

Plano Independent School District

Mitchell Elementary

2019-2020



Board Approval Date: October 1, 2019

Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Academic Achievement	5
School Processes & Programs	6
Perceptions	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Goals	12
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.	12
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.	18
Site-Based Improvement Committee Members	20
Addendums	21

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Summary of Strengths -

1. Attendance rate is 96.1% which is above the state
2. Diverse population
3. We keep track of who lives in our boundaries.
4. In most STAAR areas we are within the state and district range and we are proven to go up in areas we focus on 4. We are equally free/reduced vs. non
5. diverse populations
6. Within ranges for sped, GT, ELL and 504.
7. We are above state in attendance
8. Similar st/teacher ratio to district/state
9. Requiring proof of residency
10. Have an experienced staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Excessive tardies and absences are not enforced. **Root Cause:** Lack of procedures and accountability.

Problem Statement 2: Our staff is not as diverse as our student population. **Root Cause:** Need more diverse candidates.

Student Academic Achievement

Student Academic Achievement Strengths

Summary of Strengths-

1. Students at approaching and ME standard showed growth for the entire campus.
2. Showed progress with our economically disadvantaged students.
3. ELA/Reading

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Tier II and Tier III students have been effectively identified in the classrooms, but there is still a discrepancy between ELL, AA, ED, SPED student performance when compared to the overall performance and meeting growth goals as defined within Domain 2. **Root Cause:** Targeted Professional Development, Understanding State Accountability Growth Goals, and lack of real-world experiences

Problem Statement 2: Analyze all data sources, including STAAR, MAP, Running Records, to assess strengths and weaknesses of instruction. **Root Cause:** Inconsistency utilizing data, creating student mastery exit tickets within collaborative planning,

Problem Statement 3: Target instruction by using Edugence to look closely at strands, low and high areas, and missed questions. **Root Cause:** Teachers require training to learn how to analyze and use data during collaborative planning sessions.

School Processes & Programs

School Processes & Programs Strengths

- 1) Grade level teams are empowered to collaborate and implement plans and procedures for their classrooms that create positive and successful student outcomes.
- 2) Morning meetings are implemented daily in every classroom.
- 3) Safety and emergency procedures are clear and responsive.
- 4) Campus implements a diverse range of extra-curricular activities, events, and resources designed to engage families and meet student needs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The collaborative teams/grade level teams are operating at varying levels of autonomy when utilizing the district instructional model and framework to plan and deliver instruction in an effort to become a high reliability school. **Root Cause:** We will address: being consistent with the use of academic language through effective instructional strategies to maximizing opportunities to extend or intervene based on where students are.

Problem Statement 2: Need increased input from teachers, parents, and community regarding optimal programs and processes. **Root Cause:** Communication and collaboration between school and community needs to be strengthened.

Perceptions

Perceptions Strengths

Summary of Strengths:

1. Students, staff, and parents perceive school as safe and orderly.
2. School is managed in a supportive and reflective way that benefits staff, students, and parents
3. Parents and students enjoy all the events held at Mitchell.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: In order the strengthen educational partnerships between students, teachers and parents, further training in the areas of multicultural and social emotional needs is necessary in order to establish a strong school culture.. **Root Cause:** Per staff feedback there is a need and desire to learn more about student diversity in education, SEL, and Behavior Systems as it relates to learning and achievement.

Priority Problem Statements

Problem Statement 1: Tier II and Tier III students have been effectively identified in the classrooms, but there is still a discrepancy between ELL, AA, ED, SPED student performance when compared to the overall performance and meeting growth goals as defined within Domain 2.

Root Cause 1: Targeted Professional Development, Understanding State Accountability Growth Goals, and lack of real-world experiences

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: Analyze all data sources, including STAAR, MAP, Running Records, to assess strengths and weaknesses of instruction.

Root Cause 2: Inconsistency utilizing data, creating student mastery exit tickets within collaborative planning,

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: The collaborative teams/grade level teams are operating at varying levels of autonomy when utilizing the district instructional model and framework to plan and deliver instruction in an effort to become a high reliability school.

Root Cause 3: We will address: being consistent with the use of academic language through effective instructional strategies to maximizing opportunities to extend or intervene based on where students are.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: In order the strengthen educational partnerships between students, teachers and parents, further training in the areas of multicultural and social emotional needs is necessary in order to establish a strong school culture..

