

# **Plano Independent School District**

## **Beaty Early Childhood School**

**2021-2022**



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

# **Mission Statement**

Beaty Early Childhood School will provide an active learning environment where each child will achieve individual success.

# **Vision**

Beaty Early Childhood School is committed to excellence, dedicated to caring, and powered by learning.

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# Comprehensive Needs Assessment

# Priority Problem Statements

**Problem Statement 2:** Research based instructional practices to increase student achievement lack consistency across the campus.

**Root Cause 2:** Campus has not yet established clear expectations for supporting academic and social emotional development of students through non-negotiable best practices.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 1:** Constructive feedback on instructional practices is not regularly provided to staff.

**Root Cause 1:** Current walkthrough data template is not aligned with instructional best practices.

**Problem Statement 1 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- State and federal planning requirements

## **Accountability Data**

- Effective Schools Framework data

## **Student Data: Assessments**

- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

## **Student Data: Student Groups**

- Male / Female performance, progress, 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
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance 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
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- TTESS data

## **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

# Goals







**Goal 1:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standards on STAAR/EOC Reading and STAAR Writing from 2020 to 2022.

**Performance Objective 1:** Increase the percentage of students scoring on-track to meet standard for English Phonological Awareness to 40% by Wave 3.








## HB3 Goal

**Evaluation Data Sources:** Assessment results from CIRCLE on the Phonological Awareness measure

**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Professional staff will attend weekly UbD collaborative meetings and additional Unit Meetings prior to the beginning of each new instructional unit in teams of 5-6. Teams will utilize the principals of High Reliability Schools (HRS), the Collaborative Team Framework document, the PISD Instructional Model and new Unpacking Guidelines Organizers in order to plan and create phonological awareness instruction using researched-based practices and strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Intentional planning and reflection on the teaching and learning cycle will increase student growth in PA on the CIRCLE assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will implement the use of a newly adopted phonemic and phonological awareness curriculum, Heggerty, to provide daily phonological awareness instruction to all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Intentional instruction with the use of a researched-supported curriculum will increase student learning and understanding of phonological awareness.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			



Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> We will update our reading materials for improving student progress with Phonological Awareness. These will be utilized for individualized or small group instruction of identified at-risk students. <b>Strategy's Expected Result/Impact:</b> Updated materials will improve student progress with Phonological Awareness. <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Instructional Specialist  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Funding Sources:</b> Reading materials - 199 State Comp Ed - \$2,740	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 standards on STAAR/EOC Reading and STAAR Writing from 2020 to 2022.

**Performance Objective 2:** Increase the percentage of students scoring on-track to approaching standard for English Phonological Awareness to 75% by Wave 3.

### HB3 Goal

**Evaluation Data Sources:** Assessment results from CIRCLE on the Phonological Awareness measure.

**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Professional staff will attend weekly UbD collaborative meetings and additional Unit Meetings prior to the beginning of each new instructional unit in teams of 5-6. Teams will utilize the principals of High Reliability Schools (HRS), the Collaborative Team Framework document, the PISD Instructional Model and new Unpacking Guidelines Organizers in order to plan and create phonological awareness instruction using researched-based practices and strategies. <b>Strategy's Expected Result/Impact:</b> Intentional planning and reflection on the teaching and learning cycle will increase student growth in PA on the CIRCLE assessment. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers will implement the use of a newly adopted phonemic and phonological awareness curriculum, Heggerty, to provide daily phonological awareness instruction to all students <b>Strategy's Expected Result/Impact:</b> Intentional instruction with the use of a researched-supported curriculum will increase student learning and understanding of phonological awareness. <b>Staff Responsible for Monitoring:</b> Instructional Specialist  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			
<div>  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 standards on STAAR/EOC Reading and STAAR Writing from 2020 to 2022.








**Performance Objective 3:** Increase the percentage of students scoring on-track to meet standard for Spanish Phonological Awareness to 20% by Wave 3.

