

Plano Independent School District

Shepton High School

2019-2020



Board Approval Date: October 1, 2019

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Comprehensive Needs Assessment

Revised/Approved: July 31, 2019

Demographics

Demographics Strengths

- Student to teacher ratio currently at 22:1, and has maintained over the last few years
- Balanced student body made up of a mixture of varied academic, cultural, economic and family backgrounds
- Staff demographics have begun to more accurately reflect the student demographics of the campus

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increasing populations in SPED, ELL, and ED students over the last few years.

Problem Statement 2: At-risk students need additional, and more frequent, intervention opportunities. **Root Cause:** The at-risk population at Shepton has continued to increase over the last few years, with limited changes in instructional practices and intervention techniques.

Problem Statement 3: Need for more open discussions on differing cultural views between students and teachers.

Student Academic Achievement

Student Academic Achievement Strengths

- Increase in growth shown for English students (Eng I to Eng II)
- Increase in growth and scores for a majority of students in ESL classes who took TELPAS
- Students who took an AP tests
 - 2018 - 813 students
 - 2019 - 778 students
 - Shepton students who were enrolled in a dual-credit course at Plano West as 11th graders
 - 2019 - 197 students

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Academic gaps have been identified in multiple sub-populations through both state and district testing. **Root Cause:** Multiple sub-populations at Shepton have continued to increase over the last few years, with limited changes in instructional practices and intervention techniques.

Problem Statement 2: Shepton has experienced a significant increase in ELL students, who have varied levels of English proficiency which impacts all classroom learning environments.

School Processes & Programs

School Processes & Programs Strengths

- Teacher retention: (2018-19) - 10 new teachers on campus, with one leaving at the end of the year (2019-20) - 15 new teachers on campus, 13 of the 15 replaced teachers that left for promotions
- Block lunch - the utilization of this period in the day to gain time for both students and teachers
-

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students and staff continue to feel an increase in pressures during the school day, as well as their personal lives. **Root Cause:** Cumulative stress from school, family, and extracurricular activities have created more taxing days for both students and staff.

Problem Statement 2: Students have a hard time seeing the "end game" because of the separation between HS and Senior High.

Problem Statement 3: Students and staff both have a desire to be shown respect by all members of the school, but there is a disconnect arising between what they expect and how they show respect to others.

Problem Statement 4: Groups of students in school are not involved in activities that are sponsored by the school, feel disconnected.

Problem Statement 5: Students need to see relevance, be engaged through, and understand real world applications to skills/topics/content that is being taught in all classes.

Perceptions

Perceptions Strengths

- HRS Level 1 Survey Results:
 - All indicators grew from 2018 to 2019 staff survey, with indicator

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Staff development at the campus and district level is not always applicable to all staff members in attendance.

Problem Statement 2: Lessons being taught across each classroom in any given content area have varied levels of consistency in the instruction methods being used. **Root Cause:** There is not a consistent model of instruction that is implemented across the campus to address best practices in instructional techniques.

Priority Problem Statements

Problem Statement 1: Academic gaps have been identified in multiple sub-populations through both state and district testing.

Root Cause 1: Multiple sub-populations at Shepton have continued to increase over the last few years, with limited changes in instructional practices and intervention techniques.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: Students and staff continue to feel an increase in pressures during the school day, as well as their personal lives.

Root Cause 2: Cumulative stress from school, family, and extracurricular activities have created more taxing days for both students and staff.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: At-risk students need additional, and more frequent, intervention opportunities.

Root Cause 3: The at-risk population at Shepton has continued to increase over the last few years, with limited changes in instructional practices and intervention techniques.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Lessons being taught across each classroom in any given content area have varied levels of consistency in the instruction methods being used.

Root Cause 4: There is not a consistent model of instruction that is implemented across the campus to address best practices in instructional techniques.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (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) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT and/or ASPIRE
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- 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
- TTESS data
- T-PESS data
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- 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
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: August 28, 2019

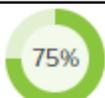
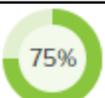
Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 1: Teacher teams and collaborative groups at Shepton HS will regularly interact to address common issues, based on data, regarding curriculum, assessment, instruction and the achievement of all students.

Evaluation Data Source(s) 1: PLC Meeting Notes, Semester Exam Data, EOC Scores, Nine-Week Reflection Forms

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

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

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Data driven planning and instruction cycle within PLC team meetings	Principal, Assistant Principals, and Department Chairs	Growth for all students between the 2019 and 2020 school years (increases in each category of approaches, meets, and masters in all EOC tests)			
Problem Statements: Demographics 2 - Student Academic Achievement 1					
2) Information from multiple data points to analyze gaps in all student sub-populations	Principal, Assistant Principals, and Department Chairs	Growth for all students between the 2019 and 2020 school years (increases in each category of approaches, meets, and masters in all EOC tests)			
Problem Statements: Demographics 2 - Student Academic Achievement 1					
3) Collection and analysis of High Reliability School (HRS) Level I data (increase over the last two school years)	Principal, Assistant Principals, and Department Chairs	Growth for all students between the 2019 and 2020 school years (increases in each category of approaches, meets, and masters in all EOC tests)			
Problem Statements: Demographics 2 - Student Academic Achievement 1					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
4) PLC staff and leadership team trainings throughout the school year (beginning of the school year, as well as embedded into the school year)	Principal, Assistant Principals, and Department Chairs	Growth for all students between the 2019 and 2020 school years (increases in each category of approaches, meets, and masters in all EOC tests)			
	Problem Statements: Demographics 2 - Student Academic Achievement 1				
5) Creation and utilization of a Shepton HS PLC website	Principal, Assistant Principals, and Department Chairs	Growth for all students between the 2019 and 2020 school years (increases in each category of approaches, meets, and masters in all EOC tests)			
	Problem Statements: Demographics 2 - Student Academic Achievement 1				
= Accomplished = No Progress = Discontinue					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: At-risk students need additional, and more frequent, intervention opportunities. Root Cause 2: The at-risk population at Shepton has continued to increase over the last few years, with limited changes in instructional practices and intervention techniques.
Student Academic Achievement
Problem Statement 1: Academic gaps have been identified in multiple sub-populations through both state and district testing. Root Cause 1: Multiple sub-populations at Shepton have continued to increase over the last few years, with limited changes in instructional practices and intervention techniques.

Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 2: By the end of the school year, we will ensure growth in student achievement for all students to match that of the district average, while reducing the achievement gap in all areas using campus, district, state and national indicators to document improved learning. In addition, Shepton will increase student learning in Math as evidenced by a 40% increase of students meeting or exceeding their STAAR progress measure, as well as increasing student learning in English as evidenced by a 20% increase in students meeting or exceeding their STAAR progress measure.

Evaluation Data Source(s) 2: Semester Exam Data, EOC Scores, Nine-Week Reflection Forms

Summative Evaluation 2: Some progress made toward meeting Performance Objective

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

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) All Content Areas: -Block lunch tutorials -Block lunch remediation sessions -Teacher completion and review of nine-weeks reflection forms with support administrator and department chairs -Data breakdown and analysis for semester exams	Principal, Assistant Principals, and Department Chairs	Close the gaps in all sub-population groups, while increasing the percent scores in the approaches, meets and masters categories.			
Problem Statements: Demographics 2 - Student Academic Achievement 1					
2) Math: -Utilization of Lead4ward resources (unit planning, content analysis, student achievement self/teacher analysis) -RTI tutorials during block lunch -Mass tutorials put on by volunteer certified math teachers -Strategic grouping/reteaching sessions within the class period (includes extension groups)	Principal, Assistant Principals, and Department Chairs	Close the gaps in all sub-population groups, while increasing the percent scores in the approaches, meets and masters categories.			
Problem Statements: Demographics 2 - Student Academic Achievement 1					
3) English: -Academic literacy classes to build content capacity within 9th and 10th grade students -Block lunch remediation tutorials -RTI tutorials during block lunch	Principal, Assistant Principals, and Department Chairs	Close the gaps in all sub-population groups, while increasing the percent scores in the approaches, meets and masters categories.			
Problem Statements: Demographics 2 - Student Academic Achievement 1					
4) Science: -Academic literacy classes to build content capacity within 9th and 10th grade students -Block lunch remediation tutorials -RTI tutorials during block lunch	Principal, Assistant Principals, and Department Chairs	Close the gaps in all sub-population groups, while increasing the percent scores in the approaches, meets and masters categories.			
Problem Statements: Demographics 2 - Student Academic Achievement 1					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
5) ESL: -Collaboration with teachers on campus, and from across the district to create instruction and remediation for LEP students in various classroom settings	Principal, Assistant Principals, and Department Chairs	Close the gaps in all sub-population groups, while increasing the percent scores in the approaches, meets and masters categories.			
Problem Statements: Demographics 2 - Student Academic Achievement 1					
 = Accomplished  = No Progress  = Discontinue					

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: At-risk students need additional, and more frequent, intervention opportunities. Root Cause 2: The at-risk population at Shepton has continued to increase over the last few years, with limited changes in instructional practices and intervention techniques.
Student Academic Achievement
Problem Statement 1: Academic gaps have been identified in multiple sub-populations through both state and district testing. Root Cause 1: Multiple sub-populations at Shepton have continued to increase over the last few years, with limited changes in instructional practices and intervention techniques.

Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 3: Implement campus wide reading strategies to focus on academic language and literacy in all content areas and every classroom.

Evaluation Data Source(s) 3:

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: This Performance Objective will be reevaluated and a determination will be made whether to continue this CPO in the 2020-21 CIP process.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Use of ELL and ELAR reading strategies across all contents and in all classrooms	Team Leaders and Department Chairs	Close the gaps in all sub-population groups, while increasing the percent scores in the approaches, meets and masters categories.			
Problem Statements: Demographics 2 - Student Academic Achievement 1					
2) Professional development was developed and taught by teachers at the school during summer PD, to their peers, over what strategies can be implemented into all content areas	Team Leaders and Department Chairs	Close the gaps in all sub-population groups, while increasing the percent scores in the approaches, meets and masters categories.			
Problem Statements: Demographics 2 - Student Academic Achievement 1					
3) Multiple reading strategies will be tied to the instructional strategies on the Campus Model of Instruction (always column), and monitored through the admin walkthrough form	Team Leaders and Department Chairs	Close the gaps in all sub-population groups, while increasing the percent scores in the approaches, meets and masters categories.			
Problem Statements: Demographics 2 - Student Academic Achievement 1					
= Accomplished = No Progress = Discontinue					

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: At-risk students need additional, and more frequent, intervention opportunities. Root Cause 2: The at-risk population at Shepton has continued to increase over the last few years, with limited changes in instructional practices and intervention techniques.

Student Academic Achievement

Problem Statement 1: Academic gaps have been identified in multiple sub-populations through both state and district testing. **Root Cause 1:** Multiple sub-populations at Shepton have continued to increase over the last few years, with limited changes in instructional practices and intervention techniques.

Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 4: We will implement a school wide model of instruction to communicate a clear vision as to how instruction should be addressed throughout the school.

Evaluation Data Source(s) 4: Admin walkthroughs, peer observations,

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Next Year's Recommendation 4: This Performance Objective will be reevaluated and a determination will be made whether to continue this CPO in the 2020-21 CIP process.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) School created and implemented chart of what to always, sometimes, and never see in all classrooms	Principal, Assistant Principals, and Department Chairs	Increase in teacher understanding and implementation of the instructional strategies in the "always" category from the fall to spring semester.			
Problem Statements: Perceptions 2					
2) Classroom copy of the campus wide instruction strategies (always/sometimes/never) to be displayed and referenced in each classroom	Principal, Assistant Principals, and Department Chairs	Increase in teacher understanding and implementation of the instructional strategies in the "always" category from the fall to spring semester.			
Problem Statements: Perceptions 2					
3) Administration walkthrough form that ties in the "always" column to track the implementation across each classroom in the school	Principal, Assistant Principals, and Department Chairs	Increase in teacher understanding and implementation of the instructional strategies in the "always" category from the fall to spring semester.			
Problem Statements: Perceptions 2					
4) Professional development for teachers that is tied to the implementation of the instructional strategies in the "always" column.	Principal, Assistant Principals, and Department Chairs	Increase in teacher understanding and implementation of the instructional strategies in the "always" category from the fall to spring semester.			
Problem Statements: Perceptions 2					
 = Accomplished  = No Progress  = Discontinue					

Performance Objective 4 Problem Statements:

Perceptions

Problem Statement 2: Lessons being taught across each classroom in any given content area have varied levels of consistency in the instruction methods being used. **Root Cause 2:** There is not a consistent model of instruction that is implemented across the campus to address best practices in instructional techniques.

Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 5: We will have a focus on SEL (social emotional learning) strategies to equip students and staff with the awareness of how to manage stress and conflict.

Evaluation Data Source(s) 5: Monthly student and staff feedback through advisories, end of the year survey questions,

Summative Evaluation 5: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 5: This Performance Objective will be reevaluated and a determination will be made whether to continue this CPO in the 2020-21 CIP process.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Monthly topics discussed in advisory classes, all content areas, and shared with the community via eNews.	Principal, Assistant Principals, and Department Chairs	Increase in awareness and perception of both students and teachers, in their comfort level with social emotional learning strategies.			
Problem Statements: School Processes & Programs 1					
2) Professional development was developed and taught by teachers at the school to their peers (each department developed their own implementation techniques and content integration)	Principal, Assistant Principals, and Department Chairs	Increase in awareness and perception of both students and teachers, in their comfort level with social emotional learning strategies.			
Problem Statements: School Processes & Programs 1					
3) Monthly topics for a focus in each department for the school, and shared out by department chairs on the implementation strategies	Principal, Assistant Principals, and Department Chairs	Increase in awareness and perception of both students and teachers, in their comfort level with social emotional learning strategies.			
Problem Statements: School Processes & Programs 1					
= Accomplished = No Progress = Discontinue					

Performance Objective 5 Problem Statements:

School Processes & Programs
Problem Statement 1: Students and staff continue to feel in increase in pressures during the school day, as well as their person lives. Root Cause 1: Cumulative stress from school, family, and extracurricular activities have created more taxing days for both students and staff.

Goal 2: Life Ready: Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.

Goal 3: Talent Acquisition, Support, and Growth: To ensure a quality school system, Plano ISD will hire, train and retrain the most effective and talented workforce.

Goal 4: Culture of Community: Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.

Goal 5: Strategic Resource Management: As good stewards, we will strategically and equitably manage our resources to meet identified student needs and align resource allocation with district goals.

SBIC

Committee Role	Name	Position
Administrator	Jeffrey Banner	Principal
Administrator	Athanasios Icosipentarhos	Assistant Principal
Administrator	David Jones	Assistant Principal
Administrator	Nataushe Jordan	Assistant Principal
Administrator	Kisha Mize	Assistant Principal
Classroom Teacher	Elizabeth Barth	Faculty Member
Classroom Teacher	Lauren Holloway	Faculty Member
Classroom Teacher	Linda Havins	Faculty Member
Classroom Teacher	Melanie Lin	Faculty Member
Classroom Teacher	Yanexy Rodriguez	Faculty Member
Classroom Teacher	Shelby Chesnut	Faculty Member
Classroom Teacher	Jennifer Dubose	Faculty Member
Classroom Teacher	Stephanie Nichols	Faculty Member
Paraprofessional	Elizabeth Satz	Faculty Member
District-level Professional	Whitney Evans	District Professional
Support Staff Member	Christine Platt	Office Manager
Parent	Wendi Klatsky	Parent
Parent	Jose Luis Negrete	Parent
Parent	Renee Robbins	Parent
Community Representative	Reyna Matthews - Whetstone	Community Representative
Community Representative	Rhonda Snyder	Community Representative
Business Representative	Jana Sciple	Business Representative

Committee Role	Name	Position
Business Representative	Susan Lorimer	Business Representative
Student	Julian Coleman	Student
Student	Nya Williams	Student
Community Representative	Larry Blackwell	Community Member
Classroom Teacher	Janie Gilkison	Classroom Teacher

Addendums

CAMPUS APPENDIX
STATE MANDATES IMPLEMENTATION REFERENCE

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

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>1. Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> • Identify high risk areas • Monitor high risk areas • Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> • Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking • Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> • Establish recommended intervention strategies for classroom/campus • Implement campus referral plan • Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> • Clearly state student expectations/campus rules/citizenship • Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> • Explain referral process/contacts • Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> • Apply classroom interventions • Employ discipline interventions • Use other intervention strategies as necessary/appropriate • Conference with parents/students 	TEC 11.252(a)(3)(E)	Principal	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>2. Coordinated Health Program</p> <p>Coordinated School Health</p> <ul style="list-style-type: none"> • K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. • K-8 Include at least one Parent on Campus Wellness Team. • K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. • K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. • K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> • 3-8 Pre and Post Assess all eligible students using fitness test components. • 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> • K-8 Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. • K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. • K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. 	<p>TEC 11.253(d) Board Policy FFA(Local)</p>	<p>Principal</p>	<p>The school will follow Board Policies: FFA and EHAA.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> • K-5 Ensure students are receiving daily unstructured play during recess. • K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> • K-8 Monitor attendance of students and follow up on prominent and chronic absences. 			
<p>3. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> • Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. • Funding source: State and Local 	ESSA	Principal	
<p>4. Parent Involvement</p> <ul style="list-style-type: none"> • Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local • Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local • Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local • Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local • Utilize social media to keep parents and community informed. Funding source: State and Local • PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local • Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local • Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA 		Principal	