

Plano Independent School District

Huffman Elementary

2019-2020

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



THE IB WORLD SCHOOL
AT HUFFMAN ELEMENTARY

Board Approval Date: October 1, 2019

Mission Statement

Huffman Elementary fosters the development of knowledgeable, principled, and internationally minded citizens. Our scholars approach the world with an open mind and aspire to understand the different perspectives and ideas of others while helping to create a more peaceful world.

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Comprehensive Needs Assessment

Revised/Approved: September 06, 2019

Demographics

Demographics Strengths

- Enrollment is steady.
- The student to teacher ratio has decreased, so students are able to receive more targeted instruction.
- Population of PACE students is increasing.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The number of at-risk students has increased from 41.5% to 46.8%. The district percentage is 25.9%. **Root Cause:** The mobility rate (20.8%) is higher than the district (10.7%) and increasing each year. Also, the percentage of economically disadvantaged students (62.1%) is increasing and higher than the district (27.1%).

Student Academic Achievement

Student Academic Achievement Strengths

- Overall campus accountability rating improved from a D to a B
- 3rd Grade Reading STAAR showed a 22% (13% points) increase from 58% to 71% at the Approaches Level, 58% (15% points) increase from 26% to 41% at the Meets Level, and a 79% (11% points) increase from 14% to 25% at the Masters Level.
- 3rd Grade Math STAAR showed a 28% (17% points) increase from 61% to 78% at the Approaches Level, 58% (19% points) increase from 33% to 52% at the Meets Level, and a 75% (9% points) increase from 12% to 21% at the Masters Level.
- 4th Grade Math STAAR showed a 5% (2% points) increase from 43% to 45% at the Meets Level.
- 5th Grade Reading STAAR showed a 22% (13% points) increase from 58% to 71% at the Approaches Level, 58% (15% points) increase from 26% to 41% at the Meets Level, and a 79% (11% points) increase from 14% to 25% at the Masters Level.
- 5th Grade Math STAAR showed a 28% (17% points) increase from 61% to 78% at the Approaches Level, 58% (19% points) increase from 33% to 52% at the Meets Level, and a 75% (9% points) increase at the Masters Level.
- 2nd grade math (campus 114%, 63% district) & reading (campus 129%, 115% district) MAP % projected growth for all students is above the district average based on 18-19 MAP data.
- 3rd grade math (campus 131%, 106% district) & reading (campus 130%, 112% district) MAP % projected growth for all students is above the district average based on 18-19 MAP data.
- 4th grade math (campus 100%, 90% district) & reading (campus 118%, 112% district) MAP % projected growth for all students is above the district average based on 18-19 MAP data.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Overall in reading, the percentage of students meeting the approaches, meets, and masters grade level standard is below the district. Grade 3 Campus - 71%/41%/25% Grade 3 District - 85%/60%/42% Grade 4 Campus - 58%/30%/14% Grade 4 District - 82%/58%/36% Grade 5 Campus - 79%/57%/29% Grade 5 District - 86%/66%/45% **Root Cause:** 1. We will address the need for effective data analysis by implementing weekly data meetings with a consistent protocol. 2. We will ensure there are adequate structures for appropriate assessment, both formative and summative, and instructional responses based on teacher reflection. 3. We will address the need for consistent implementation of research-based literacy instruction by ensuring the instruction is implemented with fidelity with targeted instruction based on student data. 4. We will address the responsiveness to student needs by ensuring that there are structures in place to support maximum learning time.

Problem Statement 2: Overall in math, the percentage of students meeting the approaches, meets, and masters grade level standard is below the district. Grade 3 Campus - 78%/52%/21% Grade 3 District - 86%/64%/42% Grade 4 Campus - 66%/45%/24% Grade 4 District - 82%/61%/44% Grade 5 Campus -

79%/59%/38% Grade 5 District - 90%/71%/53% **Root Cause:** 1. We will address the need for data analysis by ensuring there are effective structures and systems in place to implement planning and instruction with fidelity; and ensure there are appropriate assessments and instructional responses. 2. We will address the responsiveness to student needs by ensuring there are structures in place to support maximum learning time in the classroom.

