

# **Plano Independent School District**

## **Plano West Senior High School**

**2021-2022**



**Board Approval Date:** November 3, 2021

# Mission Statement

The mission of Plano West Senior High School is to prepare students to strive for excellence and contribute with compassion and integrity to a diverse society.

## Vision

### We Believe...

- education is a dynamic, not a static process which prepares students to be life-long learners.
- success in education is based on a cooperative effort among students, staff, parents, and community.
- all students can achieve success.
- students need critical thinking skills to be successful in today's changing global environment.
- knowledge provides an awareness of our multi-cultural society and contributes to an appreciation of human worth and dignity.
- the strength of the instructional program provides each student with an opportunity to excel academically as well as intellectually.
- strong morals, values, and character provide the foundation for productive citizens.
- that a safe, caring, and nurturing environment is essential to the learning process.
- excellence is the standard in instruction and leadership.
- everyone has an obligation to contribute to the school.

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# Comprehensive Needs Assessment

Revised/Approved: September 30, 2021

## Student Learning

### Student Learning Summary

**Plano West High School Goals Including HB3 CCMR Goals:** (see tables in addendum) HB 3 District and Board goals requires each district to set 5-year goals for college, career, and military readiness including targets for each school year. Plano ISD have set these goals for CCMR. Campus goals are aligned with these CCMR goals. As CCMR goals for college readiness is strongly aligned with the Meets Standard on STAAR EOCs, the district target for 2022 is based on these CCMR increases required from 2019 to 2022. The campus target for EOCs now align with the district required target for 9-10 grade levels for Algebra I, English I and English II, Biology, and US History for the All Student and Specific student groups. 2019 Baseline Data from 2018-19 TAPR

**Plano ISD goal graduation goal analysis:** From 2019 Accountability (Class of 2018) to 2022 Accountability (Class of 2021) Calculation

If between 90 <- RATE < 94: 0.1% increase/year.

- AA from 93.0  $(.1 + .1) = 93.2$
- o Hispanic from 93.7  $(.1 + .1) = 93.9$

If below 90%, then 10% reduction in gap between Current and 94%.

- EL: from 87.3%  $(94.0 - 87.3)/10 = 0.67\%$ .  $87.3\% + 0.7 = 88.0\%$
- Special Ed: from 77.5%  $(94.0 - 77.5)/10 = 1.65\%$ .  $77.5 + 1.7 = 79.2$

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Campus semester failure rate data for the 2018-2019 school year indicates that the percentage of economically disadvantaged students who did not pass their courses was disproportionate in relation to the overall student population. Campus semester failure rate data indicates 35% of all students who failed one or more courses per semester are economically disadvantaged even though the overall economically disadvantaged population at Plano West was 17%. **Root Cause:** Mobility of students, limited English proficiency, tutorial attendance, lack of motivation, outside demands of student's time, lack of transportation for tutorials before and after school, attendance Edit Associated Areas

# Priority Problem Statements

**Problem Statement 1:** Campus semester failure rate data for the 2018-2019 school year indicates that the percentage of economically disadvantaged students who did not pass their courses was disproportionate in relation to the overall student population. Campus semester failure rate data indicates 35% of all students who failed one or more courses per semester are economically disadvantaged even though the overall economically disadvantaged population at Plano West was 17%.

**Root Cause 1:** Mobility of students, limited English proficiency, tutorial attendance, lack of motivation, outside demands of student's time, lack of transportation for tutorials before and after school, attendance Edit Associated Areas

**Problem Statement 1 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates

## Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dual-credit and/or college prep course completion data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Tobacco, alcohol, and other drug-use data

- Student surveys and/or other feedback
- Class size averages by grade and subject
- 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
- Evaluation(s) of professional development implementation and impact

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

# Goals

Revised/Approved: September 30, 2021

**Goal 1:** DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC U.S. History from 2019 to 2022.

**Performance Objective 1:** The percent of PWSH students that score Meets grade level or above on STAAR/EOC U.S. History will increase from 93% in 2019 to 97% by June 2022. The SPED student group performance will increase from 49% in 2019 to 53% in 2022. The Eco Dis student group will increase from 80% in 2019 to 89% in 2022.

