Plano Independent School District

Daffron Elementary

2022-2023

Board Approval Date: September 20, 2022

Mission Statement

We are here to ensure high levels of learning for all students.

Vision

To provide a strong educational foundation so children can be the best they can be". Teachers instill a sense of success for all students. At Daffron, we strive to improve academic achievement for all students and believe that all students are entitled to a high-quality education.

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Comprehensive Needs Assessment

Priority Problem Statements

Problem Statement 1: Kindergarten, 1st grade, and 2nd grade reading growth is below expected as evident on Reading Records (71% Spanish and 73% English who started below reading level were still below reading level at the end of the year in addition to 1st grade fall to spring MAP growth in quintiles 1 (86% of projected growth), 3 (98%), 4 (111%), and 5 (108%)).

Root Cause 1:

Problem Statement 1 Areas: Student Learning

Problem Statement 3: 25% of science Spanish testers performed at approaches and above, 0% meets, 3% masters. (77% of Spanish testers performed at approaches and above on reading STAAR, but only 25 % performed at approaches and above)

Root Cause 3:

Problem Statement 3 Areas: Student Learning

Problem Statement 2: 4th grade math STAAR had 44% of students with limited progress and 102% of projected met on fall to spring MAP (Q3:88%, Q4: 111%, Q5: 101%).

Root Cause 2:

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

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 standard on STAAR/EOC ELAR from 2022 to 2023.

Performance Objective 1: HB3 - The percent of Daffron 3rd grade students that score meets grade level or above on STAAR ELAR will increase from 64% in 2022 to 65% by June 2023. The Economically Disadvantaged student group performance will increase from 47% in 2022 to 49% in 2023. The Hispanic student group performance will increase from 52% in 2022 to 54% in 2023.

The percent of Daffron students that score Meets grade level or above on STAAR ELAR 3-5 will increase from 67% in 2022 to 68% by June 2023. The English Learner student group performance will increase from 57% in 2022 to 59% in 2023. The Economically Disadvantaged student group performance will increase from 54% in 2022 to 56% in 2023.

> **HB3 Goal**
>
> **Evaluation Data Sources:** 2023 STAAR ELAR 3-5

Strategy 1 Details	Formative Reviews		
Strategy 1: Using the Collaborative Team Framework, effective tier I and II instruction will be planned by designing common formative assessments, analyzing data, and utilizing district data tools to monitor student progress and adjust differentiated instruction.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Refined understanding and development of data-informed, measurable goals for accelerated learning Development of system for progress monitoring Increased student achievement on unit assessments, MAP, and STAAR **Staff Responsible for Monitoring:** Campus Administrators Instructional Specialists Team Leaders Teachers **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Professional Learning - 211 Title I, Part A	25%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Build understanding of and consistently implement instructional strategies aligned to the PISD Instructional Model including high leverage strategies to increase language proficiency.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Refined understanding of research-based instructional methods/best practices Increased use of instructional strategies as evidenced in walk-throughs Increased student achievement on unit assessments, MAP, and STAAR **Staff Responsible for Monitoring:** Campus Administrators Instructional Specialists Team Leaders Teachers **TEA Priorities:** Build a foundation of reading and math	20%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Build understanding of and consistently implement balanced literacy with an emphasis on foundational skills instruction.	Formative		
Strategy's Expected Result/Impact: Increased student achievement on unit assessments, MAP, and STAAR	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators Staff **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2 **Funding Sources:** - 211 Title I, Part A - $500	20%		

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide ongoing communication with parents to engage them in the education process, including pertinent weekly updates from the grade level as well as the school; parent information night; parent-teacher conferences; family/school compact; tier II letters; and family education nights as allowable.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased student achievement on unit assessments, MAP, and STAAR **Staff Responsible for Monitoring:** Campus Administrators Staff	30%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: Kindergarten, 1st grade, and 2nd grade reading growth is below expected as evident on Reading Records (71% Spanish and 73% English who started below reading level were still below reading level at the end of the year in addition to 1st grade fall to spring MAP growth in quintiles 1 (86% of projected growth), 3 (98%), 4 (111%), and 5 (108%)).

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 2022 to 2023.

Performance Objective 1: HB3 - The percent of Daffron 3rd grade students who score meets grade level or above on STAAR Math will increase from 63% in 2022 to 64% by June 2023. English Learner student group performance will increase from 54% in 2022 to 56% in 2023. The Economically Disadvantaged student group performance will increase from 50% in 2022 to 52% in 2023.

