

Plano Independent School District

Saigling Elementary

2019-2020



Board Approval Date: October 1, 2019

Mission Statement

Saigling, a heart-based school, provides a positive environment to promote individual potential, encourage academic growth, and develop respectful, responsible citizens who are lifelong learners.

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Comprehensive Needs Assessment

Demographics

Demographics Strengths

Student population reflects a low mobility and a high attendance rate. We have a high percentage of teachers with Master's or higher degree. We have a high GT population. HRS 1 Survey indicates high engagement of staff, students and community. PTA is very active and supportive of Campus needs.

Problem Statements Identifying Demographics Needs

Problem Statement 1: For our ESL students, language is a often a barrier and students may lack a strong academic vocabulary. **Root Cause:** ESL teaching strategies are not consistently applied in all classrooms.

Problem Statement 2: The percentage of students who meet the STAAR Component Score standard is below the state target for some students, specifically African American. **Root Cause:** Lack of in-depth analysis of MAP , STAAR and RTI data to target skill deficits and identify interventions and extension of learning for all students is not a consistent practice of all teachers.

Student Academic Achievement

Student Academic Achievement Strengths

Academic Achievement: We received an A rating; 92 out of 100 for 18/19 school year. 44% Master Grade Level compared to District 39%. Meets Grade Level is 68% compared to District at 65%. Approaches Grade Level is 88% as compared to District of 86%. Closing the Gap 18/19 was an A score with 98%. Distinction earned for STAAR 5th GR Science for 53% of students at Masters level.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The percentage of students who meet the STAAR Component Score standard is below the state target for some students, specifically African American. **Root Cause:** Lack of in-depth analysis of MAP , STAAR and RTI data to target skill deficits and identify interventions and extension of learning for all students is not a consistent practice of all teachers.

Problem Statement 2: MAP Growth data shows that we are not meeting suggested growth rates for all students. **Root Cause:** Formative data is not always used at the beginning of a unit of study to guide instruction and plan for differentiated learning.

Problem Statement 3: For our ESL students, language is a often a barrier and students may lack a strong academic vocabulary. **Root Cause:** ESL teaching strategies are not consistently applied in all classrooms.

School Processes & Programs

School Processes & Programs Strengths

HRS 1 survey results show processes are in place that support a safe and collaborative environment. PTA is extremely supportive and has 100% teacher participation. Collaborative planning is embedded into every week with specific days and processes to follow. Campus instructional model is aligned to District Instructional model, grade level team and teacher T-TESS TPG/SLO goals and campus walkthroughs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The collaborative teams are operating inconsistently within our campus. **Root Cause:** Possible unwillingness of some staff to operate collaboratively and a lack of team accountability.

Problem Statement 2: For our ESL students, language is a often a barrier and students may lack a strong academic vocabulary. **Root Cause:** ESL teaching strategies are not consistently applied in all classrooms.

Problem Statement 3: The percentage of students who meet the STAAR Component Score standard is below the state target for some students, specifically African American. **Root Cause:** Lack of in-depth analysis of MAP , STAAR and RTI data to target skill deficits and identify interventions and extension of learning for all students is not a consistent practice of all teachers.

Problem Statement 4: MAP Growth data shows that we are not meeting suggested growth rates for all students. **Root Cause:** Formative data is not always used at the beginning of a unit of study to guide instruction and plan for differentiated learning.

Perceptions

Perceptions Strengths

HRS Level 1 Survey shows that staff and parents indicate that communication is effective. Active PTA. Students, staff and parents feel safe on our campus. SEL practices are recognized by students, staff and parents as important.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Transparency of decision making is not clear to all stakeholders. **Root Cause:** Lack of understanding of decision making process.

Problem Statement 2: The collaborative teams are operating inconsistently within our campus. **Root Cause:** Possible unwillingness of some staff to operate collaboratively and a lack of team accountability.

Priority Problem Statements

Problem Statement 1: MAP Growth data shows that we are not meeting suggested growth rates for all students.

Root Cause 1: Formative data is not always used at the beginning of a unit of study to guide instruction and plan for differentiated learning.

Problem Statement 1 Areas: Student Academic Achievement - School Processes & Programs

Problem Statement 2: The percentage of students who meet the STAAR Component Score standard is below the state target for some students, specifically African American.

Root Cause 2: Lack of in-depth analysis of MAP , STAAR and RTI data to target skill deficits and identify interventions and extension of learning for all students is not a consistent practice of all teachers.