**Evaluation Data Sources:** 2022 STAAR/EOC Assessment

**Summative Evaluation:** Exceeded Objective

| Strategy 1 Details  | Formative Reviews   |   |   |
|---|---|---|---|
| <p><b>Strategy 1:</b> The US History Collaborative teams will include a SPED teacher to provide regular and routine input on lesson design to ensure strategies are being embedded with intentionality to meet the needs of the students served through Special Education.</p> <p><b>Strategy's Expected Result/Impact:</b> The SPED student group performance will increase from 49% in 2019 to 51% in 2021.</p> <p><b>Staff Responsible for Monitoring:</b> U.S. History team leader, Social Studies Department Chair, Special Education Department Chair, Administrator supervising Social Studies, Associate Principal for Curriculum &amp; Instruction</p>   | <b>Formative</b>  |   |   |
|   | <b>Nov</b>  | <b>Feb</b>  | <b>June</b>   |
|   |    |    |    |
| Strategy 2 Details  | Formative Reviews   |   |   |
| <p><b>Strategy 2:</b> The US History Collaborative Team will provide targeted interventions in the Spring of 2021 for economically disadvantaged students identified as being at-risk of performing at the Meets standard on the US EOC test based on historical STAAR data and current classroom performance on the TEKS objectives.</p> <p><b>Strategy's Expected Result/Impact:</b> The Eco Dis student group will increase from 80% in 2019 to 85% in 2021.</p> <p><b>Staff Responsible for Monitoring:</b> U.S. History team leader, Social Studies Department Chair, Administrator supervising Social Studies, Associate Principal for Curriculum &amp; Instruction</p> <p><b>Funding Sources:</b> Funds to pay teachers for before and after school tutoring - 199 State Comp Ed</p> | <b>Formative</b>  |   |   |
|   | <b>Nov</b>  | <b>Feb</b>  | <b>June</b>   |
|   |  |  |  |

| Strategy 3 Details  | Formative Reviews   |   |   |
|---|---|---|---|
| <p><b>Strategy 3:</b> The US History Collaborative Team will embed regular and routine instruction and practice of STAAR and TEKS objectives that students have historically struggled with at Plano West on formative and summative assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> The percent of PWSH students that score Meets grade level or above on STAAR/EOC U.S. History will increase from 93% in 2019 to 95% by June 2021.</p> <p><b>Staff Responsible for Monitoring:</b> U.S. History team leader, Social Studies Department Chair, Administrator supervising Social Studies, Associate Principal for Curriculum &amp; Instruction</p>   | <b>Formative</b>  |   |   |
|   | <b>Nov</b>  | <b>Feb</b>  | <b>June</b>   |
|   |  |  |  |
| Strategy 4 Details  | Formative Reviews   |   |   |
| <p><b>Strategy 4:</b> The US History Collaborative teams will include an ESL teacher to provide regular and routine input on lesson design to ensure strategies are being embedded with intentionality to meet the needs of the students served through ESL.</p> <p><b>Strategy's Expected Result/Impact:</b> The percent of PWSH students that score Meets grade level or above on STAAR/EOC U.S. History will increase from 93% in 2019 to 95% by June 2021.</p> <p><b>Staff Responsible for Monitoring:</b> U.S. History team leader, Social Studies Department Chair, ESL Department Chair, Administrator supervising Social Studies, Administrator supervising ESL, and the Associate Principal for Curriculum &amp; Instruction</p>   | <b>Formative</b>  |   |   |
|   | <b>Nov</b>  | <b>Feb</b>  | <b>June</b>   |
|   |  |  |  |
| Strategy 5 Details  | Formative Reviews   |   |   |
| <p><b>Strategy 5:</b> Students who did not pass STAAR EOC assessments will receive accelerated instruction no less than 30 hours per subject (minimum of one hour per week) in a setting of 1 teacher to 3 students. This instruction will take place via Edgenuity supported by teachers before school, after school, and during Saturday school. Additionally, more intensive targeted tutorials will take place during lunch pullouts.</p> <p><b>Staff Responsible for Monitoring:</b> U.S. History team leader, Social Studies Department Chair, ESL Department Chair, Administrator supervising Social Studies, Administrator supervising ESL, and the Associate Principal for Curriculum &amp; Instruction</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction<br/> - <b>Comprehensive Support Strategy</b> - <b>Targeted Support Strategy</b> - <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 282 ESSER III - \$11,900</p> | <b>Formative</b>  |   |   |
|   | <b>Nov</b>  | <b>Feb</b>  | <b>June</b>   |
|   |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |   |   |   |

