

Plano Independent School District

Forman Elementary

2019-2020



Board Approval Date: October 1, 2019

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Comprehensive Needs Assessment

Demographics

Demographics Strengths

We need to push our students to achieve a higher percentage in the Meets and Masters area across subject areas. Also need to analyze STAAR items to identify student needs by demographics. We need to address At Risk students needs, starting with identifying those needs and acting with a sense of urgency. We need to focus on growing our 5th graders in the areas of math and reading and closing gaps.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Address students' need with appropriate identification and programming of all services such as PACE, 504/CMIT, Dyslexia. **Root Cause:** Teachers have a lack of awareness on how to identify students for programs.

Problem Statement 2: Address students' need with appropriate identification and programming of all services such as PACE, 504/CMIT, Dyslexia. **Root Cause:** Lack of vertical collaboration.

Student Academic Achievement

Student Academic Achievement Strengths

Based on 5th monolingual MAP Science between Spring 2018 and Spring 2019, 93% of students met or exceeded their projected RIT.

According to 5th grade Math STAAR scores, first admin 2019, 63% of students made accelerated growth.

Bilingual 4th grade MAP language usage indicated that 64% of students met or exceeded their projected RIT.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Growth measures for 4th and 5th grade students indicate that there is limited growth in the area of reading. Fourth grade showed limited growth 53% compared to 38% district growth, Expected growth was 34% compared to 37%, accelerated growth was 13% compared to 25%. In fifth grade reading limited growth was 26% compared to district 21%, district expected growth at Forman was 47% compared to district 41%, accelerated growth was 27% compared to district 38%. **Root Cause:** Forman has a high mobility rate due to being an apartment community, and there has not been a school wise use of consistent instructional strategies.

Problem Statement 2: Students are unable to exit the bilingual or ESL program due to the lack of growth specifically in their ability to expand on speaking responses in TELPAS. **Root Cause:** Lack of explicit instruction, routines and procedures which require students to participate orally in the learning process.

School Processes & Programs

School Processes & Programs Strengths

Schedule for student supports in place.

Evening programs for parents were great!

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students are lacking access to quality after school supervision and programming. **Root Cause:** The need for after school enrichment programs and clubs.

Problem Statement 2: The staff is not clear on specific task in the area of school wide procedures and routines. **Root Cause:** Constant change of procedures and routines produces a lack of clarity and communication for staff and parents.

Perceptions

Perceptions Strengths

Clear communication and expectations are being implemented with fidelity. All indicators have improved overall with regard to participation and honest feedback.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Lack of alignment between staff and administration on the clarity and efficiency of campus processes. **Root Cause:** Lack of vertical collaborative structures produce a break in communication.

Priority Problem Statements

Problem Statement 1: Address students' need with appropriate identification and programming of all services such as PACE, 504/CMIT, Dyslexia.

Root Cause 1: Teachers have a lack of awareness on how to identify students for programs.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Address students' need with appropriate identification and programming of all services such as PACE, 504/CMIT, Dyslexia.

Root Cause 2: Lack of vertical collaboration.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Growth measures for 4th and 5th grade students indicate that there is limited growth in the area of reading. Fourth grade showed limited growth 53% compared to 38% district growth, Expected growth was 34% compared to 37%, accelerated growth was 13% compared to 25%. In fifth grade reading limited growth was 26% compared to district 21%, district expected growth at Forman was 47% compared to district 41%, accelerated growth was 27% compared to district 38%.

Root Cause 3: Forman has a high mobility rate due to being an apartment community, and there has not been a school wise use of consistent instructional strategies.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: Students are unable to exit the bilingual or ESL program due to the lack of growth specifically in their ability to expand on speaking responses in TELPAS.

Root Cause 4: Lack of explicit instruction, routines and procedures which require students to participate orally in the learning process.

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: Students are lacking access to quality after school supervision and programming.

Root Cause 5: The need for after school enrichment programs and clubs.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: The staff is not clear on specific task in the area of school wide procedures and routines.

Root Cause 6: Constant change of procedures and routines produces a lack of clarity and communication for staff and parents.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Lack of alignment between staff and administration on the clarity and efficiency of campus processes.

Root Cause 7: Lack of vertical collaborative structures produce a break in communication.

Problem Statement 7 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 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
- Federal Report Card 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 Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- 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
- Economically disadvantaged / Non-economically disadvantaged performance 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
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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 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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: September 16, 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: Forman Elementary will increase student learning in Reading as evidenced by a 10% increase in students meeting or exceeding their progress measure on the 2020 STAAR assessment.