The percent of Daffron students who score Meets grade level or above on STAAR Math 3-5 will increase from 55% in 2022 to 56% by June 2023. The English Learner student group performance will increase from 41% in 2022 to 43% in 2023. The Economically Disadvantaged student group performance will increase from 41% in 2022 to 43% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 STAAR Math 3-5

Strategy 1 Details	Formative Reviews		

Strategy 1: Using the Collaborative Team Framework, effective tier I and II instruction will be planned by designing common formative assessments, analyzing data, and utilizing district data tools to monitor student progress and adjust differentiated instruction.
 	
  Strategy's Expected Result/Impact: Refined understanding and development of data-informed, measurable goals for accelerated learning Development of system for progress monitoring
  Increased student achievement on unit assessments, MAP, and STAAR
  Staff Responsible for Monitoring: Campus Administrators
  Instructional Specialists
  Team Leaders
  Teachers
 	
  TEA Priorities:
  Build a foundation of reading and math
	Formative		

	Nov	**Feb**	**June**
	25%		

Strategy 2 Details	Formative Reviews		

Strategy 2: Build understanding of and consistently implement targeted small group planning and instruction.
  Strategy's Expected Result/Impact: Targeted math small group instruction as evidenced in walk-throughs
  Increased skill mastery K-2
  Increased student achievement on unit assessments, MAP, and STAAR
  Staff Responsible for Monitoring: Campus Administrators
  Instructional Specialists
  Teachers
	Formative		

	Nov	**Feb**	**June**
	25%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Build understanding of and consistently implement instructional strategies aligned to the PISD Instructional Model including high leverage strategies to increase language proficiency.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Refined understanding of research-based instructional methods/best practices Increased use of instructional strategies as evidenced in walk-throughs Increased student achievement on unit assessments, MAP, and STAAR **Staff Responsible for Monitoring:** Campus Administrators Instructional Specialists Team Leaders Teachers **TEA Priorities:** Build a foundation of reading and math	25%		

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide ongoing communication with parents to engage them in the education process, including pertinent weekly updates from the grade level as well as the school; parent information night; parent-teacher conferences; family/school compact; tier II letters; and family education nights as allowable.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased student achievement on unit assessments, MAP, and STAAR **Staff Responsible for Monitoring:** Campus Administrators Staff	50%		

Strategy 5 Details	Formative Reviews		
Strategy 5: Utilize a Substitute teacher for targeted Math intervention to 10 groups of 4 students.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased student achievement on unit assessments, MAP, and STAAR. **Staff Responsible for Monitoring:** Campus Administrators Instructional Specialists Team Leaders Teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** - 211 Title I, Part A - $18,240	50%		
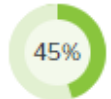
Strategy 6 Details	Formative Reviews		
Strategy 6: Implement consistent use of manipulatives in small group targeted instruction for Math.	Formative		
Strategy's Expected Result/Impact: Increased student achievement on unit assessments, MAP, and STAAR.	Nov	Feb	June
Staff Responsible for Monitoring: Campus Administrators Instructional Specialists Team Leaders Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 211 Title I, Part A - $2,500	25%		

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

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 2022 to 2023.

Performance Objective 1: The percent of Daffron students that score Meets grade level or above on STAAR Science 5 will increase from 47% in 2022 to 48% by June 2023. The Economically Disadvantaged student group performance will increase from 27% in 2022 to 29% in 2023. The Special Education student group performance will increase from 21% in 2022 to 24% in 2023.

   Evaluation Data Sources: 2023 STAAR Science

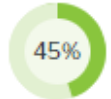| Strategy 1 Details	Formative Reviews		
Strategy 1: Using the Collaborative Team Framework, effective tier I and II instruction will be planned by designing common formative assessments, analyzing data, and utilizing district data tools to monitor student progress and adjust differentiated instruction.	Formative		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Refined understanding and development of data-informed, measurable goals for accelerated learning Development of system for progress monitoring
Increased student achievement on unit assessments, MAP, and STAAR
    Staff Responsible for Monitoring: Campus Administrators
Instructional Specialists
Team Leaders
Teachers
 	
