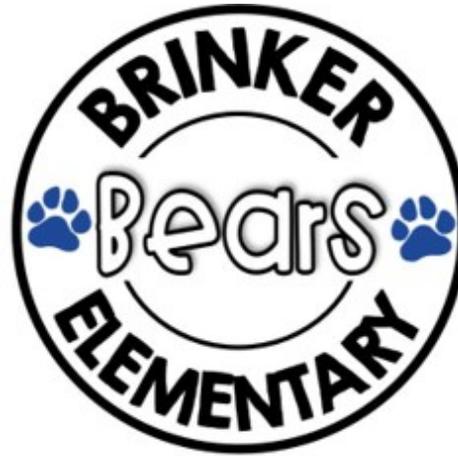


Plano Independent School District

Brinker Elementary

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: October 20, 2020

Mission Statement

Our mission is to guide all children to gain confidence, be life-long learners and responsible, caring members of our community.

Table of Contents

Comprehensive Needs Assessment	4
Student Learning	4
Priority Problem Statements	4
Comprehensive Needs Assessment Data Documentation	5
Goals	7
Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.	8
Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.	10
Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2021.	12
20-21 SBIC Committee	13
Addendums	14

Comprehensive Needs Assessment

Student Learning

Student Learning Summary

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Overall there has been an increase in the number of students showing a limited progress measure, as measured by the STAAR reading performance in 4th and 5th grades. For 2019, 4th grade reading, 50% of all students had limited progress with 60% of economically disadvantaged students making limited progress. For 2019, 5th grade reading showed 26% of students with limited progress, with 42% of our economically disadvantaged students showing limited growth. **Root Cause:** We will address the need for targeted instruction by ensuring that there are systems in place to implement Guided Reading and provide staff with needed supports so that implementation is with fidelity and intentionality. We will address the need for effective data analysis by ensuring that there are structures in place for appropriate assessment and determination of instructional responses.

Problem Statement 2 (Prioritized): Overall there has been an increase in the number of students showing a limited progress measure, as measured by the STAAR math performance in 4th grade. For the 2019 4th grade math STAAR, 47% of all students showed limited progress with 68% economically disadvantaged students showing limited progress. **Root Cause:** We will address the need for targeted instruction by ensuring that there are systems in place to implement the district's design for the math instructional model and small group instruction in math. We will address the need for effective data analysis by ensuring that there are structures in place for appropriate assessment and determination of instructional responses. We will utilize various resources for intervention and tiered instruction, including district provided resources and manipulatives.

Priority Problem Statements

Problem Statement 1: Overall there has been an increase in the number of students showing a limited progress measure, as measured by the STAAR reading performance in 4th and 5th grades. For 2019, 4th grade reading, 50% of all students had limited progress with 60% of economically disadvantaged students making limited progress. For 2019, 5th grade reading showed 26% of students with limited progress, with 42% of our economically disadvantaged students showing limited growth.

Root Cause 1: We will address the need for targeted instruction by ensuring that there are systems in place to implement Guided Reading and provide staff with needed supports so that implementation is with fidelity and intentionality. We will address the need for effective data analysis by ensuring that there are structures in place for appropriate assessment and determination of instructional responses.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Overall there has been an increase in the number of students showing a limited progress measure, as measured by the STAAR math performance in 4th grade. For the 2019 4th grade math STAAR, 47% of all students showed limited progress with 68% economically disadvantaged students showing limited progress.

Root Cause 2: We will address the need for targeted instruction by ensuring that there are systems in place to implement the district's design for the math instructional model and small group instruction in math. We will address the need for effective data analysis by ensuring that there are structures in place for appropriate assessment and determination of instructional responses. We will utilize various resources for intervention and tiered instruction, including district provided resources and manipulatives.

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results

Goals

Revised/Approved: September 24, 2020

Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

Performance Objective 1: HB3 - The percent of Brinker 3rd grade students that score meets grade level or above on STAAR Reading will increase from 66% in 2019 to 68% by June 2021. The Economically Disadvantaged student group performance will increase from 36% in 2019 to 41% in 2021. The EL student group performance will increase from 48% in 2019 to 52% in 2021. The African American student group performance will increase from 36% in 2019 to 40% in 2021.