Evaluation Data Source(s) 1: MAP, STAAR




Summative Evaluation 1: Met Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 1: Continue this performance objective and include a goal to increase the "met standard" rate in 3rd grade by 10%.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) District Avid team members will provide staff training on AVID instructional strategies and protocols.	2.4, 2.5, 2.6	Instructional specialist Administration team	Increase academic performance by implementing instructional strategies and protocols with fidelity			
	Problem Statements: Student Academic Achievement 1, 2					
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Collaborative teams will utilize tools and processes to help focus on student learning as the plan for instruction to meet the needs of all students with targeted instruction provided in small groups to address learning gaps.	2.4, 2.5, 2.6	Instructional Specialist Administration Team	Increase academic performance by implementing and planning instruction protocols with fidelity.			
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 2 - Perceptions 1					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy RDA TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning 3) Collaborative teams will meet twice a month to engage in conversations about learning and instruction. These teams will be centered around data driven instruction, AVID and TRTW strategies, bilingual and ESL, and SEL wellness. These teams will provide frequent monitoring and feedback to make sure all students, (White, Asian, African American, SPED, and ESL) meet projected growth.	2.4, 2.5, 2.6, 3.2	Administration	The creation of a positive and healthy work environment that promotes students' social, emotional, and physical well-being as well as academic growth.			
	Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2 - School Processes & Programs 1, 2 - Perceptions 1					
4) RTI team members will provide training on procedures and processes for early identification of at risk students, dyslexia, and PACE students	2.5, 2.6	Administration Team	Early identification of students needs and programming.			
	Problem Statements: Demographics 1, 2 - School Processes & Programs 2 - Perceptions 1					
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 5) Teachers will use common assessments in reading and math and high leverage standards to discuss best instructional practices during planning to determine next steps in students demonstrating mastery of skills.	2.4, 2.5, 2.6	Administration Team Team leaders Instructional Specialists	Increase academic performance through the use of instructional practices resulted from team collaboration during planning.			
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 2 - School Processes & Programs 2					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<div><div> = Accomplished</div><div> = No Progress</div><div> = Discontinue</div></div>						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Address students' need with appropriate identification and programming of all services such as PACE, 504/CMIT, Dyslexia. Root Cause 1: Teachers have a lack of awareness on how to identify students for programs.
Problem Statement 2: Address students' need with appropriate identification and programming of all services such as PACE, 504/CMIT, Dyslexia. Root Cause 2: Lack of vertical collaboration.
Student Academic Achievement
Problem Statement 1: Growth measures for 4th and 5th grade students indicate that there is limited growth in the area of reading. Fourth grade showed limited growth 53% compared to 38% district growth, Expected growth was 34% compared to 37%, accelerated growth was 13% compared to 25%. In fifth grade reading limited growth was 26% compared to district 21%, district expected growth at Forman was 47% compared to district 41%, accelerated growth was 27% compared to district 38%. Root Cause 1: Forman has a high mobility rate due to being an apartment community, and there has not been a school wise use of consistent instructional strategies.
Problem Statement 2: Students are unable to exit the bilingual or ESL program due to the lack of growth specifically in their ability to expand on speaking responses in TELPAS. Root Cause 2: Lack of explicit instruction, routines and procedures which require students to participate orally in the learning process.
School Processes & Programs
Problem Statement 1: Students are lacking access to quality after school supervision and programming. Root Cause 1: The need for after school enrichment programs and clubs.
Problem Statement 2: The staff is not clear on specific task in the area of school wide procedures and routines. Root Cause 2: Constant change of procedures and routines produces a lack of clarity and communication for staff and parents.
Perceptions
Problem Statement 1: Lack of alignment between staff and administration on the clarity and efficiency of campus processes. Root Cause 1: Lack of vertical collaborative structures produce a break in communication.

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: Forman Elementary will increase the percentage of 4th and 5th grade students reaching advanced or advanced high in listening and speaking by 5% on TELPAS.




Evaluation Data Source(s) 2: TELPAS

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 2: Continue to focus on this performance objective.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy RDA TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Provide training for all grade level teachers, ESL teachers, special education staff, and interventionists on Talk Read Talk Write Strategies and Protocols.	2.4, 2.5, 2.6	Administration Team Instructional Specialist	Increase students' academic language so that they can perform better in the speaking and listening areas on TELPAS			
	Problem Statements: Student Academic Achievement 2 - Perceptions 1					
	2.4, 2.5, 2.6	Administration Team ESL teachers	The students will be able to expand on speaking responses on TELPAS			
Problem Statements: Demographics 2 - Student Academic Achievement 2 - School Processes & Programs 1, 2 - Perceptions 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<div><div> = Accomplished</div><div> = No Progress</div><div> = Discontinue</div></div>						

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Address students' need with appropriate identification and programming of all services such as PACE, 504/CMIT, Dyslexia. Root Cause 2: Lack of vertical collaboration.
Student Academic Achievement
Problem Statement 2: Students are unable to exit the bilingual or ESL program due to the lack of growth specifically in their ability to expand on speaking responses in TELPAS. Root Cause 2: Lack of explicit instruction, routines and procedures which require students to participate orally in the learning process.
School Processes & Programs
Problem Statement 1: Students are lacking access to quality after school supervision and programming. Root Cause 1: The need for after school enrichment programs and clubs.
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Problem Statement 1: Lack of alignment between staff and administration on the clarity and efficiency of campus processes. Root Cause 1: Lack of vertical collaborative structures produce a break in communication.
