    TEA Priorities:
Build a foundation of reading and math
	25%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Build understanding of and consistently implement targeted small group planning and instruction.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Targeted science small group instruction as evidenced in walk-throughs Increased student achievement on unit assessments, MAP, and STAAR **Staff Responsible for Monitoring:** Campus Administrators Instructional Specialists Teachers	45%		

Strategy 3 Details	Formative Reviews

Strategy 3: Build understanding of and consistently implement instructional strategies aligned to the PISD Instructional Model including high leverage strategies to increase language proficiency.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Refined understanding of research-based instructional methods/best practices Increased use of instructional strategies as evidenced in walk-throughs Increased student achievement on unit assessments, MAP, and STAAR **Staff Responsible for Monitoring:** Campus Administrators Instructional Specialists Team Leaders Teachers **TEA Priorities:** Build a foundation of reading and math	25%		

Strategy 4 Details	Formative Reviews

Strategy 4: Provide ongoing communication with parents to engage them in the education process, including pertinent weekly updates from the grade level as well as the school; parent information night; parent-teacher conferences; family/school compact; tier II letters; and family education nights as allowable.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Increased student achievement on unit assessments, MAP, and STAAR **Staff Responsible for Monitoring:** Campus Administrators Staff	45%		

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

2022-2023 SBIC

Committee Role	Name	Position
Administrator	Stefanie Ramos	Campus Professional-Non Teaching
Classroom Teacher	Wayra Rodriguez	Faculty
Classroom Teacher	Claudia Paiz	Faculty
Non-classroom Professional	Priscelene Albero	Counselor- Support Staff
Classroom Teacher	April Thomas	Faculty
District-level Professional	Delmy Ewing	Non Teaching Professional District Level
Community Representative	Shari Hopkins	Community Representative
Parent	Anselmo Gonzalez	Parent
Parent	Jason Tyra	Parent
Parent	Lauren Tyra	Parent
Parent	Lisa Dixon	Parent
Community Representative	Jenny Sideris	Community Representative
Business Representative	Shannon McCarthy	Taverna Rossa
Business Representative	Luis Mazariego	Mooyah Burger
Classroom Teacher	Alejandra Vilona	Faculty
Paraprofessional	Beth Allen	Support Staff Member
Administrator	Wilma Sifonte	Campus Professional- Non Teaching
Classroom Teacher	Curley Joane	Faculty
Non-classroom Professional	Lauren Paz	Counselor
Parent	Angelica Diaz	

Campus Funding Summary

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<tr><td>Goal</td><td>Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
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<tr><td>Goal</td><td>Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
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282 ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	$225,689.00

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Daffron

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	8	48	10	0	11	0	8	36	4	48	62	19	81
2022	75	52	80		82		50	47	25	54	65	63	64
2023	77	54	81		83		53	49	26	56	66	64	65
2024	79	56	81		83		56	51	26	58	66	66	65
2025	81	58	82		84		60	53	27	61	67	68	66
2026	85	62	84		86		66	57	29	65	69	71	68
2027	89	66	85		87		73	61	30	70	70	74	69

HB3 Campus Goals - All Grades STAAR at Meets Standard   **Daffron**

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading   Grade 4

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	7	54	20	0	15	0	12	44	2	57	52	51	103
2022	57	43	80		80		67	48	50	47	65	49	57
2023	59	45	81		81		70	50	51	49	66	50	58
2024	61	47	81		81		73	52	51	51	66	52	58
2025	63	49	82		82		77	54	52	54	67	54	59
2026	67	53	84		84		83	58	54	58	69	57	61
2027	71	57	85		85		90	62	55	63	70	60	62

HB3 Campus Goals - All Grades STAAR at Meets Standard

Daffron

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	9	63	15	0	13	0	14	55	5	59	58	48	106
2022	78	68	93		100		50	64	100	68	86	69	78
2023	80	70	94		100		53	66	100	70	87	70	79
2024	82	72	94		100		56	68	100	72	87	72	79
2025	84	74	95		100		60	70	100	75	88	74	80
2026	88	78	97		100		66	74	100	79	90	77	82
2027	92	82	98		100		73	78	100	84	91	80	83

