

Plano Independent School District

Rice Middle School

2019-2020



Board Approval Date: October 1, 2019

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Comprehensive Needs Assessment

Demographics

Demographics Strengths

Rice has a diverse population. Academic results show excellent growth and performance within all groups and grade levels. Highest attendance rate in the district for the school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Total student enrollment at Rice is decreasing by 20-30 students annually (2015-16: 1128, 2016-17: 1101; 2017-18: 1080).

Problem Statement 2: Demographic subgroup numbers are changing (English language learners 13.9% in 2016-17 increased to 14.5% in 2017-18; Special Education students increased from 10.4% in 2016-17 to 11% in 2017-18).

Student Academic Achievement

Student Academic Achievement Strengths

Met all distinctions for 2018

Comparing Rice to state and district scores, Rice has significantly better STAAR scores. The majority of students are at or above grade level in all grades and all subjects. Significantly higher percentages of Rice students mastering grade level content than at the state and district levels:

- Reading 67-Rice; 35-District; 19-State
- Math 71-Rice; 40-District; 24-State
- Writing 59-Rice; 26-District; 13-State
- Science 68-Rice; 38-District; 23-State
- Social Studies 64-Rice; 49-District; 31-State

Accountability Measures -- met all standards:

- 100 out of 100 for Closing the Gaps
- 96 out of 100 for Student Achievement
- 93 out of 100 for School Progress

2019 STAAR

- 8th grade--Reading: 99% passing, 64% at masters level; Math: 98% passing, 74% at masters level
- After first and second administrations of Math and Reading for 8th grade, the only students who did not pass were those receiving special education services and are on modified curriculum. ARD committees promoted them, and put supports in place for high school. 8th grade on-level students who had to take 2nd administration of STAAR Math or Reading all passed (including some SpEd and all ESL students), demonstrating that SSI interventions worked.
- 7th grade--Reading: 96% passing, 69% at masters level; Math: 96% passing, 68% at masters level; Writing: 95% passing, 63% at masters level
- 6th grade--Reading: 93% passing, 49% at masters level; Math: 68% passing, 61% at masters level
- Algebra EOC (7th/8th graders): 100% passing, 96% at masters level
- STAAR-Alt 2: All students scored at least a Level II (satisfactory) in all subjects, with several students scoring at a Level III (accomplished)

2019 TELPAS (English language learners):

- Listening--5% scored beginner, 24% scored advanced, 71% scored advanced high

- Speaking-- 10% scored beginner, 57% scored intermediate, 33% scored advanced
- Reading--5% scored beginner, 9% scored intermediate, 32% scored advanced, 55% scored advanced high
- Writing--5% scored beginner, 10% scored intermediate, 33% scored advanced, 52% scored advanced high

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Rice 6th and 7th grade student groups did not meet projected MAP growth in Math (6th: 1.5 compared to projected 3.8; 7th: 1.3 compared to 2.1).

Problem Statement 2: Rice 7th grade student group did not meet projected MAP growth in Reading (2.3 compared to 4.3).

Problem Statement 3: The percentage of at-risk students meeting the Approaches Grade Level standard on STAAR assessments is substantially lower than with all students (6th Reading: 63% vs 93%, 7th Reading: 58% vs 96%, 7th Math: 80% vs 96%, 7th Writing: 63% vs 95%, 8th SS: 70% vs 97%, 8th Science: 48% vs 96%).

Problem Statement 4: The percentage of economically disadvantaged students meeting the Approaches Grade Level standard on STAAR assessments is substantially lower than with all students (6th Reading: 68% vs 93%, 6th Math: 76% vs 96%, 7th Math: 78% vs 96%, 7th Writing: 85% vs 95%, 8th Science: 48% vs 96%).

Problem Statement 5: The percentage of LEP students meeting the Approaches Grade Level standard on STAAR assessments is substantially lower than with all students (6th Reading: 62% vs 93%, 7th Reading: 64% vs 96%, 7th Writing: 73% vs 95%, 8th SS: 71% vs 97%, 8th Science: 71% vs 96%).

Problem Statement 6: The percentage of special education students meeting the Approaches Grade Level standard on STAAR assessments is substantially lower than with all students (6th Reading: 56% vs 93%, 6th Math: 60% vs 96%, 7th Reading: 60% vs 96%, 7th Math: 60% vs 96%, 7th Writing: 60% vs 95%, 8th SS: 25% vs 96%, 8th Science: 0% vs 96%).