Root Cause 4: Per staff feedback there is a need and desire to learn more about student diversity in education, SEL, and Behavior Systems as it relates to learning and achievement.

Problem Statement 4 Areas: Perceptions

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
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- PBMAS 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
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented 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
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- Communications data
- Capacity and resources data
- Study of best practices
- Action research results
- Other additional data

Goals

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: Align and maintain written, taught, and assessed district curriculum at all grade levels and in all subject areas.

Evaluation Data Source(s) 1: Campus will meet standard; Campus will meet or exceed performance growth goals

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Due to COVID causing school closure it will be imperative that we continue focusing on this performance objective and strategies in order to meet the individual needs of our scholars.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math 1) Teacher will plan collaboratively each week using a PLC protocol including PLC 4 questions that promotes the development of an aligned lesson objective.	2.4, 2.5, 2.6	Administrators, Instructional Leadership Team, Team Leaders	High Reliability Survey Results Campus PLC self-reflections Embedded the 4 questions into daily practices: 1. What do we expect our students to learn? 2. How will you know they are learning? 3. How will we respond when they don't learn? 4. How will we respond if they already know it?			
				Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1		
TEA Priorities Build a foundation of reading and math 2) Mitchell Elementary will create an Instructional Planning Calendar that prioritizes state standards and supports the pacing of when and how long to teach standards by leveraging PISD Curriculum Planner and Lead4ward content. The IPC development will be ongoing all year.	2.4, 2.5, 2.6	Administrators, Instructional Leadership Team, Team Leaders, Teachers	Purposeful Planning Survey Results			
				Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1		

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
TEA Priorities Build a foundation of reading and math 3) Teachers will track student growth goals after each district assessment to help determine if students are on track to meet their projected student growth goals related to the current state accountability system and MAP.	2.4, 2.5, 2.6	Mitchell Staff	Growth in MAP, STAAR, and District Assessments			
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1					
= Accomplished = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Tier II and Tier III students have been effectively identified in the classrooms, but there is still a discrepancy between ELL, AA, ED, SPED student performance when compared to the overall performance and meeting growth goals as defined within Domain 2. Root Cause 1: Targeted Professional Development, Understanding State Accountability Growth Goals, and lack of real-world experiences
School Processes & Programs
Problem Statement 1: The collaborative teams/grade level teams are operating at varying levels of autonomy when utilizing the district instructional model and framework to plan and deliver instruction in an effort to become a high reliability school. Root Cause 1: We will address: being consistent with the use of academic language through effective instructional strategies to maximizing opportunities to extend or intervene based on where students are.




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: Mitchell Elementary will increase student learning in Reading/ELA as evidenced by an increase in student performance on 2020 STAAR for All students by 2% at Approaches, 3% at Meets, and 2% at Masters. Performance for Economically Disadvantaged students performance will increase by 6% at Approaches, 4% at Meets, and 6% at Masters. In Mathematics as evidenced by an increase in student performance on 2020 STAAR for All students by 1% at Approaches, 2% at Meets, and 3% at Masters. Performance for Economically Disadvantaged students performance will increase by 2% at Approaches, 3% at Meets, and 3% at Masters.

Evaluation Data Source(s) 2: 2020 STAAR Reading/Math

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Due to COVID causing school closure it will be imperative that we continue focusing on this performance objective and strategies in order to meet the individual needs of our scholars. The 2020 STAAR was not administered this year due to closure.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>1) Teachers will receive training on a comprehensive balanced literacy approach to address the academic performance in the areas of reading and writing. The model carefully qualifies specific time blocks related to the necessary time to address model components like: Phonics, Read Aloud, Shared Reading, Mini-lessons, Small Group Instruction, Modeled Writing, Shared/Interactive Writing, Independent Writing in K-2 and 3-5 grade configurations.</p>	2.4, 2.5, 2.6	Admin, Instructional Leadership Team	Students will show growth in IRI, MAP, and STAAR.			
Problem Statements: Student Academic Achievement 1, 2						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>2) Teachers will implement a comprehensive balanced literacy approach to address the academic performance in the areas of reading and writing. The model carefully qualifies specific time blocks related to the necessary time to address model components like: Phonics, Read Aloud, Shared Reading, Mini-lessons, Small Group Instruction, Modeled Writing, Shared/Interactive Writing, Independent Writing in K-2 and 3-5 grade configurations.</p>	2.4, 2.5, 2.6	Admin, Instructional Leadership Team	Students will show growth in IRI, MAP, and STAAR.			
<p>TEA Priorities Build a foundation of reading and math</p> <p>3) Phonics Program and Touch Phonics will be implemented in K-2 classrooms based on data.</p>	2.4, 2.5, 2.6	Admin, Instructional Leadership Team, Primary Teachers	Students will show growth in IRI, MAP, and STAAR			
Problem Statements: Student Academic Achievement 2						
<p>TEA Priorities Build a foundation of reading and math</p> <p>4) Intentional problem solving strategy will be implemented and taught across the campus and specifically with second grade to ensure alignment.</p>	2.4, 2.5, 2.6	Admin, Instructional Leadership Team, Second Grade Teachers	Students will show growth in MAP and STAAR			
Problem Statements: Student Academic Achievement 2						
= Accomplished = No Progress = Discontinue						