HB3 Campus Goals - All Grades STAAR at Meets Standard   **Daffron**

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading													All Grades
Year	**African American**	**Hispanic**	**White**	**American Indian**	**Asian**	**Pacific Islander**	**Special Ed.**	**Eco Disadv.**	**Former Spec. Ed.**	**EL Current**	**Cont. Enrolled**	**Non-Cont.**	**All**
2022 # of Students	24	165	45	0	39	0	34	135	11	164	172	118	290
2022	71	55	84		87		56	54	64	57	72	59	67
2023	73	57	85		88		59	56	65	59	73	60	68
2024	75	59	85		88		62	58	65	61	73	62	68
2025	77	61	86		89		66	60	66	64	74	64	69
2026	81	65	88		91		72	64	68	68	76	67	71
2027	85	69	89		92		79	68	69	73	77	70	72

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math   Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	8	48	10	0	11	0	8	36	4	48	62	19	81
2022	50	54	80		91		75	50	50	54	65	58	63
2023	53	56	81		92		78	52	51	56	66	60	64
2024	56	59	83		94		81	55	53	58	68	62	66
2025	59	63	85		96		85	59	55	61	70	65	68
2026	65	67	87		98		90	63	57	65	72	69	70
2027	71	73	90		100		97	69	60	70	75	74	73

HB3 Campus Goals - All Grades STAAR at Meets Standard

Daffron

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 4

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	7	54	20	0	15	0	12	44	2	57	52	51	103
2022	57	24	70		67		67	36	50	28	48	37	43
2023	60	26	71		68		70	38	51	30	49	39	44
2024	63	29	73		70		73	41	53	32	51	41	46
2025	66	33	75		72		77	45	55	35	53	44	48
2026	72	37	77		74		82	49	57	39	55	48	50
2027	78	43	80		77		89	55	60	44	58	53	53

HB3 Campus Goals - All Grades STAAR at Meets Standard

Daffron

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	9	63	15	0	13	0	14	55	5	59	58	48	106
2022	44	49	93		85		21	38	80	44	67	54	61
2023	47	51	94		86		24	40	81	46	68	56	62
2024	50	54	96		88		27	43	83	48	70	58	64
2025	53	58	98		90		31	47	85	51	72	61	66
2026	59	62	100		92		36	51	87	55	74	65	68
2027	65	68	100		95		43	57	90	60	77	70	71

HB3 Campus Goals - All Grades STAAR at Meets Standard   **Daffron**

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math   All Grades

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	24	165	45	0	39	0	34	135	11	164	172	118	290
2022	50	42	80		79		50	41	64	41	60	47	55
2023	53	44	81		80		53	43	65	43	61	49	56
2024	56	47	83		82		56	46	67	45	63	51	58
2025	59	51	85		84		60	50	69	48	65	54	60
2026	65	55	87		86		65	54	71	52	67	58	62
2027	71	61	90		89		72	60	74	57	70	63	65

HB3 Campus Goals - All Grades STAAR at Meets Standard   **Daffron**

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Science 5   **Grade 5**

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	9	63	15	0	13	0	14	55	5	59	58	48	106
2022	44	29	93		69		21	27	40	27	55	38	47
2023	47	31	94		70		24	29	41	29	56	40	48
2024	50	34	96		72		27	32	43	31	58	42	50
2025	53	38	98		74		31	36	45	34	60	45	52
2026	59	43	100		76		36	41	48	38	62	49	54
2027	65	49	100		79		43	47	52	43	65	53	57

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

	- Employ discipline interventions - Use other intervention strategies as necessary/appropriate - Conference with parents/students		
Principal, District Coordinator K-12 Health and Physical Education, District Health Services	**Coordinated Health Program** **Coordinated School Health** - K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. [Campus Wellness Plan] - K-8 Include at least one Parent on Campus Wellness Team. - K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. - K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. - K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. **Fitness** 3-8 Pre and Post Assess all eligible students using fitness test components. 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. **Physical Activity Requirements** - K-8 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.	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	- K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. - K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. - K-5 Ensure students are receiving daily unstructured play during recess. - K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. **Attendance** - K-8 Monitor attendance of students and follow up on prominent and chronic absences.		
Principal, Human Resources	**Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** - Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. - Funding source: State and Local	ESSA	
Principal, Executive Director for Student and Family Services	**Parent Involvement** - Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local - Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local - Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local - Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local		

	- Utilize social media to keep parents and community informed. Funding source: State and Local - PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local - Partner with PTA to offer parental programs on a variety of topics (academic, social, etc…). Funding source: State and Local - Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA		