

# **Plano Independent School District**

## **Mathews Elementary**

**2019-2020**



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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

The diversity of our Mathews community enrich the development of all our students in nurturing an understanding, appreciation, and respect for our differences as well as a celebration of how we are each a valued member and part of our school community

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Our Attendance Rate during the 2018-2019 school year was 97%. **Root Cause:** Percent of elective absences by parents that are unexcused due to traveling, extended breaks.

# Student Academic Achievement

## Student Academic Achievement Strengths

Mathews achieved 2 of 2 of the eligible indicators in the top quartile for ***Postsecondary Readiness***. Indicators resulted in 83% of students Meeting Grade Level or Above Grade Level in All Subjects and 80% of Grades 3-5 results at meet Grade Level or Above Grade Level in both Reading and Mathematics.

Grades 3, 4, and 5 were recognized for ***Distinction for Academic Achievement in Mathematics***. Grade 3 ***Masters*** Grade Level at 65%, Grade 4 ***Masters*** Grade Level at 66% and Grade 5 with an 84% of ***Masters*** Grade Level. ***Accelerated*** Student Progress in Math reflected 61% achievement over all.

Grade 5 Science earned ***Distinction for Academic Achievement in Science*** with 53% of students earning Masters Grade Level Performance.

Mathews earned ***Distinction for Academic Achievement in English Language Arts/Reading*** with Accelerated Student Progress Overall in ELA/Reading of 40%, Grade 3 Mastering Grade level in Reading at 63% and Grade 4 Mastering Grade Level in Reading at 55%.

Mathews earned a ***Distinction Designation in Comparative Academic Growth*** to Like Campuses across the state in the top quartile for Academic Growth with a Scaled Score of 92% (Range 90-94).

Mathews earned Distinction Designation in Comparative Closing the Gaps to Like Campuses across the state in the top quartile for Academic Growth with a Scaled Score of 100%.

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** The percentage of students meeting Grade Level Standard or Above in reading is 83%. Gaps exist between the performance of economically disadvantaged students (51%) and non-economically disadvantaged students (85%) **Root Cause:** We do not have the strategic processes and procedures in place to target specific intervention to promote maximum student growth.

**Problem Statement 2:** The percentage of grade 4 students meeting Masters Grade Level in Writing STAAR is 30%. **Root Cause:** We do not have the strategic processes and procedures in place to support across the grade level intervention and enrichment with fidelity to maximize student learning.

**Problem Statement 3:** The percentage of grade 5 students meeting Masters Grade Level in Reading STAAR is 62%. **Root Cause:** We do not have the strategic processes and procedures in place to support across the grade level intervention and enrichment with fidelity to maximize student learning.

# School Processes & Programs

## School Processes & Programs Strengths

Classrooms are self-contained for Grades K-4.

Collaborative Planning is promoted, developed, and maximized with fidelity weekly. Monday, Tuesday, and Thursday in the designated Planning Room with the Principal, Instructional Specialist, and Assistant Principal.

Our Instructional Leadership team (Principal, Assistant Principal, Instructional Specialist, Grade Level Team Leaders, and Special Educational Team Leader attended the Collaborative Planning Professional Development as well as the Assessment Professional Development in July, 2019.

Utilizing district Academic Support for the Collaborative Planning initiative coupled with Data Analysis to maximize targeted intervention and enrichment will maximize professional development and understanding for our staff as well as enhance the quality of instruction and student learning in the classroom in each grade level.

## 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:** We will address the responsiveness to students, social, emotional, and physical needs by ensuring that there are structures and systems in place to promote student well being. We will address the need for effective data analysis by ensuring that there are adequate structures and systems in place for appropriate assessment analysis and instructional responses. We will address the need for effective planning by ensuring that there are adequate structures, systems, and resources in place to implement and enhance planning and instruction with fidelity across each grade level.

**Problem Statement 2:** We lack the structure and systems to promote a network of collaboration to strategically identify students individual needs to target specific intervention and enrichment for each student's individual growth. **Root Cause:** We have not established structures and systems of collaboration to promote differentiation and targeted intervention to meet the individual needs of our students with fidelity.

# Perceptions

## Perceptions Strengths

Our school culture is founded in the socio-emotional well-being of our students and our staff. We strive for students to develop a healthy self-concept as well as empathy, appreciation, and respect for one another as well as for our teachers and staff. Our daily morning circle times provides the springboard for building a supportive learning environment in our school.

# Priority Problem Statements

**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 1:** We will address the responsiveness to students, social, emotional, and physical needs by ensuring that there are structures and systems in place to promote student well being. We will address the need for effective data analysis by ensuring that there are adequate structures and systems i place for appropriate assessment analysis and instructional responses. We will address the need for effective planning by ensuring that there are adequate structures, systems, and resources in place to implement and enhance planning and instruction with fidelity across each grade level.