HB3 Goal

Evaluation Data Sources: 2021 STAAR Assessment

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: School wide emphasis on reading instruction, guided by district and campus criteria for focused interventions and guided reading.</p> <p>Strategy's Expected Result/Impact: - K-2 and 3-5 Guided Reading Refresher professional learning</p> <ul style="list-style-type: none"> - Guided reading implemented in all classrooms - Monthly Kid Talk - Weekly LA planning on Tuesdays - Weekly progress monitoring through Edugence for Tier 3 students. - Monthly progress monitoring through Edugence for Tier 2 students. - At risk students (tier 2 and tier 3) in grades 4-5 will use targeted resources, such as Literacy Footprints, in small guided reading groups to increase comprehension. - At risk students (tier 2 and tier 2) in grades 1 and 2 will use Touch Phonics to increase reading fluency and comprehension. <p>Staff Responsible for Monitoring: grade level team leaders, instruction specialist, principal, assistant principal</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

Performance Objective 2: The percent of Brinker students that score Meets grade level or above on STAAR Reading 3-5 will increase from 66% in 2019 to 68% by June 2021. The African American student group performance will increase from 40% in 2019 to 44% in 2021. The SPED student group performance will increase from 41% in 2019 to 44% in 2021.

Evaluation Data Sources: 2021 STAAR Assessment

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: School wide emphasis on reading instruction, guided by district and campus criteria for focused interventions and guided reading.</p> <p>Strategy's Expected Result/Impact: - K-2 and 3-5 Guided Reading Refresher professional learning</p> <ul style="list-style-type: none"> - Guided reading implemented in all classrooms - Monthly Kid Talk - Weekly LA planning on Tuesdays - Weekly progress monitoring through Edugence for Tier 3 students. - Monthly progress monitoring through Edugence for Tier 2 students. - Strategies from 7 Steps to a Language Rich Interactive Classroom implemented campus wide - SpEd committee will be established to review best practices and instruction strategies, as well as complete a book study using the book Inclusion Strategies that Work by Toby Karten <p>Staff Responsible for Monitoring: grade level team leaders, instruction specialist, principal, assistant principal</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

Performance Objective 3: The percent of Brinker students that score Meets grade level or above on STAAR Writing 4 will increase from 73% in 2019 to 75% by June 2021. The Hispanic student group performance will increase from 43% in 2019 to 47% in 2021. The Economically Disadvantaged student group performance will increase from 46% in 2019 to 51% in 2021.

Evaluation Data Sources: 2021 STAAR Assessment

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will provide direct writing instruction focusing on the writing process, as well as editing and revising using strategies and resources from Empowering Writers, Daily 5, Writer's Workshop, and HMH Writing.</p> <p>Strategy's Expected Result/Impact: - Consistent writing strategies will be used across the grade levels</p> <ul style="list-style-type: none"> - Formative assessments will be utilized to assess writing standards throughout the year, in addition to BOY, MOY, and EOY writing - Teachers will receive training on using and creating rubrics for writing- this will include best practices for Plano ISD writing rubrics as well as teacher made rubrics - Specific campus-wide procedures for writing will be utilized when preparing students for Telpas- ESL specialist will also work with teachers on writing instructional strategies for English Language Learners <p>Staff Responsible for Monitoring: grade level team leaders, instruction specialist, principal, assistant principal</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.

Performance Objective 1: HB3 - The percent of Brinker 3rd grade students that score meets grade level or above on STAAR Math will increase from 66% in 2019 to 67% by June 2021. The Economically Disadvantaged student group performance will increase from 23% in 2019 to 27% in 2021. The African American student group performance will increase from 14% in 2019 to 18% in 2021.