Problem Statement 2 Areas: Demographics - Student Academic Achievement - School Processes & Programs

Problem Statement 3: The collaborative teams are operating inconsistently within our campus.

Root Cause 3: Possible unwillingness of some staff to operate collaboratively and a lack of team accountability.

Problem Statement 3 Areas: School Processes & Programs - 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification 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
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data
- 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
- 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
- Mobility rate, including longitudinal data
- Discipline 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
- Professional development needs assessment data
- TTESS data
- T-PESS 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
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: November 05, 2015

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: Saigling will increase student learning in ELA/Reading and Math as evidenced by an increase of student performance on 2020 STAAR ELA and Math for all students at the Approaches level by 3%, Meets level by 2%, and Masters grade level by 1%. Performance for economically disadvantaged student performance will increase by 3% at Approaches, 2% at Meets and 1% for Masters.

Evaluation Data Source(s) 1: Edugence, MAPS, PLANO LIT, STAAR

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Due to the COVID 19 school closure and remote learning implementation in March 2020, we will reevaluate the appropriateness of this Performance Objective after reviewing all applicable data during our CNA process using all available data in 202/21 school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Campus Leadership Team will create a data protocol for each team to record formative assessment data, decipher errors and plan differentiated instruction.	Principal and Assistant Principal	Instructional plans will reflect individual student needs. Data will guide all instructional decisions. to ensure growth in all domains. Student grade level data will be reviewed by data team during extended planning every 3 weeks.			
			Problem Statements: Demographics 2 - Student Academic Achievement 1, 2 - School Processes & Programs 3, 4		
2) Teachers will develop common collaborative assessments and establish a protocol for examining student work before planning a unit of study.	Principal and Assistant Principal	Teachers will routinely create common formative assessments and have an understanding and practice to decipher errors, agree on mastery of addressed TEKS to plan instruction prior to teaching of skill.			
			Problem Statements: Demographics 2 - Student Academic Achievement 1, 2 - School Processes & Programs 3, 4		

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
3) Teachers will use MAP BOY data to project student growth and predict STAAR results.	Principal and Assistant Principal	Teacher and student will be able to articulate MAP growth. Data will be tracked to ensure growth measure is met by EOY.			
Problem Statements: Student Academic Achievement 2 - School Processes & Programs 4					
4) I&E Daily for small group, targeted instruction following RTI district guidelines for TIER placement and tracking progress.	Instructional Specialist	Data will show continual progress of foundational skills, Communication between students, teachers and parents to ensure RTI plan is followed with fidelity. RTI plan will be used to make Tier decisions and track growth.			
Problem Statements: Demographics 2 - Student Academic Achievement 1, 2 - School Processes & Programs 3, 4					
5) Teacher Instruction will be differentiated based on student needs. and small group instruction will be evident.	Instructional Specialist	Data will be used to fluently group students. Teacher Walkthrough data will show evidence of small group instruction.			
Problem Statements: Student Academic Achievement 2 - School Processes & Programs 4					
= Accomplished = No Progress = Discontinue					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: The percentage of students who meet the STAAR Component Score standard is below the state target for some students, specifically African American. Root Cause 2: Lack of in-depth analysis of MAP , STAAR and RTI data to target skill deficits and identify interventions and extension of learning for all students is not a consistent practice of all teachers.
Student Academic Achievement
Problem Statement 1: The percentage of students who meet the STAAR Component Score standard is below the state target for some students, specifically African American. Root Cause 1: Lack of in-depth analysis of MAP , STAAR and RTI data to target skill deficits and identify interventions and extension of learning for all students is not a consistent practice of all teachers.
Problem Statement 2: MAP Growth data shows that we are not meeting suggested growth rates for all students. Root Cause 2: Formative data is not always used at the beginning of a unit of study to guide instruction and plan for differentiated learning.
School Processes & Programs
Problem Statement 3: The percentage of students who meet the STAAR Component Score standard is below the state target for some students, specifically African American. Root Cause 3: Lack of in-depth analysis of MAP , STAAR and RTI data to target skill deficits and identify interventions and extension of learning for all students is not a consistent practice of all teachers.

School Processes & Programs

Problem Statement 4: MAP Growth data shows that we are not meeting suggested growth rates for all students. **Root Cause 4:** Formative data is not always used at the beginning of a unit of study to guide instruction and plan for differentiated learning.

