

# Plano Independent School District

## Dooley Elementary

**2019-2020**

**Accountability Rating: B**

**Distinction Designations:**

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps



**Board Approval Date:** October 1, 2019

# Mission Statement

Dooley Elementary provides an excellent education for each student.

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# Comprehensive Needs Assessment

Revised/Approved: September 05, 2019

## Demographics

### Demographics Strengths

Campus Monitor 1 population performs comparably or better than the district on STAAR (looking at last year's 5th graders).

Campus ESL program has prepared our students for exit.

Campus economically disadvantaged population does better in Math than the other special groups.

Campus received two distinctions: one for closing the achievement gap and one for academic growth.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** There is a need for social-emotional support for at-risk groups to help them maximize their learning. This may including background knowledge in/for disadvantaged groups.

**Problem Statement 2:** The special education population underperforms on STAAR when compared to other subgroups.

**Problem Statement 3:** Non-continuous student enrollment achievement is below the state's expectation for accountability.

# Student Academic Achievement

## Student Academic Achievement Strengths

- Kindergarten MAP growth are at least 85%, within or above one standard deviation of growth in both Math and Reading
- 1st MAP growth is at least 85%, within or above one standard deviation of growth in both Math
- 4th/5th grade STAAR Approaches Grade Level expectations was within the district passing percentage for reading and math.
- Campus received two distinctions in 2019: one for Comparative Closing the Achievement Gap and one for Comparative Academic Growth
- Campus achieved greater TELPAS growth than the district in grades 1st, 2nd, 4th and 5th.

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** The percentage of students meeting the Approaches, Meets, & Masters Grade Level Standard is below the district average in the following groups: 3rd Math: 65% / 36% / 18% - District: 86% / 64% / 42% 3rd Reading: 73% / 38% / 31% - District: 85% / 60% / 42% 4th Math: 76% / 50% / 32% - District: 82% / 61% / 44% 4th Reading: \*\*\*/\*\*\*/30% - District: \*\*\*/\*\*\*/36% 4th Writing: \*\*\* / 42 / 12% - District: \*\*\* / 50% / 21% 5th Math: 83 / 53% / 29% - District: 90% / 71% / 53% 5th Reading: 84% / 51% / 31% - District: 86% / 56% / 45% 5th Science: 67% / 30% / 8% - District: 8% / 57% / 30% **Root Cause:** (a) We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning, instruction, and assessment with fidelity. (b) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses. (c) We will address the responsiveness to student needs by ensuring that there are structures in place to support Social and Emotional Learning

**Problem Statement 2:** The campus projected growth score based on MAP is outside of the Projected Growth Lower Bound for Growth Performance in the following groups: 2nd Math: All Quintiles 2nd Reading: Quintile 1, 2, and 4 3rd Math: Quintile 1, 2 and 4 3rd Reading: Quintile 1 and 3 3rd Science: \*\*\* 4th Math: Quintile 2 and 4 4th Reading: Quintile 1 and 3 4th Science: Quintile 1 and 4 5th Math: Quintiles 1-5 5th Reading: Quintile 1 5th Science: \*\*\* **Root Cause:** (a) We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning, instruction, and assessment with fidelity. (b) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses. (c) We will address the responsiveness to student needs by ensuring that there are structures in place to support Social and Emotional Learning

# School Processes & Programs

## School Processes & Programs Strengths

- All teachers are highly qualified.
- Mentoring program is really helpful and supportive for new teachers.
- New paraprofessionals need more training to better perform in their assignments.
- Our professional development is personalized through our 7.5 hours.
- Walkthroughs and T-TESS support teacher continuous improvement.
- Grade levels have begun to plan by the unit rather than week by week.
- There is a schoolwide problem-solving plan.
- Teachers are becoming more familiar with examining data to provide targeted instruction.
- Teachers have a voice in decision making on school policies.
- The expectation for students is to have a full year of growth or more.
- There is a 1:1 Chromebook plan in place; teachers are willing to be trained in other technologies to support learning.
- There are several "master" technology users on campus who keep up with new practices and share with staff.
- When teachers and students understand the purpose of technology, it provides extension of the learning and allows students to move at their own pace.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** The Collaborative Teams are operating at varying levels of autonomy compared to the Collaborative Teams that Transform PLC process (policies and practices). **Root Cause:** (a) We will address the need for Collaborative Teams to operate at an autonomous level as described by Collaborate Teams that Transform PLC by ensuring that there are adequate structures and systems in place to provide input and review of data for continuous improvement for student achievement within a safe, orderly and collaborative school community.