**Goal 2:** DIP - The percentage of Plano ISD graduates that meet the criteria for CCMR will increase from 79% in the 2019 Accountability to 82% by the 2021 Accountability (based on graduating class of 2020). The English Learners student group performance will increase from 40% in 2019 to 44% in 2022. The Economically Disadvantaged student group performance will increase from 58% in 2019 to 66% in 2022.

**Performance Objective 1:** The percentage of PWSH graduates that meet the criteria for CCMR will increase from 85% in the 2019 Accountability to 89% by the 2022 Accountability (based on graduating class of 2021). The Eco Dis student group performance will increase from 61% in 2019 to 73% in 2022. The SPED student group performance will increase from 59% in 2019 to 63% in 2022.

**HB3 Goal**

**Evaluation Data Sources:** criteria for CCMR

**Summative Evaluation:** Significant progress made toward meeting Objective

| Strategy 1 Details   | Formative Reviews  |  |  |
|--|--|--|--|
| <p><b>Strategy 1:</b> Students will have an opportunity to take additional CTE courses as well as take industry based certification exams that will increase the percentage of students earning a CCMR distinction.</p>  | Formative  |  |  |
|  | Nov  | Feb  | June   |
|  |   |   |   |
| Strategy 2 Details   | Formative Reviews  |  |  |
| <p><b>Strategy 2:</b> The administration will share data that states whether students have earned the CCMR distinction or not. Teachers will then work directly with students and encourage them to take IBC exams as well as continue in the course sequence for that area of study.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have detailed information on which students have already achieved their CCMR distinction and will support the students that should earn it. This will increase the number and percentage of students that are not able to earn the distinction in other ways.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and teachers.</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> |  |  |  |

# SBIC

| <b>Committee Role</b>      | <b>Name</b>        | <b>Position</b>          |
|----------------------------|--------------------|--------------------------|
| Administrator              | Janis Williams     | Principal                |
| Administrator              | Bradley Bailey     | Associate Principal      |
| Administrator              | Michael Cruz       | Associate Principal      |
| Administrator              | Lisa Carrigan      | Assistant Principal      |
| Administrator              | Kristen Fisher     | Assistant Principal      |
| Administrator              | Evan Lee           | Assistant Principal      |
| Administrator              | Felipe Vargas      | Assistant Principal      |
| Classroom Teacher          | David Carroll      | Teacher                  |
| Classroom Teacher          | William Cheung     | Teacher                  |
| Classroom Teacher          | Melissa Collett    | Teacher                  |
| Classroom Teacher          | Brian Fitzgerald   | Teacher                  |
| Classroom Teacher          | Kathy Horn         | Teacher                  |
| Classroom Teacher          | Hayley Moore       | Teacher                  |
| Classroom Teacher          | Maria Ortiz        | Teacher                  |
| Classroom Teacher          | Aaron Sands        | Teacher                  |
| Classroom Teacher          | John Schmerker     | Teacher                  |
| Classroom Teacher          | Melissa Wegleitner | Teacher                  |
| Community Representative   | Wendi Klastsky     | Community Representative |
| Community Representative   | Andi Rosenfield    | Community Representative |
| Business Representative    | Larry Harper       | Business Representative  |
| Community Representative   | Linda Leavell      | Business Representative  |
| Student                    | Allie Kam          | Student                  |
| Student                    | Amina Syed         | Student                  |
| Student                    | Ty Lam             | Student                  |
| Student                    | Julian Coleman     | Student                  |
| Student                    | Sara Salazar       | Student                  |
| Non-classroom Professional | Rosolayn Johnson   | Academic Specialist      |
| Non-classroom Professional | Chris Ostertag     | Academic Specialist      |

