in 4 year old classrooms will understand and use the critical vocabulary of each instructional unit as shown through teacher observation, anecdotal notes, center labels, and informal assessments.	40%	75%	80%
Evidence: Lesson plan, vocabulary word walls, anecdotal notes, center labels, informal assessments	**Problem Statements**: Student Academic Achievement 7				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
TEA Priorities Build a foundation of reading and math 4) Students will learn vocabulary in knowledge clusters of related words.	Principal, Instructional Specialist	Students in 4 year old classrooms will understand and use the critical vocabulary of each instructional unit as shown through teacher observation, anecdotal notes, center labels, and informal assessments.	60%	75%	90%
Evidence: Lesson plan, vocabulary word walls, anecdotal notes, center labels, informal assessments	**Problem Statements**: Student Academic Achievement 7				
TEA Priorities Build a foundation of reading and math 5) Vocabulary instruction will be planned, sequenced, and systematic.	Principal, Instructional Specialist	Students in 4 year old classrooms will understand and use the critical vocabulary of each instructional unit as shown through teacher observation, anecdotal notes, center labels, and informal assessments.	50%	90%	90%
Evidence: Lesson plan, vocabulary word walls, anecdotal notes, center labels, informal assessments	**Problem Statements**: Student Academic Achievement 7				

100% = Accomplished   0% = No Progress   ✗ = Discontinue

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 6: The principal has not consistently met with all professional staff to provide specific feedback on quality PreK indicators. **Root Cause 6**: A formal procedure and PreK Quality Checklist has not been utilized to provide feedback to professional staff .
Problem Statement 7: The majority of our four year old students come from families that are economically disadvantaged and/or second language learners. **Root Cause 7**: Research studies show that students who are economically disadvantaged and/or second language learners are often not exposed rich vocabulary .

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.

Performance Objective 1: Predominate instructional practices throughout the school are known and monitored by ensuring each professional staff member receives at least three types of instructional feedback during the school year.

   Evaluation Data Source(s) 1: Classroom walkthrough data, feedback, quality indicators checklist

   Summative Evaluation 1: No progress made toward meeting Performance Objective

   Next Year's Recommendation 1: This Performance Objective will be reevaluated and a determination will be made whether to continue this CPO in the 2020-21 CIP process.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
TEA Priorities Recruit, support, retain teachers and principals 1) Professional staff will utilize the PreK Quality Indicators Checklist to reflect on their own instructional practices and discuss with administrator three times throughout the year.	Principal, Professional Staff	Improved campus instructional practices, effective teaching in every classroom, teacher progress and retention.	25%	60%	60%
Evidence: Quality Indicator Checklist for each classroom, meeting agendas	**Problem Statements**: Student Academic Achievement 2 - School Processes & Programs 4				
TEA Priorities Recruit, support, retain teachers and principals 2) Create and utilize instructional feedback forms in order to uniformly monitor instructional practices and provide constructive feedback.	Principal, Instructional Specialist, SPED Team Leader	Improved campus instructional practices, effective teaching in every classroom, teacher progress and retention.	20%	55%	55%
Evidence: Agenda used to create form, collect data from the use of the form, agenda from teacher/principal feedback meetings.	**Problem Statements**: Student Academic Achievement 4				
	100% = Accomplished	0% = No Progress	✕ = Discontinue		

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 2: Constructive feedback on instructional practices is not regularly provided to staff. **Root Cause 2**: The current walkthrough data template is not aligned with instructional best practice.
Problem Statement 4: Most professional learning provided to the staff by the district targets instruction for students who are in Kindergarten or above. **Root Cause 4**: This is the first year of a new curriculum for the early childhood classrooms. Specific professional learning is needed for Understanding by Design planning and instructional practices targeting student learning outcomes.

School Processes & Programs
Problem Statement 4: Constructive feedback on instructional practices is not regularly provided to staff. **Root Cause 4**: The current walkthrough data template is not aligned with instructional best practice.

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.

Site Based Improvement Committee

Committee Role	Name	Position
Counselor	Gretchen Wollmuth	Counselor
Classroom Teacher	Amy Smith	ESL teacher
Administrator	Jane Oestreich	Principal
Classroom Teacher	Julie Washburn	ELC FD Teacher
Special Education Team Leader	Julie Darling	Special Education Team Leader
Instructional Specialist	Sandi Yarbrough	Instructional Specialist
PTA President/Parent	Glenda Osario	PTA President/Parent
District-level Professional	Ashley Davis	Early Childhood Director
Business Representative	Paul Pace	Owner of Pace gfx
Business Representative	Scott Yarbrough	Professor of English
Community Representative	Cheri Izbicki	Retired principal
Classroom Teacher	Deborah Rivera	teacher
Parent	Summaiya Khalid	Parent
Classroom Teacher	Suzette Rupp	Classroom teacher
Classroom Teacher	Gerri Carter	teacher
Paraprofessional	Rosie Barrientos	paraprofessional
Parent	Akhilendra Singh	parent
Parent	Elleni Girma	parent
Parent	Evelyn X	parent
Parent	Jennifer McCurdy	parent
Parent	Shametta Singelton	parent
Community Representative	Toni Thomas	community representative

Committee Role	Name	Position
Parent	Lizetth Velez	parent

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)
1. **Bullying** **Staff Prevention** • Identify high risk areas • Monitor high risk areas • Follow campus rules/expectations **Staff Education** • Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking • Review referral process **Staff Intervention** • Establish recommended intervention strategies for classroom/campus • Implement campus referral plan • Utilize Discipline Management strategies **Student Prevention** • Clearly state student expectations/campus rules/citizenship • Monitor high risk areas **Student Education** • Explain referral process/contacts • Anonymous Tip Line **Student Intervention** • Apply classroom interventions • Employ discipline interventions • Use other intervention strategies as necessary/appropriate • Conference with parents/students	TEC 11.252(a)(3)(E)	Principal	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
2. Coordinated Health Program **Coordinated School Health** • K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. • K-8 Include at least one Parent on Campus Wellness Team. • K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. • K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. • K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. **Fitness** • 3-8 Pre and Post Assess all eligible students using fitness test components. • 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. **Physical Activity Requirements** • K-8 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.	TEC 11.253(d) Board Policy FFA(Local)	Principal	The school will follow Board Policies: FFA and EHAA.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
• K-5 Ensure students are receiving daily unstructured play during recess. • K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. **Attendance** • K-8 Monitor attendance of students and follow up on prominent and chronic absences.			
3. **Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** • Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. • Funding source: State and Local	ESSA	Principal	
4. **Parent Involvement** • Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local • Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local • Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local • Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local • Utilize social media to keep parents and community informed. Funding source: State and Local • PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local • Partner with PTA to offer parental programs on a variety of topics (academic, social, etc…). 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	