Problem Statement 3: 4th Grade Math overall projected growth measure on MAP was below the district average.

Problem Statement 4: 5th Grade Reading & Math projected growth measure on MAP was below the district average.

School Processes & Programs

School Processes & Programs Strengths

- Tier 1 instruction is TEKS driven and mapped out in advance in daily collaborative planning
- Master schedule allows for instructional coaches to be available in each grade level for planning and instruction
- In weekly lesson plans, teams include Marzano strategies, 7 steps, & AVID strategies
- 1-1 technology (chromebooks)
- PK-5 common understanding of curriculum with a common language and vertical alignment
- Every teacher hired is highly-qualified and shares the Huffman philosophy and vision

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Collaborative planning needs to include single-subject teachers (PE, art, music).

Problem Statement 2: Strengthen data analysis by collaborating, reflecting, and implementing the reteaching piece.

Problem Statement 3: Provide more teacher agency in school-wide decision making.

Problem Statement 4: Continue to use academic data to plan professional learning for staff; however, purposefully plan follow-up discussions on how the professional learning is being applied.

Problem Statement 5: Provide more opportunities for formal vertical planning and build vertical relationships.

Problem Statement 6: Administrators conduct walkthroughs and provide feedback on curriculum and instruction, but do not always include a positive and an area of constructive feedback.

Perceptions

Perceptions Strengths

- Collaborative planning within grade level teams
- Free after school programs for economically disadvantaged students
- Full time social worker and SEL teacher leader
- Consistency with SEL team (strong for relationships)
- Providing snacks during monthly night events helped increase attendance
- Game Nights at one of the apartment complexes
- According to HRS Level 1 survey, staff felt as though they were supported and heard by administration and team leaders
- Spanish translation was available at IB information meetings

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to an anonymous survey, parent knowledge of the IB program is inconsistent.

Problem Statement 2: Parent attendance at conferences has room for improvement, as well as parent involvement in the Quick Date surveys needs to increase.

Problem Statement 3: Teacher turnover rate is high and in order to continue building strong relationships with students, staff retention needs to be higher.

Priority Problem Statements

Problem Statement 1: Overall in reading, the percentage of students meeting the approaches, meets, and masters grade level standard is below the district. Grade 3 Campus - 71%/41%/25% Grade 3 District - 85%/60%/42% Grade 4 Campus - 58%/30%/14% Grade 4 District - 82%/58%/36% Grade 5 Campus - 79%/57%/29% Grade 5 District - 86%/66%/45%

Root Cause 1: 1. We will address the need for effective data analysis by implementing weekly data meetings with a consistent protocol. 2. We will ensure there are adequate structures for appropriate assessment, both formative and summative, and instructional responses based on teacher reflection. 3. We will address the need for consistent implementation of research-based literacy instruction by ensuring the instruction is implemented with fidelity with targeted instruction based on student data. 4. We will address the responsiveness to student needs by ensuring that there are structures in place to support maximum learning time.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: Overall in math, the percentage of students meeting the approaches, meets, and masters grade level standard is below the district. Grade 3 Campus - 78%/52%/21% Grade 3 District - 86%/64%/42% Grade 4 Campus - 66%/45%/24% Grade 4 District - 82%/61%/44% Grade 5 Campus - 79%/59%/38% Grade 5 District - 90%/71%/53%

Root Cause 2: 1. We will address the need for data analysis by ensuring there are effective structures and systems in place to implement planning and instruction with fidelity; and ensure there are appropriate assessments and instructional responses. 2. We will address the responsiveness to student needs by ensuring there are structures in place to support maximum learning time in the classroom.