**HB3 Goal**

**Evaluation Data Sources:** Assessment results from CIRCLE on the Phonological Awareness measure

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Professional staff will attend weekly UbD collaborative meetings and additional Unit Meetings prior to the beginning of each new instructional unit in teams of 5-6. Teams will utilize the principals of High Reliability Schools (HRS), the Collaborative Team Framework document, the PISD Instructional Model and new Unpacking Guidelines Organizers in order to plan and create phonological awareness instruction using researched-based practices and strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Intentional planning and reflection on the teaching and learning cycle will increase student growth in PA on the CIRCLE assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will implement the use of a newly adopted phonemic and phonological awareness curriculum, Heggerty, to provide daily phonological awareness instruction to all students</p> <p><b>Strategy's Expected Result/Impact:</b> Intentional instruction with the use of a researched-supported curriculum will increase student learning and understanding of phonological awareness.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> We will update our reading materials for improving student progress with Phonological Awareness. These will be utilized for individualized or small group instruction of identified at-risk students. <b>Strategy's Expected Result/Impact:</b> Updated materials will improve student progress with Phonological Awareness. <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Instructional Specialist  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Funding Sources:</b> Reading Materials - 199 Bilingual/ESL/ELL - \$1,386	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 standards on STAAR/EOC Reading and STAAR Writing from 2020 to 2022.

**Performance Objective 4:** Increase the percentage of students scoring on-track to approaching standard for Spanish Phonological Awareness to 70% by Wave 3.

**HB3 Goal**

**Evaluation Data Sources:** Assessment results from CIRCLE on the Phonological Awareness measure.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Professional staff will attend weekly UbD collaborative meetings and additional Unit Meetings prior to the beginning of each new instructional unit in teams of 5-6. Teams will utilize the principals of High Reliability Schools (HRS), the Collaborative Team Framework document, the PISD Instructional Model and new Unpacking Guidelines Organizers in order to plan and create phonological awareness instruction using researched-based practices and strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Intentional planning and reflection on the teaching and learning cycle will increase student growth in PA on the CIRCLE assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will implement the use of a newly adopted phonemic and phonological awareness curriculum, Heggerty, to provide daily phonological awareness instruction to all students</p> <p><b>Strategy's Expected Result/Impact:</b> Intentional instruction with the use of a researched-supported curriculum will increase student learning and understanding of phonological awareness.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			











**Goal 2:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2020 to 2022.

**Performance Objective 1:** Increase the percentage of students scoring on-track to meet standard for English Math to 65% by Wave 3.

### HB3 Goal

**Evaluation Data Sources:** Assessment results from CIRCLE on the Math measure

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Professional staff will attend weekly UbD collaborative meetings and additional Unit Meetings prior to the beginning of each new instructional unit in teams of 5-6. Teams will utilize the principals of High Reliability Schools (HRS), the Collaborative Team Framework document, the PISD Instructional Model and new Unpacking Guidelines Organizers in order to plan and create math instruction using researched-based practices and strategies. <b>Strategy's Expected Result/Impact:</b> Intentional planning and reflection on the teaching and learning cycle will increase student growth in math on the CIRCLE assessment. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers will implement the use of a newly adopted Math curriculum, Hand2Mind, to provide targeted small group math instruction to all students. <b>Strategy's Expected Result/Impact:</b> Intentional instruction with the use of a researched-supported curriculum will increase student learning and understanding of math concepts. <b>Staff Responsible for Monitoring:</b> Instructional Specialist  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			











**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 2020 to 2022.

**Performance Objective 2:** Increase the percentage of students scoring on-track to approaching standard for Math English to 90% by Wave 3.

**HB3 Goal**

**Evaluation Data Sources:** Assessment results from CIRCLE on the Math measure.

**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Professional staff will attend weekly UbD collaborative meetings and additional Unit Meetings prior to the beginning of each new instructional unit in teams of 5-6. Teams will utilize the principals of High Reliability Schools (HRS), the Collaborative Team Framework document, the PISD Instructional Model and new Unpacking Guidelines Organizers in order to plan and create math instruction using researched-based practices and strategies.  <b>Strategy's Expected Result/Impact:</b> Intentional planning and reflection on the teaching and learning cycle will increase student growth in math on the CIRCLE assessment.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers will implement the use of a newly adopted Math curriculum, Hand2Mind, to provide targeted small group math instruction to all students  <b>Strategy's Expected Result/Impact:</b> Intentional instruction with the use of a researched-supported curriculum will increase student learning and understanding of math concepts.  <b>Staff Responsible for Monitoring:</b> Instructional Specialist  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			











**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 2020 to 2022.

**Performance Objective 3:** Increase the percentage of students scoring on-track to meet standard for Spanish Math to 50% by Wave 3.

**HB3 Goal**

**Evaluation Data Sources:** Assessment results from CIRCLE on the Math measure

**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1 :</b> Professional staff will attend weekly UbD collaborative meetings and additional Unit Meetings prior to the beginning of each new instructional unit in teams of 5-6. Teams will utilize the principals of High Reliability Schools (HRS), the Collaborative Team Framework document, the PISD Instructional Model and new Unpacking Guidelines Organizers in order to plan and create math instruction using researched-based practices and strategies.  <b>Strategy's Expected Result/Impact:</b> Intentional planning and reflection on the teaching and learning cycle will increase student growth in math on the CIRCLE assessment.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers will implement the use of a newly adopted Math curriculum, Hand2Mind, to provide targeted small group math instruction to all students.  <b>Strategy's Expected Result/Impact:</b> Intentional instruction with the use of a researched-supported curriculum will increase student learning and understanding of math concepts.  <b>Staff Responsible for Monitoring:</b> Instructional Specialist  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			



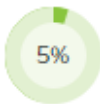









**Goal 2:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2020 to 2022.

**Performance Objective 4:** Increase the percentage of students scoring on-track to approaching standard for Spanish Math 90% by Wave 3.

**HB3 Goal**

**Evaluation Data Sources:** Assessment results from CIRCLE on the Math measure.

**Summative Evaluation:** Met Objective







Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Professional staff will attend weekly UbD collaborative meetings and additional Unit Meetings prior to the beginning of each new instructional unit in teams of 5-6. Teams will utilize the principals of High Reliability Schools (HRS), the Collaborative Team Framework document, the PISD Instructional Model and new Unpacking Guidelines Organizers in order to plan and create math instruction using researched-based practices and strategies.  <b>Strategy's Expected Result/Impact:</b> Intentional planning and reflection on the teaching and learning cycle will increase student growth in math on the CIRCLE assessment.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialist  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers will implement the use of a newly adopted Math curriculum, Hand2Mind, to provide targeted small group math instruction to all students  <b>Strategy's Expected Result/Impact:</b> Intentional instruction with the use of a researched-supported curriculum will increase student learning and understanding of math concepts.  <b>Staff Responsible for Monitoring:</b> Instructional Specialist  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








**Goal 3:** DIP - Plano ISD graduates will possess the skills and knowledge that enable them to be life ready citizens and leaders in the global workforce.

**Performance Objective 1:** Increase the percentage of students scoring on-track on Social Emotional Behaviors 55% by Wave 3.

**Evaluation Data Sources:** Assessment results from CIRCLE on the SEL measure

**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will implement the use of a newly adopted social emotional learning curriculum, Changemakers, to provide solid Tier 1 social emotional instruction to all students <b>Strategy's Expected Result/Impact:</b> Intentional instruction with the use of a researched-supported curriculum will increase student learning and understanding of social emotional concepts, skills development, and self-regulation. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal  <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers will implement the use of the Zones of Regulation framework and strategies to provide solid Tier 1 social emotional instruction to all students. <b>Strategy's Expected Result/Impact:</b> Intentional instruction with the use of a researched-supported curriculum will increase student learning and understanding of social emotional concepts, skills development, and self-regulation. <b>Staff Responsible for Monitoring:</b> Instructional Specialist, Special Education Team Leader  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> We will update our reading materials for improving student progress with SEL. These will be utilized for individualized or small group instruction of identified at-risk students. <b>Strategy's Expected Result/Impact:</b> Updated materials will improve student progress with SEL.	Formative		
	Nov	Feb	June

<p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Instructional Specialist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199 State Comp Ed</p>			
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

# Site Based Improvement Committee

Committee Role	Name	Position
Administrator	Kristen Fislar	Principal
Campus Professional, non-teaching	Sydney Gantzer	Instructional Specialist
Faculty Member	Karina Morales	Counselor
Faculty Member, Special Ed	Bridgette Hartley	Special Ed Team Leader
Support Staff Member	Laura Case	School Nurse
Parent, Selected by Principal	Yadira Navarro	Parent
Community Representative	Cara Ellis	Community Member
Community Representative	Denise Schuyler	Community Member
Business Representative	Brian Fislar	Business Representative
Business Representative	Joe Sosa	Business Representative
Administrator	Jessica Malloy	Asst. Principal
Parent	Heather Morschauser	Parent
Parent	Maria Martinez	Parent
Classroom Teacher	Jennifer Newberry	Teacher
Classroom Teacher	Christy Mason	Teacher
Classroom Teacher	Kim Turney	Teacher
Classroom Teacher	Veronikah Olvera	Teacher
Classroom Teacher	Jeni Bridges	Teacher
District-level Professional	Seema Shah	Elementary Academic Services

# 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.

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></p> <p><b>Coordinated School Health</b></p> <ul style="list-style-type: none"> <li>● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.</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) 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>		
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