**Problem Statement 1 Areas:** School Processes & Programs

**Problem Statement 2:** We lack the structure and systems to promote a network of collaboration to strategically identify students individual needs to target specific intervention and enrichment for each student's individual growth.

**Root Cause 2:** We have not established structures and systems of collaboration to promote differentiation and targeted intervention to meet the individual needs of our students with fidelity.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** The percentage of students meeting Grade Level Standard or Above in reading is 83%. Gaps exist between the performance of economically disadvantaged students (51%) and non-economically disadvantaged students (85%)

**Root Cause 3:** We do not have the strategic processes and procedures in place to target specific intervention to promote maximum student growth.

**Problem Statement 3 Areas:** Student Academic Achievement

**Problem Statement 4:** The percentage of grade 4 students meeting Masters Grade Level in Writing STAAR is 30%.

**Root Cause 4:** We do not have the strategic processes and procedures in place to support across the grade level intervention and enrichment with fidelity to maximize student learning.

**Problem Statement 4 Areas:** Student Academic Achievement

**Problem Statement 5:** The percentage of grade 5 students meeting Masters Grade Level in Reading STAAR is 62%.

**Root Cause 5:** We do not have the strategic processes and procedures in place to support across the grade level intervention and enrichment with fidelity to maximize student learning.

**Problem Statement 5 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
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic math assessment data
- Running Records results
- 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
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

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

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

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

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Study of best practices
- Action research results

# 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:** Increase student learning ELA Writing as evidenced by an increase in students' performing at the Meets and Masters on 2020 STAAR Writing.

**Evaluation Data Source(s) 1:** STAAR Performance. Increase in Growth and Achieving Quartile 1 in number of students meeting Masters.

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Continue with objective. Review resources to measure student growth as deemed appropriate given Covid 19's impact on the 2020-2021 school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) We have establish and will sustain the structure and system to promote a network of collaborative planning to maximize student instruction in order to increase academic and intellectual growth. The Instructional Leadership Team will participate in grade level planning Monday, Tuesday, and Thursday.	Principal, Assistant Principal, Instructional Specialist, Team Leaders	Utilizing HRS to create collaborative planning through a professional learning community will provide consistent, engaging, and challenging instruction for all students to maximize student growth.			
<b>Problem Statements:</b> Student Academic Achievement 2					
2) Each Grade Level PLC through data analysis will create SMART Goals to target specific intervention and enrichment to promote student mastery and growth.	Instructional Team Team Leader Grade Level PLC	Grade Level SMART Goals will increase student intellectual and academic performance by targeting specific areas of instruction to maximize student growth. SMART goals will be based on prior year's data as well as ongoing informal and formal assessments. Grouping and instruction will be fluid based on students progress and ongoing needs.			
<b>Problem Statements:</b> Student Academic Achievement 2					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
	<div><div>100%</div><div>= Accomplished</div></div>	<div><div>0%</div><div>= No Progress</div></div>	<div><div></div><div>= Discontinue</div></div>		

### Performance Objective 1 Problem Statements:

Student Academic Achievement
<b>Problem Statement 2:</b> The percentage of grade 4 students meeting Masters Grade Level in Writing STAAR is 30%. <b>Root Cause 2:</b> We do not have the strategic processes and procedures in place to support across the grade level intervention and enrichment with fidelity to maximize student 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:** Increase student learning in ELA Reading as evidenced by an increase in students' performing Meets and Mastery for all children while closing the performance gap between economically disadvantaged students and non-economically disadvantaged students on the 2020 STAAR Reading.

**Evaluation Data Source(s) 2:** STAAR Performance Results  
MAP Growth Data Analysis

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

**Next Year's Recommendation 2:** Continue with objective. Review resources to measure student growth as deemed appropriate given Covid 19's impact on the 2020-2021 school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) We have established and will sustain the structure and system to promote a network of collaborative planning to maximize student instruction in order to increase academic and intellectual growth. The Instructional Leadership Team will participate in grade level planning Monday, Tuesday, and Thursday.	Principal, Assistant Principal, Instructional Specialist, Team Leader	Utilizing HRS to create collaborative planning through a professional learning community will provide consistent, engaging, and challenging instruction for all students to maximize student growth.			
<b>Problem Statements:</b> Student Academic Achievement 1					
2) Each Grade Level PLC through data analysis will create SMART Goals to target specific intervention and enrichment to promote student mastery and growth.	Instructional Team Team Leader Grade Level PLC	Grade Level SMART Goals will increase student intellectual and academic performance by targeting specific areas of instruction to maximize student growth. SMART goals will be based on prior year's data as well as ongoing informal and formal assessments. Grouping and instruction will be fluid based on students progress and ongoing needs.			
<b>Problem Statements:</b> Student Academic Achievement 1					
 = Accomplished  = No Progress  = Discontinue					

**Performance Objective 2 Problem Statements:**

### Student Academic Achievement

**Problem Statement 1:** The percentage of students meeting Grade Level Standard or Above in reading is 83%. Gaps exist between the performance of economically disadvantaged students (51%) and non-economically disadvantaged students (85%) **Root Cause 1:** We do not have the strategic processes and procedures in place to target specific intervention to promote maximum student growth.