Problem Statement 7: The percentage of honors students failing fall semester exams ranged from 8-10% and scoring at a C (approaches grade level) ranged from 20-25%.

School Processes & Programs

School Processes & Programs Strengths

- The appraisal process is fair and timely, including goals to improve performance.
- Changes in policies and procedures are clearly communicated.
- Classroom environments, routines, and procedures are well established.
- Teachers exhibit professional demeanor and ethics.
- Attendance is consistently in the top three for the district each grading period. It was the highest for the entire district for the school year, overall.
- There is evidence of a wide variety of learning experiences across the campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 22% of staff are unaware of/have not read the campus improvement plan and 24% do not know how their position or group fits into the success of the campus improvement plan.

Problem Statement 2: 30% of staff feel that more efficient use of resources is need, 20% feel campus spending could be reduced, 13% feel they don't have enough resources, and 2% feel spending is out of control.

Problem Statement 3: 51% of staff feel empowered to dial 911 at their own discretion, 15% feel there are maintenance/safety concerns, and 64% know what to do in case of an emergency.

Problem Statement 4: The master schedule reflects a limited number of on-level core classes (only 2-3 sections per grade level content area), so many on-level students (including ELs, special education students, and 504 students) track with each other each period.

Problem Statement 5: 3.9% of teachers scored at the Developing level of T-TESS in Dimension 2.1 (Achieving Expectations: supporting all learners in their pursuit of high levels of academic and social-emotional success) and 11.5% scored at the Developing level of T-TESS in Dimension 2.3 (Communication: clearly and accurately communicates to support persistence, deeper learning and effective effort).

Problem Statement 6: Plano walk-through data indicated that 35.2% of the time teachers are utilizing research-based high yield instructional strategies.

Problem Statement 7: The percentage of students passing on-level fall semester exams compared to their honors-level peers varies depending on the grade level and content area (6th Math: 86% vs 92%, 7th Math: 84% vs 92%, 8th Math: 87% vs 97% in Algebra, 7th ELA: 91% vs 95%, 8th ELA: 89% vs 94%, 7th Science: 97% vs 99%, 8th Science: 100% vs 97%, 7th SS: 92% vs 90%, 8th SS: 94% vs 99%).

Perceptions

Perceptions Strengths

- Based on HRS level 2 survey results, the perceptions seem to be pretty similar between administration and staff.
- HRS indicator 2.5 is strong in most responses, but we are lacking in feedback on professional development.
- Students feel safe in the school overall and parents perceive this as a safe, nurturing place.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is an inconsistent understanding about the collaborative team planning process (HRS 2.1 survey scores range from 3 to 3.95).

Problem Statement 2: There is a discrepancy between predominant instructional practices being utilized (teacher implementation) and monitored (walk-throughs, observations) (HRS 2.3 survey scores range from 2.67 to 3.67)..

Problem Statement 3: HRS Level 1 and Control Environment survey indicate that there is a lack of consistency in enforcement of school rules (such as dress code, phone usage, ear buds, etc.) between teachers, administrators, and grade levels.

Priority Problem Statements

Problem Statement 1: The percentage of economically disadvantaged students meeting the Approaches Grade Level standard on STAAR assessments is substantially lower than with all students (6th Reading: 68% vs 93%, 6th Math: 76% vs 96%, 7th Math: 78% vs 96%, 7th Writing: 85% vs 95%, 8th Science: 48% vs 96%).

Root Cause 1:

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: There is an inconsistent understanding about the collaborative team planning process (HRS 2.1 survey scores range from 3 to 3.95).

Root Cause 2:

Problem Statement 2 Areas: Perceptions

Problem Statement 3: HRS Level 1 and Control Environment survey indicate that there is a lack of consistency in enforcement of school rules (such as dress code, phone usage, ear buds, etc.) between teachers, administrators, and grade levels.

Root Cause 3:

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

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

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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Observation Survey results

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
- 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Revised/Approved: September 09, 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: The percentage of economically disadvantaged students meeting the Approaches Grade Level Standard on Spring 2020 STAAR assessments will increase by 5 percentage points above the Spring 2019 STAAR assessments in each STAAR tested subject.