HB3 Goal

Evaluation Data Sources: 2021 STAAR Assessment

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will implement small group intervention and enrichment to target Math skills based on MAP data.</p> <p>Strategy's Expected Result/Impact: - AMC Anywhere training for teachers grades K-2</p> <ul style="list-style-type: none"> - Developing common formative assessments for math TEKS - Dreambox & Data Refresher professional learning opportunity for all teachers - Teachers will use math manipulatives, visuals, and models to assist students with content. <p>Staff Responsible for Monitoring: grade level team leaders, instruction specialist, principal, assistant principal</p>	Formative		
	Nov	Feb	June
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.

Performance Objective 2: The percent of Brinker students that score Meets grade level or above on STAAR Math 3-5 will increase from 72% in 2019 to 73% by June 2021. The African American student group performance will increase from 40% in 2019 to 44% in 2021. The Economically Disadvantaged student group performance will increase from 34% in 2019 to 38% in 2021.

Evaluation Data Sources: 2021 STAAR Assessment

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will implement small group intervention and enrichment to target Math skills based on MAP data.</p> <p>Strategy's Expected Result/Impact: - AMC Anywhere training for teachers grades K-2</p> <ul style="list-style-type: none"> - Developing common formative assessments for math TEKS - Dreambox & Data Refresher professional learning opportunity for all teachers - Teachers will use math manipulatives, visuals, and models to assist students with content. <p>Staff Responsible for Monitoring: grade level team leaders, instruction specialist, principal, assistant principal</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2021.

Performance Objective 1: The percent of Brinker students that score Meets grade level or above on STAAR Science 5 will increase from 72% in 2019 to 74% by June 2021. The SPED student group performance will increase from 36% in 2019 to 38% in 2021. The Economically Disadvantaged student group performance will increase from 41% in 2019 to 45% in 2021.

Evaluation Data Sources: 2021 STAAR Assessment

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will focus on developing science vocabulary through the use of interactive word walls, constructed responses in science, and formative assessment data.</p> <p>Strategy's Expected Result/Impact: - The campus will use strategies from The 7 Steps to a Language Rich Interactive Classroom to create and use interactive word walls within the classroom.</p> <ul style="list-style-type: none"> - Administrative walkthroughs will focus on strategies from The 7 Steps to a Language Rich Interactive Classroom to provide teachers feedback and support - Teams will create and use formative assessments throughout the year to gauge student mastery of science vocabulary and TEKS. - Teachers will use writing strategies to help students complete constructed responses for science that include the appropriate use of science vocabulary. <p>Staff Responsible for Monitoring: grade level team leaders, instruction specialist, principal, assistant principal</p>	Formative		
	Nov	Feb	June
	 <p>45%</p>	 <p>65%</p>	 <p>95%</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

20-21 SBIC Committee

Committee Role	Name	Position
Administrator	Andrea Cockrell	Principal
Administrator	Lindsey Girlinghouse	Assistant Principal
Non-classroom Professional	Christina Stelzl	Instructional Specialist
Classroom Teacher	Amy DeCarlo	Special Education Team Leader
Classroom Teacher	Avery Meyer	Teacher
Classroom Teacher	Kim Lowery	Teacher
Classroom Teacher	Tonya Griffith	Teacher
Classroom Teacher	Paul Campbell	Teacher
Classroom Teacher	Christine Mason	Teacher
Parent	Sarah Kissel	Parent
Parent	Ryann Bills	Parent
Parent	Ernestine Key	Parent
District-level Professional	Geralyn Hendrick	District Instructional Specialist
Non-classroom Professional	Meagan Kreuter	ESL Specialist

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Brinker

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

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

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

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

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	40	46	70		87		55	41	43		52	73	51	66
2020	42	48	70		87		56	42	45		54	73	52	67
2021	44	51	71		88		58	44	48		56	74	54	68
2022	47	54	72		89		59	46	52		58	75	56	70
2023	51	59	73		90		62	48	57		62	76	59	72
2024	56	64	74		91		65	51	63		66	77	63	74

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	40	51	76		94		64	46	34		62	80	54	72
2020	42	53	76		94		65	47	36		63	80	55	73
2021	44	55	77		95		66	49	38		64	81	56	73
2022	47	58	77		95		67	51	41		66	81	58	74
2023	51	62	78		96		68	53	45		68	82	60	76
2024	56	67	79		97		70	56	50		71	83	63	77