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

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

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 EL Progress Measure data
- 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
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Revised/Approved: September 06, 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 academic performance in reading as evidenced by an increase in achievement on the 2020 STAAR assessment for students as follows:

3rd, 4th, 5th Grade - 10%-15% increase in Meets, Masters, and Approaching

Evaluation Data Source(s) 1: MAP Data

Reading STAAR Data - Current and longitudinal results



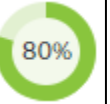
Closing the Gaps, Student Progress, and Student Achievement Domain










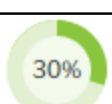
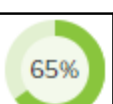
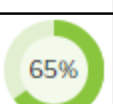
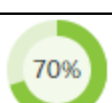
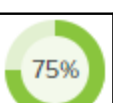
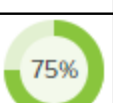
Formative/Summative Campus Assessment Data







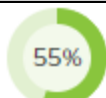
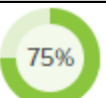
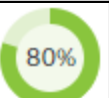
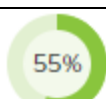
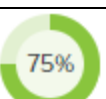
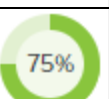



Accountability Distinction Designations

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Due to COVID-19 school closure, remote learning implementation beginning in March, and no STAAR scores, we will review all applicable data during the CNA process using BOY and MOY data in the 2020-21 school year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Data meeting protocol - analyze assessment data for instructional planning and reteaching. Teachers will reflect on student performance and teaching strategy effectiveness to revise as needed	2.4, 2.6	Instructional coaches - Courtney West, Elizabeth Adair, Martha Preston, Susan Soledade, Karen Richards	Teams will collaboratively complete the protocol and document in the Google form. Grade level student data will be entered and analyzed in Google Sheets (K-2) and Edugence (3-5).			
Problem Statements: Student Academic Achievement 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
2) Certified trainers from the Jan Richardson guided reading group will provide training for new to Huffman staff members and any other staff members that were not able to attend last year.	2.4, 2.5, 2.6	Assistant Principal - Lindsay Sivick	Staff will become more familiar with and implement Jan Richardson guided reading instructional strategies, lesson plans, and assessments.			
				Problem Statements: Student Academic Achievement 1		
3) Use Literacy Footprints by Jan Richardson for guided reading instruction in all grade levels	2.4, 2.5, 2.6	Instructional Coach - Elizabeth Adair	Staff will use current reading records to flexibly group students and conduct guided reading lessons that are level appropriate.			
				Problem Statements: Student Academic Achievement 1		
4) Administrators will conduct walkthroughs focusing on strategies from The New Art and Science of Teaching by Robert Marzano.	2.4, 2.5	Principal - Jamey Allen	Administrators will share walkthrough feedback with staff based on one element at a time, including the rating scale featured in The New Art and Science of Teaching.			
				Problem Statements: Student Academic Achievement 1		
5) Intentional focus on primary literacy skills such as phonemic awareness to close gaps and meet grade level or above expectations.	2.4, 2.5, 2.6	Literacy and Dyslexia Specialist - Courtney West	PreK-2nd data will show growth from BOY to EOY based on grade-specific Plano Literacy Assessments.			
				Problem Statements: Student Academic Achievement 1		
6) Introduction to HRS Level 2 and collaborative effort creating a campus instructional model	2.5	Assistant Principal - Beth Hubbard	All staff will post the Huffman Instructional Model in their classrooms and focus on the 9 elements from The New Art and Science of Teaching that the leadership team collaboratively chose: (2) Tracking Student Progress, (3) Celebrating Success, (4) Using Informal Assessment of the Whole Class, (5) Using Formal Assessments of Individual Students, (12) engaging Students in Cognitively Complex Tasks, (23) Noticing and Reacting When Students are Not Engaged, (38) Using Verbal and Nonverbal Behaviors that Indicate Affection for Students, (39) Understanding Students' Backgrounds and Interests, and (40) Displaying Objectivity and Control.			
				Problem Statements: Student Academic Achievement 1		