Evaluation Data Source(s) 1: Spring 2020 STAAR passing percentages

9 weeks grade reports

Semester exams

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Due to COVID-19 and the implementation of remote learning, the state waived the STAAR for 2019-2020. Consequently, we did not have the data required to truly measure our performance. Nevertheless, based on the data at hand, the campus should continue a focus on this Performance Objective into the 2020-2021 school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) District specialists will train English and Math teachers on interventions to fill learning gaps as identified in student data, such as MAP.	Administrators Department Chairs	Students' performance in class and on exams will improve as a result of targeted interventions based on student data.			
			Problem Statements: Student Academic Achievement 4		
2) Administrators will identify and invite qualified individuals to train teachers on the impact of poverty, how the challenges faced by children of poverty impact their learning, and instructional strategies that are effective with this student population.	Administrators Department Chairs	Economically disadvantaged students' academic performance in class and on exams will improve as a result of teachers' heightened awareness of students' needs and how to meet those social, emotional, and academic needs.			
			Problem Statements: Student Academic Achievement 4		

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
3) Grade Level Team Leaders will establish a mentoring program whereby teachers "adopt" a low-performing student to encourage, support, and monitor.	Administrators Counselors Grade Level Team Leaders	By ensuring each student has an adult advocate on campus who will support the student through the social, emotional, and academic challenges, students will perceive that school is a safe and stable environment where they are cared for, providing students a foundation on which learning can occur.			
Problem Statements: Student Academic Achievement 4					
4) Administration will provide each teacher with a list of his/her economically disadvantaged students to ensure that teachers are aware of these students and their needs.	Administrators Grade Level Team Leaders Department Chairs	Ensuring that teachers know exactly which students are identified as economically disadvantaged will heighten their awareness of these students; help teachers more readily ascertain students' social, emotional, and academic needs; and enable teachers to more readily meet the needs of these students resulting in improved academic performance.			
Problem Statements: Student Academic Achievement 4					
5) A committee will be established to research the impact and structures of advisory periods in middle school in anticipation of implementing an advisory period in the 2020-2021 school year. The committee will make recommendations and provide evidence to support the recommendations around: 1) Why Rice should implement an advisory. 2) What the structure of advisory should look like, including but not limited to the best time of day to hold advisory, length of the advisory class, how to group students, etc. 3) What the content of advisory should be.	Administrators	By the end of the school year, Rice middle school will determine whether implementing advisory would be beneficial for all students, including economically disadvantaged students. If Rice determines advisory should be implemented, a preliminary plan for implementation will be in place.			
Problem Statements: Student Academic Achievement 4					
6) Math and ELAR department chairs will implement an Academic Connections course for low-performing students that integrates math and reading as well as provides time for supporting students in other course work. The class is double-blocked and is led by both a reading and a math teacher.	Administrators English Department Chair Math Department Chair Counselors	Providing more targeted support for low-performing students, including low-performing economically disadvantaged students, will improve their academic performance.			
Problem Statements: Student Academic Achievement 4					
= Accomplished = No Progress = Discontinue					

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 4: The percentage of economically disadvantaged students meeting the Approaches Grade Level standard on STAAR assessments is substantially lower than with all students (6th Reading: 68% vs 93%, 6th Math: 76% vs 96%, 7th Math: 78% vs 96%, 7th Writing: 85% vs 95%, 8th Science: 48% vs 96%).








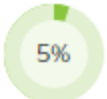

Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.



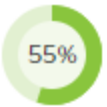



Performance Objective 2: The campus administration and faculty will share a common understanding of the expectations of the collaborative teaming process as evidenced by 85% of responses at 4 or higher (out of a 5 point scale) on related HRS Levels 1 and 2 survey questions administered during the 2019-2020.

Evaluation Data Source(s) 2: HRS Survey Questions administered each nine weeks of the 2019-2020 school year
Collaborative Team Meeting minutes