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.

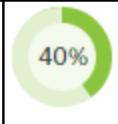
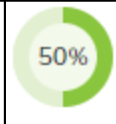
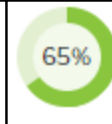



Performance Objective 3: Forman will increase opportunities for collaboration by implementing visible and engaging systems and procedures for all staff, students, and parents.

Evaluation Data Source(s) 3: HRS survey

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Continue to focus on this performance objective.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) The Momentous Institute will provide staff training on interventions to develop students' social emotional health.	2.4, 2.5, 2.6	Administration Team Instructional Specialist	The students will be able to demonstrate self-control, communicate well and problem solve.			
Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 2 - Perceptions 1						
2) Routines, procedures, and processes will be put in place for dismissal to ensure the safety of the students.	3.1	Forman Staff	The students, parents, and staff will follow the system to ensure the safety of students.,			
Problem Statements: School Processes & Programs 2 - Perceptions 1						
3) The school will set in place enrichment programs and systems for students and parents to participate	2.6, 3.1, 3.2	Forman Staff	Students and parents will have access to enrichment programs.			
Problem Statements: School Processes & Programs 1						
4) Quick data grabs from students, staff and parents surveys will give information about systems, processes, and procedures .	3.1, 3.2	Administration Team	Increase the students', staff's, and parents' input for the school optimal function.			
Problem Statements: School Processes & Programs 2 - Perceptions 1						
5) New Mentor program will offer support to the new Forman teachers.	2.4, 2.5, 2.6	Mentors Administration Team	To offer a collaborative time where new teachers can collaborate while they learn the Plano System and Processes.			
Problem Statements: School Processes & Programs 2 - Perceptions 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
6) Instructional specialist and team leaders will meet after school two times a month to collaborate on the effectiveness of Forman systems and procedures.	2.4, 2.5, 2.6	Administration Team	The collaboration of team leaders and instructional specialist will improve instructional practices and promote vertical collaboration and improvement of Forman instructional program			
	Problem Statements: School Processes & Programs 2 - Perceptions 1					
<div> = Accomplished</div> <div> = No Progress</div> <div> = Discontinue</div>						

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 1: Growth measures for 4th and 5th grade students indicate that there is limited growth in the area of reading. Fourth grade showed limited growth 53% compared to 38% district growth, Expected growth was 34% compared to 37%, accelerated growth was 13% compared to 25%. In fifth grade reading limited growth was 26% compared to district 21%, district expected growth at Forman was 47% compared to district 41%, accelerated growth was 27% compared to district 38%. Root Cause 1: Forman has a high mobility rate due to being an apartment community, and there has not been a school wise use of consistent instructional strategies.
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Perceptions
Problem Statement 1: Lack of alignment between staff and administration on the clarity and efficiency of campus processes. Root Cause 1: Lack of vertical collaborative structures produce a break in communication.

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: The campus seeks to achieve an increase in the overall accountability rating from an 83 (B) towards an A in 2020-2021 school year.

The campus seeks to achieve an increase in the Domain 1 Scale score from a 76 (C) to an 80(B) in 2020-2021 school year.

The campus seeks to achieve an increase in the Domain 2A rating from an 83 (B) towards an A in 2020-2021 school year.

The campus seeks to achieve an increase in the Domain 2B rating from an 84 (B) towards an A in 2020-2021 school year.


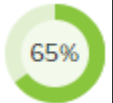




The campus seeks to achieve an increase in the Domain 3 rating from an 79(C) towards a B (85) in 2020-2021 school year.

Evaluation Data Source(s) 4: STAAR accountability results.

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 4: Continue to focus on this performance objective with emphasis on Domains I and III.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Using Unit Assessment Data to track students' growth on high-leverage TEKS in order to increase the number of students attaining their STAAR progress measure.	2.4, 2.5, 2.6	Administrative and instructional specialist.	Increase academic performance by implementing collaborative structures.			
 = Accomplished  = No Progress  = Discontinue						

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.

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Carmen Casamayor-Ryan	
District-level Professional	Victor Trujillo	
Parent	Diana Skowronski	
Classroom Teacher	Luz Chavez	
Community Representative	Nitza Rivera	
Non-classroom Professional	Stephanie Torresi	
Parent	Matthew Edmonds	
Classroom Teacher	Lisa Olney	
District-level Professional	Joel Remakel	
Parent	Mary Euceda	
Administrator	Jon Jamar	
Administrator	Maria Gallastegui	

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 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	