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

Brinker

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

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

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

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

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students	14	12	41		32		7	6	22		21	76	30	106
2019	36	50	66		84		71	33	36		48	72	50	66
2020	38	52	66		84		72	34	38		50	72	51	67
2021	40	55	67		85		74	36	41		52	73	53	68
2022	43	58	68		86		75	38	45		54	74	55	70
2023	47	63	69		87		78	40	50		58	75	58	72
2024	52	68	70		88		81	43	56		62	76	62	74

District Goals for Grade 3 STAAR

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

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

Brinker

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

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

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

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

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students	14	12	41		32		7	6	22		21	76	30	106
2019	14	42	76		88		57	33	23		48	78	37	66
2020	16	44	76		88		58	34	25		49	78	38	67
2021	18	46	77		89		59	36	27		50	79	39	67
2022	21	49	77		89		60	38	30		52	79	41	68
2023	25	53	78		90		61	40	34		54	80	43	70
2024	30	58	79		91		63	43	39		57	81	46	71

District Goals for Grade 3 STAAR

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

Brinker - STAAR Grade 4 Writing

The percent of 4th grade students that score Meets grade level or above on STAAR Writing Grade 4 will increase from 73% in 2019 to 75% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
74% 2019 Baseline: 73%	75%	77%	79%	81%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	57	43	79	*	96	*	56	59	46	*	71	81	58	73
2020	58	45	79	*	96	*	57	60	48	*	72	81	59	74
2021	61	47	80	*	97	*	58	61	51	*	74	82	61	75
2022	64	51	80	*	97	*	60	63	55	*	77	82	63	77
2023	68	55	81	*	98	*	62	66	60	*	80	83	66	79
2024	73	61	83	*	100	*	65	69	66	*	85	85	69	81
2019-2021	4	4	1	*	1	*	2	2	5	*	3	1	3	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

Brinker - STAAR Grade 5 Science

The percent of 5th grade students that score Meets grade level or above on STAAR Science Grade 5 will increase from 72% in 2019 to 74% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
73% 2019 Baseline: 72%	74%	75%	76%	77%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	42	53	77	*	94	*	50	36	41	*	47	77	61	72
2020	43	54	77	*	94	*	50	37	42	*	48	77	62	73
2021	46	57	77	*	94	*	51	38	45	*	49	77	63	74
2022	49	59	78	*	95	*	52	40	48	*	50	78	65	75
2023	53	63	78	*	95	*	54	43	52	*	52	78	67	76
2024	58	68	79	*	96	*	56	46	57	*	55	79	70	77
2019-2021	4	4	0	*	0	*	1	2	4	*	2	0	2	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	1	0	0	0	1	0	1	1	1	1	0	1	1
2021	4	4	0	0	0	2	1	2	4	2	2	0	2	2
2022	7	6	1	1	1	3	2	4	7	4	3	1	4	3
2023	11	10	1	1	1	4	4	7	11	6	5	1	6	4
2024	16	15	2	2	2	5	6	10	16	9	8	2	9	5

CAMPUS APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

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

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	<p>Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> ● Explain referral process/contacts ● Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> ● Apply classroom interventions 	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	<ul style="list-style-type: none"> ● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students 		
Principal	<p>Coordinated Health Program</p> <p>Coordinated School Health</p> <ul style="list-style-type: none"> ● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. ● K-8 Include at least one Parent on Campus Wellness Team. ● K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. ● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. ● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> ● 3-8 Pre and Post Assess all eligible students using fitness test components. ● 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> ● K-8 Campuses Only: Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. ● K-8 Measure MVPA and physical activity time 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> ● K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. ● K-5 Ensure students are receiving daily unstructured play during recess. ● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> ● K-8 Monitor attendance of students and follow up on prominent and chronic absences. 		
Principal	<p>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> ● Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. ● Funding source: State and Local 	ESSA	
Principal	<p>Parent Involvement</p> <ul style="list-style-type: none"> ● Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local ● Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local ● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local ● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local ● Utilize social media to keep parents and 		

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