**Problem Statement 2:** There is a need for an efficient and effective system for staff and parents to alert administrators when a problem needs immediate action. **Root Cause:** (a) We will address the need for Collaborative Teams to operate at an autonomous level as described by Collaborate Teams that Transform PLC by ensuring that there are adequate structures and systems in place to provide input and review of data for continuous improvement for student achievement within a safe, orderly and collaborative school community.

**Problem Statement 3:** Professional development for staff (teachers and paraprofessionals) needs to be data-driven.

**Problem Statement 4:** There is a need for more staff appreciation, based on "love languages."

**Problem Statement 5:** There is a need for timely licensing for technology applications after they are rolled out in the district.

**Problem Statement 6:** Teachers need to assess technology use in the classroom to determine effectiveness and enhancement of the curricular goals.

**Problem Statement 7:** Staff indicated a need for more in-depth PD on technology applications.

# Perceptions

## Perceptions Strengths

- Safety systems are in place, making Dooley a safe and orderly school.
- There are several methods of communication with parents.
- Teacher groups are used to make specific decisions.
- Overall, the feelings about Dooley are positive (from teachers and students).
- Family and community members are involved in the school (mentorship PALS, PTA, back to school nights, APD giving tree, 5th grade camp, Grandparents Day, Stem Night, Literacy Night, parent workshops, Multicultural Night, assemblies, fall picnic, field day, Game Night, graduation activities, Special Education parent training, holiday parties, orientation fair, SBIC)
- The mentoring program has and continues to expand.



# Priority Problem Statements

**Problem Statement 1:** The percentage of students meeting the Approaches, Meets, & Masters Grade Level Standard is below the district average in the following groups: 3rd Math: 65% / 36% / 18% - District: 86% / 64% / 42% 3rd Reading: 73% / 38% / 31% - District: 85% / 60% / 42% 4th Math: 76% / 50% / 32% - District: 82% / 61% / 44% 4th Reading: \*\*\*/\*\*\*/30% - District: \*\*\*/\*\*\*/36% 4th Writing: \*\*\*/ 42 / 12% - District: \*\*\*/ 50% / 21% 5th Math: 83 / 53% / 29% - District: 90% / 71% / 53% 5th Reading: 84% / 51% / 31% - District: 86% / 56% / 45% 5th Science: 67% / 30% / 8% - District: 8% / 57% /30%

**Root Cause 1:** (a) We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning, instruction, and assessment with fidelity. (b) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses. (c) We will address the responsiveness to student needs by ensuring that there are structures in place to support Social and Emotional Learning

**Problem Statement 1 Areas:** Student Academic Achievement

**Problem Statement 2:** The campus projected growth score based on MAP is outside of the Projected Growth Lower Bound for Growth Performance in the following groups: 2nd Math: All Quintiles 2nd Reading: Quintile 1, 2, and 4 3rd Math: Quintile 1, 2 and 4 3rd Reading: Quintile 1 and 3 3rd Science: \*\*\* 4th Math: Quintile 2 and 4 4th Reading: Quintile 1 and 3 4th Science: Quintile 1 and 4 5th Math: Quintiles 1-5 5th Reading: Quintile 1 5th Science: \*\*\*

**Root Cause 2:** (a) We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning, instruction, and assessment with fidelity. (b) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses. (c) We will address the responsiveness to student needs by ensuring that there are structures in place to support Social and Emotional Learning

**Problem Statement 2 Areas:** Student Academic Achievement

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- 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
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Running Records results

## 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
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

### **Employee 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
- TTESS 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

# Goals

Revised/Approved: September 05, 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.**










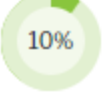


**Performance Objective 1:** The campus will increase student learning in Mathematics, Reading, Writing, and Science as evidenced by an increase in achievement on the 2020 STAAR Assessment for Domain I scale score of 80, where minimum achievement for Approaches - Meets - Masters will be 85 - 50- 25; and 85% of students will meet/exceed MAP Projected Growth Measures.