| <b>Committee Role</b>       | <b>Name</b>            | <b>Position</b>                                |
|-----------------------------|------------------------|--|
| District-level Professional | Ashley Helms           | Executive Director Secondary Academic Services |
| Paraprofessional            | Cinai Calderon Benitez | Counseling Clerk                               |
| Parent                      | Margit Mollhoff        | Parent   |
| Parent                      | Magesh Kandavadivel    | Parent   |
| Parent                      | Robert Davis           | Parent   |
| Parent                      | Grace Yang             | Parent   |
| Parent                      | Susan Lorimer          | Parent   |
| Parent                      | Rhonda Snyder          | Parent   |
| Classroom Teacher           | Ted Kincaid            | Teacher  |
| Student                     | Anna Norris            | Student  |
| Student                     | Arynn Seo              | Student  |
| Student                     | Jack Waide             | Student  |

# Campus Funding Summary

| 199 State Comp Ed                  |           |          |  |              |             |
|------------------------------------|-----------|----------|--|--------------|-------------|
| Goal                               | Objective | Strategy | Resources Needed   | Account Code | Amount      |
| 1                                  | 1         | 2        | Funds to pay teachers for before and after school tutoring |              | \$0.00      |
| <b>Sub-Total</b>                   |           |          |  |              | \$0.00      |
| <b>Budgeted Fund Source Amount</b> |           |          |  |              | \$4,170.00  |
| <b>+/- Difference</b>              |           |          |  |              | \$4,170.00  |
| 199 Bilingual/ESL/ELL              |           |          |  |              |             |
| Goal                               | Objective | Strategy | Resources Needed   | Account Code | Amount      |
|                                    |           |          |  |              | \$0.00      |
| <b>Sub-Total</b>                   |           |          |  |              | \$0.00      |
| <b>Budgeted Fund Source Amount</b> |           |          |  |              | \$1,032.00  |
| <b>+/- Difference</b>              |           |          |  |              | \$1,032.00  |
| 282 ESSER III                      |           |          |  |              |             |
| Goal                               | Objective | Strategy | Resources Needed   | Account Code | Amount      |
| 1                                  | 1         | 5        |  |              | \$11,900.00 |
| <b>Sub-Total</b>                   |           |          |  |              | \$11,900.00 |
| <b>Budgeted Fund Source Amount</b> |           |          |  |              | \$11,900.00 |
| <b>+/- Difference</b>              |           |          |  |              | \$0.00      |
| <b>Grand Total Budgeted</b>        |           |          |  |              | \$17,102.00 |
| <b>Grand Total Spent</b>           |           |          |  |              | \$11,900.00 |
| <b>+/- Difference</b>              |           |          |  |              | \$5,202.00  |

# Addendums

## CCMR Goal - Plano West Senior High

**The percentage of graduates that meet the criteria for CCMR will increase from 85% in 2019 to 91% by August 2024.**

### Yearly Target Goals

| 2020               | 2021 | 2022 | 2023 | 2024 |
|--------------------|------|------|------|------|
| 86%                | 88%  | 89%  | 90%  | 91%  |
| 2019 Baseline: 85% |      |      |      |      |