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Due to COVID-19 & the implementation of remote learning, HRS survey data will not be available until later in the summer. Thus, based on data available, the campus should continue with this Performance Objective in an effort to ensure full implementation of the components of the collaborative planning process.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Administration will clearly communicate a vision of and expectations for collaborative planning meetings to the faculty.	Administrators	Clarifying the vision around the practice of collaborative teaming and expectations on the Rice campus in particular will improve teachers' abilities to meet those expectations effectively and consequently improve student achievement.			
Problem Statements: Perceptions 1					
2) Administration will clearly communicate how collaborative team planning aligns with the PISD mission and the district's Strategic Plan designed to accomplish that mission.	Administrators	Providing a "why" for teachers around this specific method for collaborative planning helps teachers to understand the goals and expectations around the process and in turn improves their ability to implement the process and improve student achievement.			
Problem Statements: Perceptions 1					
3) Administration will identify and support collaborative planning teams who are struggling to realize the vision for the process as evidenced by teacher feedback, observation, and/or team minutes.	Administrators Department Chairs	By targeting support for teams who are struggling to realize the vision for collaborative planning, teams will be able to clarify misconceptions and engage with the four critical questions resulting in students' improved academic performance.			
Problem Statements: Perceptions 1					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
4) Create and utilize a common planning agenda to guide the planning process and use the agenda as a structure for recording minutes that can be shared among teams, with department chairs, and with administration to ensure each team member has access to the discussion and outcomes of the planning process.	Administrators Department Chairs	Creating consistency across departments in the meeting agendas and note-taking will help to ensure that teams are addressing the four critical questions in their meetings and planning for intervention and extension, which will improve students' academic performance.			
	Problem Statements: Perceptions 1				
 = Accomplished  = No Progress  = Discontinue					

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: There is an inconsistent understanding about the collaborative team planning process (HRS 2.1 survey scores range from 3 to 3.95).

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: Teachers, administrators, and grade levels will enforce school rules (i.e., dress code, phone usage, ear buds) consistently as evidenced by 85% of responses at 4 or higher (out of a 5 point scale) on related HRS Levels 1 and 2 survey questions administered during the 2019-2020.

Evaluation Data Source(s) 3: HRS Survey Questions administered each nine weeks of the 2019-2020 school year

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Next Year's Recommendation 3: Due to COVID-19 & the implementation of remote learning, HRS survey data will not be available until later in the summer. Thus, based on data available, Strategy #2 should be folded into Performance Objective #2 with a focus on teacher implementation and administrative monitoring.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Administration will directly communicate the expectations around student behavior guidelines to minimize student and teacher confusion and misinterpretation.	Administrators	Clarifying expectations for teachers and students should improve consistency in enforcement of expectations by teachers and adherence to expectations by students.			
Problem Statements: Perceptions 3					
2) Collaborative planning teams will review the testing calendar and adjust testing dates as needed.	Administrators Department Chairs	By trying to ensure that students are not overwhelmed by too many tests and project due dates at a given time, the temptation to engage in academically dishonest behaviors should be reduced.			
Problem Statements: Perceptions 3					
3) Theater students will make a video clarifying expectations about dress code, as well as phone and earbuds usage.	Administrators Theater Teacher	Clarifying expectations for teachers and students should improve consistency in enforcement of expectations by administrators and teachers and adherence to expectations by students.			
Problem Statements: Perceptions 3					
= Accomplished = No Progress = Discontinue					

Performance Objective 3 Problem Statements:

Perceptions

Problem Statement 3: HRS Level 1 and Control Environment survey indicate that there is a lack of consistency in enforcement of school rules (such as dress code, phone usage, ear buds, etc.) between teachers, administrators, and grade levels.

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.

Site-Based Improvement Committee

Committee Role	Name	Position
Administrator	Christopher Glasscock	Principal
Classroom Teacher	Joirdan Cole	Faculty Member
Classroom Teacher	Margareta Coveney	Faculty Member
Classroom Teacher	Kayla Wang	Faculty Member, Special Education
District-level Professional	Aretha Lee	District Professional
Non-classroom Professional	Janice Henderson	Campus Professional, Non-Teaching
Community Representative	Patricia Busch-Kennedy	Community Member
Community Representative	Nidhi Mehotra	Community Member
Business Representative	Korey Koop	Business Representative
Business Representative	Todd Boone	Business Representative
Parent	Denise Foster	Parent
Classroom Teacher	Rocio Martinez-Mendoza	Faculty Member
Parent	Alex Johnson	Parent
Parent	Keith Evetts	Parent
Parent	Sarita Ventkatraman	Parent
Parent	Seema Gupta	Parent
Parent	Bharti Mishra	Parent
Administrator	Jordan Mullins	Assistant Principal
Administrator	Angela Ewing	Assistant Principal
Classroom Teacher	Jennifer Penny	Classroom teacher
Non-classroom Professional	Sarena Edwards	Counselor
Paraprofessional	Jennifer Brown	Paraprofessional

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 	<p>TEC 11.252(a)(3)(E)</p>	<p>Principal</p>	<p>The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.</p>

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	