Performance Objective 2 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: Tier II and Tier III students have been effectively identified in the classrooms, but there is still a discrepancy between ELL, AA, ED, SPED student performance when compared to the overall performance and meeting growth goals as defined within Domain 2. Root Cause 1: Targeted Professional Development, Understanding State Accountability Growth Goals, and lack of real-world experiences</p>
<p>Problem Statement 2: Analyze all data sources, including STAAR, MAP, Running Records, to assess strengths and weaknesses of instruction. Root Cause 2: Inconsistency utilizing data, creating student mastery exit tickets within collaborative planning,</p>

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

Evaluation Data Source(s) 3: 2020 STAAR and MAP Data, Evidence in Edugence of intervention goals and progress monitoring; RtI Task Force agendas and work products

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Due to COVID causing school closure we will continue to monitor subgroups to close the achievement gap and continuous improvement.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>1) Monitor and use differentiated instruction strategies to close the achievement gap with the SPED, ELL, and ED population.</p>	2.4, 2.5, 2.6	Teachers	<p>Measure the average growth of SPED/ED/ELL population using district current data.</p> <p>Elevation Monitoring</p> <p>Adult Temp to work with EL/Immigrant Students</p> <p>Measure the average growth of ELL population using district current data.</p> <p>Implement Lead4ward to focus on campus leadership.</p>			
Problem Statements: Student Academic Achievement 1						
<p>TEA Priorities Build a foundation of reading and math</p> <p>2) Monitor strategies to promote continuous improvement for GT, Dyslexic, and 504 students.</p>	2.4, 2.5, 2.6	Mitchell Staff, Dyslexia Teacher	<p>Measure the average growth of special population using district current data.</p> <p>Implement Lead4ward to focus on campus leadership.</p>			
Problem Statements: Student Academic Achievement 1						
= Accomplished = No Progress = Discontinue						

Performance Objective 3 Problem Statements:

Student Academic Achievement

Problem Statement 1: Tier II and Tier III students have been effectively identified in the classrooms, but there is still a discrepancy between ELL, AA, ED, SPED student performance when compared to the overall performance and meeting growth goals as defined within Domain 2. **Root Cause 1:** Targeted Professional Development, Understanding State Accountability Growth Goals, and lack of real-world experiences







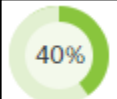
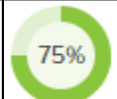
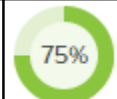



Goal 2: Life Ready: Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.

Performance Objective 1: Implement a systematic approach to develop new and existing programming for special student services to ensure quality instruction and service supports for ALL students.