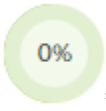

**Goal 1: Learning and Teaching:** All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

**Performance Objective 3:** Increase student learning in ELA Reading as evidenced by the increase in student Mastery on the 2020 STAAR Reading.

**Evaluation Data Source(s) 3:** STAAR Performance Results: Mastery and Growth.

**Summative Evaluation 3:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 3:** Continue with objective. Review resources to measure student growth as deemed appropriate given Covid 19's impact on the 2020-2021 school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) We have establish and will sustain the structure and system to promote a network of collaborative planning to maximize student instruction in order to increase academic and intellectual growth. The Instructional Leadership Team will participate in grade level planning Monday, Tuesday, and Thursday.	Principal, Assistant Principal, Instructional Specialist, Team Leaders	Utilizing HRS to create collaborative planning through a professional learning community will provide consistent, engaging, and challenging instruction for all students to maximize student growth.			
<b>Problem Statements:</b> Student Academic Achievement 3					
2) Each Grade Level PLC through data analysis will create SMART Goals to target specific intervention and enrichment to promote student mastery and growth.	Instructional Team Team Leader Grade Level PLC	Grade Level SMART Goals will increase student intellectual and academic performance by targeting specific areas of instruction to maximize student growth. SMART goals will be based on prior year's data as well as ongoing informal and formal assessments. Grouping and instruction will be fluid based on students progress and ongoing needs.			
<b>Problem Statements:</b> Student Academic Achievement 3					
 = Accomplished  = No Progress  = Discontinue					

**Performance Objective 3 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 3:</b> The percentage of grade 5 students meeting Masters Grade Level in Reading STAAR is 62%. <b>Root Cause 3:</b> We do not have the strategic processes and procedures in place to support across the grade level intervention and enrichment with fidelity to maximize student learning.

**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.

**Performance Objective 1:** We will establish and sustain the structure and systems to promote a network of collaborative teams to maximize student instruction in order to increase academic and intellectual growth.










**Evaluation Data Source(s) 1:** STAAR Performance and Growth

MAP Growth Performance

Reading Inventory Growth

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Continue with objective. Review resources to measure student growth as deemed appropriate given Covid 19's impact on the 2020-2021 school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) We have establish and will sustain the structure and system to promote a network of collaborative planning to maximize student instruction in order to increase academic and intellectual growth. The Instructional Leadership Team will participate in grade level planning Monday, Tuesday, and Thursday.	Principal, Assistant Principal, Instructional Specialist, Team Leaders	Utilizing HRS to create collaborative planning through a professional learning community will provide consistent, engaging, and challenging instruction for all students to maximize student growth.			
<b>Problem Statements:</b> Student Academic Achievement 1 - School Processes & Programs 1, 2					
2) Each Grade Level PLC through data analysis will create SMART Goals to target specific intervention and enrichment to promote student mastery and growth.	Instructional Team Team Leader Grade Level PLC	Grade Level SMART Goals will increase student intellectual and academic performance by targeting specific areas of instruction to maximize student growth. SMART goals will be based on prior year's data as well as ongoing informal and formal assessments. Grouping and instruction will be fluid based on students progress and ongoing needs.			
<b>Problem Statements:</b> Student Academic Achievement 1 - School Processes & Programs 1, 2					
 = Accomplished  = No Progress  = Discontinue					

### Performance Objective 1 Problem Statements:

### Student Academic Achievement

**Problem Statement 1:** The percentage of students meeting Grade Level Standard or Above in reading is 83%. Gaps exist between the performance of economically disadvantaged students (51%) and non-economically disadvantaged students (85%) **Root Cause 1:** We do not have the strategic processes and procedures in place to target specific intervention to promote maximum student growth.

### School Processes & Programs

**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 1:** We will address the responsiveness to students, social, emotional, and physical needs by ensuring that there are structures and systems in place to promote student well being. We will address the need for effective data analysis by ensuring that there are adequate structures and systems i place for appropriate assessment analysis and instructional responses. We will address the need for effective planning by ensuring that there are adequate structures, systems, and resources in place to implement and enhance planning and instruction with fidelity across each grade level.