**Evaluation Data Source(s) 1:** 2020 STAAR Results  
2020 MAP Growth Projections

**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 beginning in March, we will reevaluate the appropriateness of this Performance Objective after reviewing all applicable data during our CNA process using BOY and MOY data in 2020-2021 school year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>1) Use the PISD Collaborative Team Framework to be fully aware of learning outcomes of the district curriculum:  ~ ask self, "What is it that we want students to know or be able to do as a result of this lesson (or homework assignment, strategy, field trip, etc.)?"</p> <p>~ use the Lead4ward Snapshots/Field Guides and TEKS Vertical Alignment Tool to dissect the TEKS to design the Evidences of Learning that represent the development of language and cognition (depth &amp; complexity) in responding to the question of how do we know students have learned the standard?</p> <p>~ design WICORized lessons to incorporate development of language and cognition (depth &amp; complexity).</p> <p>~ meet weekly in data meetings to analyze Evidences of Learning against Teacher Exemplars to determine reteach or extension strategies in responding to questions of what do we do if students have learned/haven't learned the standards?</p> <p>~ Campus Administrators to work with classroom teachers and Response to Intervention Team to ensure that effective Tier II and III intervention is occurring for those students identified to receive intervention through Guided Reading and Guided Math instruction.</p> <p>~ Campus Administrators to work with classroom teachers and Response to Intervention Team to ensure extension activities are provided for students who show early mastery of standards.</p>	2.4, 2.5, 2.6	Administrators & Leadership Design Team	<p>At least 85% of students in each grade level will meet/exceed their MAP Projected Growth Measures.</p> <p>Improved academic performance through implementation of PISD Collaborative Team Framework.</p> <p>Detailed weekly Data Meeting Agendas showing discussion regarding reteach/extension.</p> <p>Tier II/III Reading/Math, Guided Reading Levels, and Words their Way Progress Monitoring Log filled out for BOY, MOY, and EOY.</p>			
<p><b>Problem Statements:</b> Student Academic Achievement 1, 2</p>						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
2) Weekly Walk Throughs and Observations by Campus Administrators to document implementation of the plans into instructional practice.	2.4, 2.5, 2.6	Campus Administrators	<p>At least 85% of students in each grade level will meet/exceed their MAP Projected Growth Measures.</p> <p>Improved academic performance through implementation of PISD Collaborative Team Framework.</p> <p>Walkthrough BINGO boards</p> <p>Notes on Data Meeting Agendas reflecting feedback on reteach/extension activities.</p>			
				<b>Problem Statements:</b> Student Academic Achievement 1, 2		
3) Extended time will be provided for teams to implement the planning protocols for unit instructional planning and data analysis.	2.4, 2.5, 2.6					
				<b>Problem Statements:</b> Student Academic Achievement 1, 2		
4) Provide busing transportation for PTA-paid for field trip experiences for students in each grade level as well as busing transportation for students who live in the Los Rios Apartments & Cottonwood Mobile Home Park on Tuesdays and Thursdays so that these students may access after school enrichment and intervention activities such as tutoring and clubs.	2.4, 2.5, 2.6	Campus Administrators	<p>At least 85% of students in each grade level will meet/exceed their MAP Projected Growth Measures.</p> <p>Improved academic performance through implementation of PISD Collaborative Team Framework.</p> <p>Attendance log of students attending these after school programs on Tuesdays and Thursdays.</p>			
				<b>Problem Statements:</b> Student Academic Achievement 1, 2		
<b>Funding Sources:</b> 211 Title I, Part A - 5053.00						
5) Employ Part-time Adult Temps to provide intervention for 3rd-5th graders who have previously failed STAAR or are designated as Tier III for intervention in Math or Reading	2.4, 2.5, 2.6	Campus Administrators	<p>At least 85% of students in each grade level will meet/exceed their MAP Projected Growth Measures.</p> <p>Improved academic performance through implementation of PISD Collaborative Team Framework.</p>			
				<b>Problem Statements:</b> Student Academic Achievement 1, 2		
<b>Funding Sources:</b> 211 Title I, Part A - 6000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
6) Establish and implement a school-wide system to promote the social and emotional health of students.  ~ Campus committee (Staff and Counselor) will determine best practices and create resources and visuals to promote social emotional health school-wide. ~ Campus committee and leadership team will monitor and support the implementation of Social and Emotional practices. ~ Provide for Student Snacks for morning, during the day, and after school tutorials so that students are motivated to learn. ~ Provide for Student Snacks for STAAR testing.	2.4, 2.5, 2.6	Campus Administrators and Leadership Design Team	At least 85% of students in each grade level will meet/exceed their MAP Projected Growth Measures.  Improved academic performance through implementation of PISD Collaborative Team Framework.  Lower percentage of office referrals.  Increase percentage of students using coping skills in Dragons' Den.  Positive impact on school culture and climate.	 50%	 65%	 65%
				<b>Problem Statements:</b> Student Academic Achievement 1, 2 <b>Funding Sources:</b> 211 Title I, Part A - 500.00		
7) Provide for parent engagement opportunities to reach an expansive population of parents: ~ snacks/supplies for All Pro Dad gatherings ~ snacks/supplies for Mobile Computer Lab sessions at Los Rios Apartments ~snacks/supplies for Family STEAM night ~snacks/supplies for Family Game ~ snacks/supplies for Ramp-up to Kindergarten sessions	3.1, 3.2	Campus Administrators & Leadership Design Team	At least 85% of students in each grade level will meet/exceed their MAP Projected Growth Measures.  Improved academic performance through implementation of PISD Collaborative Team Framework.  Increase parent participation through PTA, Volunteering, and parent engagement opportunities.	 75%	 85%	 85%
				<b>Problem Statements:</b> Student Academic Achievement 1, 2 <b>Funding Sources:</b> 211 Title I, Part A - 1063.00		
 = Accomplished  = No Progress  = Discontinue						