### 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 |
|------------------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|----|----------------|--------------------|
| 2019 (2018 Grads)      | 61               | 69       | 88    | *               | 97    | *                | 85                | 59         | 61           | *                   | 47 | *              | *                  |
| 2020 (2019 Grads)      | 65               | 72       | 89    | *               | 98    | *                | 86                | 61         | 65           | *                   | 49 | *              | *                  |
| 2021 (2020 Grads)      | 69               | 75       | 89    | *               | 98    | *                | 86                | 62         | 69           | *                   | 51 | *              | *                  |
| 2022 (2021 Grads)      | 73               | 79       | 90    | *               | 99    | *                | 87                | 63         | 73           | *                   | 53 | *              | *                  |
| 2023 (2022 Grads)      | 77               | 82       | 91    | *               | 100   | *                | 87                | 65         | 77           | *                   | 55 | *              | *                  |
| 2024 (2023 Grads)      | 82               | 85       | 91    | *               | 100   | *                | 88                | 66         | 81           | *                   | 57 | *              | *                  |
| 2019-2022 (2021 Grads) | 12               | 10       | 2     | *               | 2     | *                | 2                 | 4          | 12           | *                   | 6  | *              | *                  |
| 2019-2024 (2023 Grade) | 21               | 17       | 3     | *               | 3     | *                | 3                 | 7          | 20           | *                   | 10 | *              | *                  |

## PWSH - STAAR EOC US History (Grade 11)

**The percent of 11th grade students that score Meets grade level or above on STAAR EOC US History will increase from 93% in 2019 to 95% by June 2021.**

### Yearly Target Goals

| 2020                      | 2021 | 2022 | 2023 | 2024 |
|---------------------------|------|------|------|------|
| 94%<br>2019 Baseline: 93% | 95%  | 97%  | 99%  | 101% |

### 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 |
|---------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|----|----------------|--------------------|
| 2019 Baseline | 78               | 83       | 97    | *               | 98    | *                | 93                | 49         | 80           | 95                  | 79 | 94             | 87                 |
| 2020          | 79               | 85       | 97    | *               | 98    | *                | 94                | 50         | 82           | 96                  | 80 | 94             | 88                 |
| 2021          | 82               | 87       | 98    | *               | 99    | *                | 95                | 51         | 85           | 98                  | 82 | 95             | 90                 |
| 2022          | 85               | 91       | 98    | *               | 99    | *                | 97                | 53         | 89           | 100                 | 85 | 95             | 92                 |
| 2023          | 89               | 95       | 99    | *               | 100   | *                | 100               | 56         | 94           | 103                 | 88 | 96             | 95                 |
| 2024          | 94               | 101      | 101   | *               | 102   | *                | 104               | 59         | 100          | 107                 | 93 | 98             | 98                 |
| 2019-2021     | 4                | 4        | 1     | *               | 1     | *                | 2                 | 2          | 5            | 3                   | 3  | 1              | 3                  |

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

|           |   |  |  |
|-----------|---|--|--|
|           | <ul style="list-style-type: none"> <li>● Employ discipline interventions</li> <li>● Use other intervention strategies as necessary/appropriate</li> <li>● Conference with parents/students</li> </ul>   |  |  |
| Principal | <p><b>Coordinated Health Program</b><br/><b>Coordinated School Health</b></p> <ul style="list-style-type: none"> <li>● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.</li> <li>● K-8 Include at least one Parent on Campus Wellness Team.</li> <li>● K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom.</li> <li>● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.</li> <li>● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>● 3-8 Pre and Post Assess all eligible students using fitness test components.</li> <li>● 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team.</li> </ul> <p><b>Physical Activity Requirements</b></p> <ul style="list-style-type: none"> <li>● K-8 Campuses Only: Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period.</li> <li>● K-8 Measure MVPA and physical activity time</li> </ul> | TEC 11.253(d)<br>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"> <li>● K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time.</li> <li>● K-5 Ensure students are receiving daily unstructured play during recess.</li> <li>● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>● K-8 Monitor attendance of students and follow up on prominent and chronic absences.</li> </ul>   |      |  |
| Principal | <p><b>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>● Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas.</li> <li>● Funding source: State and Local</li> </ul>   | ESSA |  |
| Principal | <p><b>Parent Involvement</b></p> <ul style="list-style-type: none"> <li>● Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local</li> <li>● Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local</li> <li>● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local</li> <li>● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local</li> <li>● Utilize social media to keep parents and</li> </ul> |      |  |

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