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: Facilitate effective teaching in every classroom to ensure high student engagement, student growth and mastery of grade level TEKS evidenced by walkthrough data and T-TESS evaluations so all teachers will be proficient or above in Domain 2 Instruction.

Evaluation Data Source(s) 2: PLC /Lift Team Reflections

Unit Plans

Proficiency Scales

Use of Formative Assessments

Quick Data Checks: Walk Through, Exit tickets, Surveys,

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: This Performance Objective will be embedded in Performance Objectives in next year's CIP.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Walk Throughs will focus on identifying practices related to Differentiated Instruction, SEL, Student Articulation of Learning Goals, Small Group Instruction and Use of Formative Assessments.	Principal and Assistant Principal	Immediate feedback to teachers specifically related to instructional model to improve instruction, student engagement and mastery of grade level TEKS. and ensure alignment to our instructional model.			
2) Unit Learning Plan and Instructional Protocol to reflect 5 effective teaching practices: -Small Group Instruction -Student Goal Articulation -Differentiated Instruction -Common Collaborative Assessments -SEL everyday	Principal and Assistant Principal	Plans will be reviewed and feedback will be provided o reflect evidence of instructional protocols.			
3) Continue to provide SEL character focus to teachers and students with expectation for a family circle every day.	Counselor	Counselor provides teachers with a character focus every 9 weeks. Celebration of students meeting this expectation will occur at special assembly every 9 weeks.			
4) Provide professional development for creating and using formative and summative assessments to collect data to best respond to student needs.	Principal and Assistant Principal	Increase student achievement and academic growth by monitoring and adjusting instruction, Increase teacher capacity and expertise related to all 5 areas of our instructional protocol.			
5) We will utilize SMART goal format for site, team and teacher goals to ensure alignment to our instructional model.	Principal and Assistant Principal	Campus Goal, Team Goal and Teacher Goals will align with our instructional model and will show increase in teacher expertise and capacity.			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
6) TTESS protocol for refinement and reinforcement feedback to teachers will be tracked to increase teacher expertise in all dimensions of domain 2.	Principal and Assistant Principal	Data tracking of TTESS refinement and reinforcement goals will identify areas for teacher and campus growth related to all dimensions of domain 2.			
	Problem Statements: Student Academic Achievement 2 - School Processes & Programs 4				
 = Accomplished  = No Progress  = Discontinue					

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 2: MAP Growth data shows that we are not meeting suggested growth rates for all students. Root Cause 2: Formative data is not always used at the beginning of a unit of study to guide instruction and plan for differentiated learning.
School Processes & Programs
Problem Statement 4: MAP Growth data shows that we are not meeting suggested growth rates for all students. Root Cause 4: Formative data is not always used at the beginning of a unit of study to guide instruction and plan for differentiated learning.

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: PLC grade level teams will meet weekly to identify learning goals, create learning plans to differentiate instruction, and examine data to review student growth and mastery to guide instruction so that all students will achieve MAP growth goal equal to or greater than the district average.

Evaluation Data Source(s) 3: Campus Surveys, PLC Reflection Sheets, Data Protocol, Walk Through Form

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: This Performance Objective will be embedded in Performance Objectives in next year's CIP.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Teams will follow Collaborative Protocol during extended plan time every Monday to include: Student Data reviewed using Data Tracking Protocol Instructional Model is evident in all discussions Planning protocol discussion of 4 critical questions Weekly administration visits to planning meetings	Principal and Assistant Principal	All teams will consistently focus on protocol to ensure our 5 instructional strategies are being implemented.			
			Problem Statements: School Processes & Programs 1 - Perceptions 2		
2) Extended time will be provided for teams to implement the planning protocols for deeper unit instructional planning.	Principal	Increase academic performance by implementing planning and instruction protocols with fidelity as recorded on extended planning agenda.			
			Problem Statements: School Processes & Programs 1 - Perceptions 2		
3) Teams will focus on creating common formative with focus on examining student work together and agreeing on mastery.	Principal and Assistant Principal	Teams will have a common understanding of student mastery of skills. Teams will be consistent as to how they grade work. Teams will consistently review formative data to guide instruction. prior to delivery.			
			Problem Statements: Student Academic Achievement 2 - School Processes & Programs 1, 4 - Perceptions 2		
= Accomplished = No Progress = Discontinue					

Performance Objective 3 Problem Statements:

Student Academic Achievement

Problem Statement 2: MAP Growth data shows that we are not meeting suggested growth rates for all students. **Root Cause 2:** Formative data is not always used at the beginning of a unit of study to guide instruction and plan for differentiated learning.