Evaluation Data Source(s) 1: Discipline Data

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: We will continue to make progress to ensure quality instruction and service supports are provided for ALL students.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Administration and SEL will participate in ongoing leadership development, including real-time coaching to support teachers in classroom management and high yield strategies		SEL, Administration	100% The admin and leadership team will provide teacher with feedback and strategies.			
Problem Statements: Perceptions 1						
2) Teachers will be trained and will implement Student Management (Voice, Body, and Time) and Instructional methods and practices including Checks for Understanding, Demonstration of Learning, Monitor Aggressively [Pen in Hand, Create A Pathway, Monitor Student Work] identified in Get Better Faster by Paul Bambrick	2.4, 2.5, 2.6	Administration and Leadership Team	100% of the admin team will provide feedback to teachers which will lead to 85% or more proficiency on T-TESS.			
Problem Statements: Perceptions 1						
3) Administrators will observe all teachers in their caseload, log the walk, identify the highest leverage move, recommend upgrade and provide either real-time coaching or face to face to face feedback to teacher	2.4, 2.5, 2.6	Principal and Assistant Principal	Using the Water Fall tool during walkthroughs, 100% of teachers will receive observation and feedback.			
Problem Statements: Perceptions 1						
4) Provide ongoing PBIS/SEL professional development and supports based on implementation year.		PBIS/SEL Chairs, Mitchell Staff, Admin	Walkthrough data Decrease in discipline			
Problem Statements: Perceptions 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
5) Provide parent engagement activities and learning workshops to build and strengthen the connection between home and school.	3.1, 3.2	Administration, Parent Liaison, Counselors, SEL	Increase the amount of volunteers in the building, 50% of families will attend a family event throughout the year.			
Funding Sources: 211 Title I, Part A - 2024.00						
TEA Priorities Build a foundation of reading and math 6) Provide students skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.	2.4, 2.5, 2.6	Administrator, Team Leaders, Parent Liaison	Increase the amount of opportunities to make real world connections through field trips and programs throughout the year. Increase 1 field trip for each grade level.			
Problem Statements: Student Academic Achievement 1						
= Accomplished = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Tier II and Tier III students have been effectively identified in the classrooms, but there is still a discrepancy between ELL, AA, ED, SPED student performance when compared to the overall performance and meeting growth goals as defined within Domain 2. Root Cause 1: Targeted Professional Development, Understanding State Accountability Growth Goals, and lack of real-world experiences
Perceptions
Problem Statement 1: In order the strengthen educational partnerships between students, teachers and parents, further training in the areas of multicultural and social emotional needs is necessary in order to establish a strong school culture.. Root Cause 1: Per staff feedback there is a need and desire to learn more about student diversity in education, SEL, and Behavior Systems as it relates to learning and achievement.

Site-Based Improvement Committee Members

Committee Role	Name	Position
Administrator	Lariza Liner	Principal
Administrator	Kristin Glasscock	Assistant Principal
Classroom Teacher	Bridgett Prather	Upper Classroom Teacher
Classroom Teacher	Carla Vogel	Upper Classroom Teacher
Classroom Teacher	Whitney Garza	Primary Classroom Teacher
Non-classroom Professional	Clair Song	SEL Coach
Non-classroom Professional	Chris Martin	Title 1 Specialist
Non-classroom Professional	Anna Myatt	SPED Teacher
Non-classroom Professional	Jill Maclaughlin	ESL Teacher
Non-classroom Professional	Tangela Spencer	Counselor
Paraprofessional	Porsha Davis	Parent/Community Liaison
District-level Professional	Rayna Whetstone	District Professional
Parent	Veronica Zapata	Parent-Selected by Principal
Parent	Jeannette Ellefson	Parent-Selected by PTA
Parent	Elizabeth Isreal	Parent
Parent	Jennifer Hays	Parent
Parent	Rikki Koetter	Parent
Parent	Courtney Rai	Parent
Community Representative	Tracy Cook	Community Member
Community Representative	Bill Hoyt	Community Member
Business Representative	Lisa Divine	Business Member
Business Representative	Casey Lepley	Business Member

Addendums

CAMPUS APPENDIX
STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA’s ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

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

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>2. Coordinated Health Program</p> <p>Coordinated School Health</p> <ul style="list-style-type: none"> • K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. • K-8 Include at least one Parent on Campus Wellness Team. • K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. • K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. • K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> • 3-8 Pre and Post Assess all eligible students using fitness test components. • 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> • K-8 Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. • K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. • K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. 	<p>TEC 11.253(d) Board Policy FFA(Local)</p>	<p>Principal</p>	<p>The school will follow Board Policies: FFA and EHAA.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> • K-5 Ensure students are receiving daily unstructured play during recess. • K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> • K-8 Monitor attendance of students and follow up on prominent and chronic absences. 			
<p>3. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> • Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. • Funding source: State and Local 	ESSA	Principal	
<p>4. Parent Involvement</p> <ul style="list-style-type: none"> • Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local • Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local • Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local • Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local • Utilize social media to keep parents and community informed. Funding source: State and Local • PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local • Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local • Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA 		Principal	