**Problem Statement 2:** We lack the structure and systems to promote a network of collaboration to strategically identify students individual needs to target specific intervention and enrichment for each student's individual growth. **Root Cause 2:** We have not established structures and systems of collaboration to promote differentiation and targeted intervention to meet the individual needs of our students with fidelity.







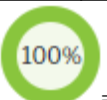


**Goal 5: Strategic Resource Management:** As good stewards, we will strategically and equitably manage our resources to meet identified student needs and align resource allocation with district goals.

**Performance Objective 2:** We will establish and sustain the structure and systems to promote a network of collaboration to strategically identify and support students individual needs to target specific intervention and enrichment in order to maximize each student's individual growth.

**Evaluation Data Source(s) 2:** STAAR Performance and Growth  
MAP Growth Performance

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

**Next Year's Recommendation 2:** Continue with objective. Review resources to measure student growth as deemed appropriate given Covid 19's impact on the 2020-2021 school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) We have establish and will sustain the structure and system to promote a network of collaborative planning to maximize student instruction in order to increase academic and intellectual growth. The Instructional Leadership Team will participate in grade level planning Monday, Tuesday, and Thursday with embedded opportunity to monitor students' progress in order to provide differentiated instruction to best meet the individual needs of each student.	Principal, Assistant Principal, Instructional Specialist, Team Leaders	Utilizing HRS to create collaborative planning through a professional learning community will provide consistent, engaging, and challenging instruction for all students to maximize student growth. PLC will actively monitor and adjust differentiated instruction based on student need to maximize each student's individual growth.			
<b>Problem Statements:</b> Student Academic Achievement 1 - School Processes & Programs 1, 2					
2) Each Grade Level PLC through data analysis will create SMART Goals to target specific intervention and enrichment to promote student mastery and growth.	Instructional Team Team Leader Grade Level PLC	Grade Level SMART Goals will increase student intellectual and academic performance by targeting specific areas of instruction to maximize student growth. SMART goals will be based on prior year's data as well as ongoing informal and formal assessments. Grouping and instruction will be fluid based on students progress and ongoing needs.			
<b>Problem Statements:</b> Student Academic Achievement 1 - School Processes & Programs 1, 2					
 = Accomplished  = No Progress  = Discontinue					

**Performance Objective 2 Problem Statements:**

### Student Academic Achievement

**Problem Statement 1:** The percentage of students meeting Grade Level Standard or Above in reading is 83%. Gaps exist between the performance of economically disadvantaged students (51%) and non-economically disadvantaged students (85%) **Root Cause 1:** We do not have the strategic processes and procedures in place to target specific intervention to promote maximum student growth.

### School Processes & Programs

**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 1:** We will address the responsiveness to students, social, emotional, and physical needs by ensuring that there are structures and systems in place to promote student well being. We will address the need for effective data analysis by ensuring that there are adequate structures and systems i place for appropriate assessment analysis and instructional responses. We will address the need for effective planning by ensuring that there are adequate structures, systems, and resources in place to implement and enhance planning and instruction with fidelity across each grade level.

**Problem Statement 2:** We lack the structure and systems to promote a network of collaboration to strategically identify students individual needs to target specific intervention and enrichment for each student's individual growth. **Root Cause 2:** We have not established structures and systems of collaboration to promote differentiation and targeted intervention to meet the individual needs of our students with fidelity.

# Site-Based Advisory Committee

Committee Role	Name	Position
Classroom Teacher	Melanie Willett	TL Grade 5
Classroom Teacher	Kristin Woodard	TL Grade 2
Special Education Teacher	Courtney Hayden	SpEd TL
PACE Teacher	Deanna Lowenthal	PACE
Classroom Teacher	Deborah Shelton	TL Kindergarten
Instructional Specialist	Amy Hightower	Instructional Specialist
Administrator	Ryan Steele	Principal
Administrator	Patricia Powell	Campus Professional, Non-teaching
Counselor	Lauren Toler	Counselor
District-level Professional	Mary Swinton	Coordinator, Curriculum & Instruction
Community Representative	Emery Courtney	Librarian, Plano
Community Representative	Helen Greer	Community Representative
Parent	Elisa Klein	PTA President
Parent	Jean Evans	Parent
Parent	Ben Glispie	Parent
Parent	Brian Johnston	Parent
Parent	Andrea Baykir	Parent
Business Representative	Andrea Klima	Owner, Bricks and Mini Figs
Business Representative	Harris Razak	Owner, iCode School

# 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>	<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><b>2. Coordinated Health Program</b>  <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	