**Performance Objective 1 Problem Statements:**

## Student Academic Achievement

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**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 will increase student learning on TELPAS reading, speaking, listening, and writing as evidenced by 60% of ELs growing at least one proficiency language level.

**Evaluation Data Source(s) 2:** 2020 TELPAS Growth Measures

**Summative Evaluation 2:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 2:** Due to the COVID 19 school closure and remote learning implementation beginning in March, we will reevaluate the appropriateness of this Performance Objective after reviewing all applicable data during our CNA process using BOY and MOY data in 2020-2021 school year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Intentionally plan for and utilize various language building strategies while delivering content objectives of lessons.	2.4, 2.5, 2.6	Campus Administrators & Leadership Design Team	Language Building Strategies documented in Lesson Plans.  Walkthrough BINGO Language Strategies are used.  Improved expressive (speaking and writing) language skills for students.			
<b>Problem Statements:</b> Student Academic Achievement 1, 2						
2) Academic Support pull language building groups for 3rd-5th grade students who score a Composite score of Beginning or Intermediate Level on TELPAS.	2.4, 2.5, 2.6	Campus Administrators & ESL Specialist	Improved language skills (speaking, reading, listening, writing) for students.			
3) Plan Parent Academy sessions for parents of students served through our English as a Second Language Program.	3.1, 3.2	Campus Administrators & ESL Specialist	Increased parent engagement of parents of students served in our English as a Second Language Program.			
= Accomplished                = No Progress                = Discontinue						

**Performance Objective 2 Problem Statements:**

## Student Academic Achievement

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**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.**

# Dooley SBIC 2019-2020

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Tramy Tran	Principal
Classroom Teacher	Kristy Dellinger	Faculty Member
Classroom Teacher	Latrice McIntyre	Faculty Member
Classroom Teacher	Susan Knighton	Faculty Member
Classroom Teacher	Angie Kloppmann	Faculty Member
Classroom Teacher	Aisha Locke	Faculty Member
Special Education Teacher	Carol Truscott	Faculty Member, Special Education
District-level Professional	Fannysteen Mays	District Professional
School Counselor	Ramona Cartwright	Campus Professional, Non-teaching
Administrator	Sara McCutchen	Support Staff Member
Parent	Tanji Johnson	Parent
Parent	Elizabeth Fenter	Parent
Parent	Hattie Fowler	Parent
Parent	Alicia Zarate	Parent
Parent	Russell Sander	Parent
Parent	Samah Saeed Ahmed Sunker	Parent
Community Representative	Lauren Shaw	Community Member
Community Representative	Lamar Tatum	Community Member
Business Representative	Roman Azubuike	Business Representative
Business Representative	Courtney Craven	Business Representative

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

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p><b>2. Coordinated Health Program</b></p> <p><b>Coordinated School Health</b></p> <ul style="list-style-type: none"> <li>• K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.</li> <li>• K-8 Include at least one Parent on Campus Wellness Team.</li> <li>• 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.</li> <li>• K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.</li> <li>• K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>• 3-8 Pre and Post Assess all eligible students using fitness test components.</li> <li>• 4<sup>th</sup> and 7<sup>th</sup> Ensure all data for 3<sup>rd</sup> - 8<sup>th</sup> 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.</li> </ul> <p><b>Physical Activity Requirements</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors.</li> <li>• 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.</li> </ul>	<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"> <li>• K-5 Ensure students are receiving daily unstructured play during recess.</li> <li>• K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>• K-8 Monitor attendance of students and follow up on prominent and chronic absences.</li> </ul>			
<p><b>3. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Funding source: State and Local</li> </ul>	ESSA	Principal	
<p><b>4. Parent Involvement</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local</li> <li>• Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local</li> <li>• Utilize social media to keep parents and community informed. Funding source: State and Local</li> <li>• PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local</li> <li>• Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local</li> <li>• Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA</li> </ul>		Principal	