School Processes & Programs

Problem Statement 1: The collaborative teams are operating inconsistently within our campus. **Root Cause 1:** Possible unwillingness of some staff to operate collaboratively and a lack of team accountability.

Problem Statement 4: MAP Growth data shows that we are not meeting suggested growth rates for all students. **Root Cause 4:** Formative data is not always used at the beginning of a unit of study to guide instruction and plan for differentiated learning.

Perceptions

Problem Statement 2: The collaborative teams are operating inconsistently within our campus. **Root Cause 2:** Possible unwillingness of some staff to operate collaboratively and a lack of team accountability.

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.

Goal 6: Pillar 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.

1.1

Empower educators to design learning experiences that meet individual needs of each student

1.2

Equip educators to continually assess learning using a variety of methods to determine next steps in the learning progression.

Performance Objective 1: Action Plan 1.1.1

Provide a comprehensive and systematic professional development plan focused on building capacity so that teachers are able to provide engaging, innovative and differentiated instruction.

Evaluation Data Source(s) 1: Walk through data, T-TESS

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: This Performance Objective will be embedded in Performance Objectives in next year's CIP.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
<p>Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals 1) Professional Development designed around identified needs aligned to our Campus Instructional Model: Differentiated Instruction, Small Group Learning, Articulation of Learning Goals, Focus on SEL , and Common Formative Assessments. Professional Development may be led by Campus Leadership Team or other staff.</p>	Campus Leadership Team	Teachers will have a common understanding and support to meet the expectations of our Instructional Model.			
<p>Problem Statements: School Processes & Programs 1 - Perceptions 2</p>					

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

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: The collaborative teams are operating inconsistently within our campus. Root Cause 1: Possible unwillingness of some staff to operate collaboratively and a lack of team accountability.
Perceptions
Problem Statement 2: The collaborative teams are operating inconsistently within our campus. Root Cause 2: Possible unwillingness of some staff to operate collaboratively and a lack of team accountability.

Goal 6: Pillar 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.

1.1 Empower educators to design learning experiences that meet individual needs of each student

1.2 Equip educators to continually assess learning using a variety of methods to determine next steps in the learning progression.

Performance Objective 2: Action Plan 1.1.2
Provide research-based resources and tools so that teachers are able to successfully facilitate engaging and innovative differentiated instruction.

Evaluation Data Source(s) 2: Power 4 Learning Documentation

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: This Performance Objective will be embedded in Performance Objectives in next year's CIP.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Teachers will attend Professional Development through district professional development..	Principal	Teachers will have the tools to implement our instructional model with fidelity.			
Problem Statements: School Processes & Programs 1 - Perceptions 2					
= Accomplished = No Progress = Discontinue					

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: The collaborative teams are operating inconsistently within our campus. Root Cause 1: Possible unwillingness of some staff to operate collaboratively and a lack of team accountability.

Perceptions
Problem Statement 2: The collaborative teams are operating inconsistently within our campus. Root Cause 2: Possible unwillingness of some staff to operate collaboratively and a lack of team accountability.

Campus Improvement Plan Advisory Committee

Committee Role	Name	Position
Classroom Teacher	Karen Thompson	K Teacher
Classroom Teacher	Karin Brown	1st Team Leader
Classroom Teacher	Kerigan Kent	2nd Gr
Classroom Teacher	Beverly Crabb	3rd Gr
Classroom Teacher	Emily Lee	4th Grade Team Leader
Classroom Teacher	Craig Locke	5th Gr
Counselor	Regina Anderson	Counselor
Classroom Teacher	Melissa Rizvan	4th GR
Classroom Teacher	Jennifer Howe	Instructional Specialist
Administrator	Christopher Dunkle	Principal
Administrator	Susan Schlosser	Assistant Principal
Special Ed Team Leader	Michelle Smith	Special Ed Team Leader
Classroom Teacher	Christi Burkle	Music
Business Representative	Sharon Goldblatt	Business Representative
Community Representative	Jackie Estes	Community Representative
Community Representative	Barbara Reynolds	Community Representative
Parent	Tammy Nickens	Parent
Parent	Leslie Degan	PTA Representative
Parent	Morgen Wright	Parent
Parent	Lauren Silverstein	PTA President
District-level Professional	Geralyn Hendrick	District Curriculum Specialist

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	