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
7) Training on SEL, diversity and the effects of trauma on student learning in an effort to maximize instructional time	2.5, 2.6	Social Emotional Learning Team - Jeremy Smith, Angela Williams, Kim Smith, Joo Cha, Michelle Sandoval	Reason for office visits will be analyzed to determine how much instructional time is lost.			
				Problem Statements: Student Academic Achievement 1 Funding Sources: 211 Title I, Part A - 3000.00		
8) Training from district on response to intervention and student goal setting	2.5, 2.6	Principal - Jamey Allen	Tier 2 and 3 goals will be targeted, focused, and all documentation will be tracked in Edugence.			
				Problem Statements: Student Academic Achievement 1		
9) Training on balanced literacy and the new ELAR TEKS	2.4	Assistant Principal - Lindsay Sivick	Reading record levels and reading MAP scores will show an increase.			
				Problem Statements: Student Academic Achievement 1		
10) Intentional small group instruction during I/E, guided reading and math. Adult Temp (Title I funds), Support Staff and Classroom Teachers will flexible group students.	2.4, 2.5, 2.6	Principal-Jamey Allen	Increased scores in STAAR, MAP and summative and flexible assessments			
				Funding Sources: 211 Title I, Part A - 23000.00		
<div> = Accomplished</div> <div> = No Progress</div> <div> = Discontinue</div>						

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Overall in reading, the percentage of students meeting the approaches, meets, and masters grade level standard is below the district. Grade 3 Campus - 71%/41%/25% Grade 3 District - 85%/60%/42% Grade 4 Campus - 58%/30%/14% Grade 4 District - 82%/58%/36% Grade 5 Campus - 79%/57%/29% Grade 5 District - 86%/66%/45% Root Cause 1: 1. We will address the need for effective data analysis by implementing weekly data meetings with a consistent protocol. 2. We will ensure there are adequate structures for appropriate assessment, both formative and summative, and instructional responses based on teacher reflection. 3. We will address the need for consistent implementation of research-based literacy instruction by ensuring the instruction is implemented with fidelity with targeted instruction based on student data. 4. We will address the responsiveness to student needs by ensuring that there are structures in place to support maximum learning time.

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 academic performance in math as evidenced by an increase in achievement on the 2020 STAAR assessment for students as follows:

3rd, 4th, 5th Grade - 10-15% increase in Meets, Masters, and Approaching

Evaluation Data Source(s) 2: MAP Data

Reading STAAR Data - Current and longitudinal results










Closing the Gaps, Student Progress, and Student Achievement Domain











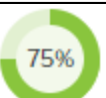







Formative/Summative Campus Assessment Data

Accountability Distinction Designations

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Due to COVID-19 school closure, remote learning implementation beginning in March, and no STAAR scores, we will review all applicable data during the CNA process using BOY and MOY data in the 2020-21 school year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Data meeting protocol - analyze assessment data for instructional planning and reteaching. Teachers will reflect on student performance and teaching strategy effectiveness to revise as needed	2.4, 2.6	Instructional Coaches - Courtney West, Elizabeth Adair, Martha Preston, Susan Soledade, Karen Richards	Teams will collaboratively complete the protocol and document in the Google form. Grade level student data will be entered and analyzed in Google Sheets (K-2) and Edugence (3-5).			
Problem Statements: Student Academic Achievement 2						
2) Administrators will conduct walkthroughs focusing on strategies from The New Art and Science of Teaching by Robert Marzano.	2.4, 2.5	Principal - Jamey Allen	Administrators will share walkthrough feedback with staff based on one element at a time, including the rating scale featured in The New Art and Science of Teaching.			
Problem Statements: Student Academic Achievement 2						
3) Use Number Talks to build number sense and problem solving skills	2.5	Instructional Coach - Susan Soledade	Math MAP increase in all grades.			
Problem Statements: Student Academic Achievement 2						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
4) Support from Elementary Academic services math curriculum specialists, including administering and analyzing AMC K-2 assessments for instruction	2.4, 2.5, 2.6	Instructional Coach - Martha Preston	Kindergarten-2nd grade AMC data will be analyzed for targeted intervention lessons from Kathy Richardson.			
Problem Statements: Student Academic Achievement 2						
5) Introduction to HRS Level 2 and collaborative effort creating a campus instructional model	2.5	Assistant Principal - Beth Hubbard	All staff will post the Huffman Instructional Model in their classrooms and focus on the 9 elements from The New Art and Science of Teaching that the leadership team collaboratively chose: (2) Tracking Student Progress, (3) Celebrating Success, (4) Using Informal Assessment of the Whole Class, (5) Using Formal Assessments of Individual Students, (12) engaging Students in Cognitively Complex Tasks, (23) Noticing and Reacting When Students are Not Engaged, (38) Using Verbal and Nonverbal Behaviors that Indicate Affection for Students, (39) Understanding Students' Backgrounds and Interests, and (40) Displaying Objectivity and Control.			
Problem Statements: Student Academic Achievement 2						
6) Training on SEL and the effects of trauma on student learning in an effort to maximize instructional time	2.5, 2.6	Social Emotional Learning Team - Jeremy Smith, Angela Williams, Kim Smith, Joo Cha, Michelle Sandoval	Reason for office visits will be analyzed to determine how much instructional time is lost.			
Problem Statements: Student Academic Achievement 2						
7) Training from district on response to intervention and student goal setting	2.5, 2.6	Principal - Jamey Allen	Tier 2 and 3 goals will be targeted, focused, and all documentation will be tracked in Edugence.			
Problem Statements: Student Academic Achievement 2						
8) Intentional small group instruction during I/E, guided reading and math. Adult Temp (Title I funds), Support Staff and Classroom Teachers will flexible group students.		Principal-Jamey Allen	Increased scores in STAAR, MAP and summative and flexible assessments			
Funding Sources: 211 Title I, Part A - 20000.00						
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 2 Problem Statements:

Student Academic Achievement

Problem Statement 2: Overall in math, the percentage of students meeting the approaches, meets, and masters grade level standard is below the district. Grade 3 Campus - 78%/52%/21% Grade 3 District - 86%/64%/42% Grade 4 Campus - 66%/45%/24% Grade 4 District - 82%/61%/44% Grade 5 Campus - 79%/59%/38% Grade 5 District - 90%/71%/53% **Root Cause 2:** 1. We will address the need for data analysis by ensuring there are effective structures and systems in place to implement planning and instruction with fidelity; and ensure there are appropriate assessments and instructional responses. 2. We will address the responsiveness to student needs by ensuring there are structures in place to support maximum learning time in the classroom.

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.

Huffman SBIC 19-20

Committee Role	Name	Position
Administrator	Elizabeth Hubbard	Assistant Principal
Non-classroom Professional	Karen Richards	Instructional Coach
Non-classroom Professional	Amy Moore	IB Coordinator
Non-classroom Professional	Stephanie Taylor	Special Education
Non-classroom Professional	Brittany Wilson	ESL
Non-classroom Professional	Elizabeth Adair	Instructional Coach
Administrator	Jamey Allen	Principal
District-level Professional	Rachel Beachy	Elementary Academic Services
Administrator	Lindsay Sivick	Assistant Principal
Non-classroom Professional	Jeremy Smith	SEL Coach
PTA Selected	Jenna Maynard	PTA President
Parent	Jamie Kimble	PTA Member
Community Representative	John Muns	Community Member, Former School Board Member
Business Representative	Kim Sunlin	Business Representative
Parent	Cassie Clair	Parent
Parent	Fiona Mah	Parent
Parent	Nicole Gray-Gibson	Parent
Parent	Jeffrey Prosek	Parent
Parent	Nicole Haynes Watson	Parent
Community Representative	Jenny Stover	Parkway Hills Volunteer
Business Representative	Ryan House	Outback Steak House
Parent	Agnes Yam	Parent

Committee Role	Name	Position
Parent	Liz Catalani	Parent

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	