

# Plano Independent School District

## Gulledge Elementary

**2019-2020**

**Accountability Rating: A**

**Distinction Designations:**

Top 25 Percent: Comparative Closing the Gaps



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

# Mission Statement

We believe that every child deserves a safe haven where love, hope, and trusting relationships support family engagement and high levels of academic excellence.

## Vision

We envision a safe and caring community wherein staff, families, and students work together to support each student's academic and personal development. High performing teams continuously serve our community and focus on improving learning by providing equity to each child. Effective and ongoing opportunities to build and enhance parents' knowledge and skills will be embedded in our school culture.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

Our school culture is tied closely to a vision of a caring community wherein staff, families, and students work together to support each student's academic and personal development. High performing teams continuously serve our community and focus on improving learning by providing equity to each child. Effective and ongoing opportunities to build and enhance parents' knowledge and skills through an interactive partnership are embedded in how we engage our community.

Gulledge's home and school connection plan focus on increasing parent participation in regular, two-way and meaningful communication involving student academic learning and school activities. The staff over-communicates so that family engagement continues to make positive and lasting impacts on student outcomes. We strive to welcome and invite each family into our community by purposefully creating a hospitable climate where each person, collaboration and communication are valued. For two years we have improved how we showcase our students' experiences digitally. Our Parent-Teacher Association (PTA) encourages outreach to families regardless of PTA membership. We partner and build inclusiveness and survey families to offer programs. Staff routinely offer Parent Education opportunities targeting identified areas of interest.

Staff professional development and teacher capacity building centers around family, school and community partnerships, building teacher instructional strengths and team collaboration. We evaluate and reflect upon the effectiveness of your efforts.

Communication efforts are also strong as we utilize the many forums provided by Plano ISD including Google Classroom. We communicate with families via multiple media: weekly enews, weekly classroom emails, communication cards, PTA Facebook, Twitter, Phone Master (phone and email), marquee, and hard copies.

Our fifth-grade students demonstrated accelerated growth compared to the district average in math, reading, and science.

Campus attendance rate is higher than district and state average. Class size is a 22:1 ratio at the beginning of the year

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The K-5 population is growing by 10% and formal training has not been provided. **Root Cause:** The campus mobility is increasing quicker than we can train staff to navigate.

# Student Academic Achievement

## Student Academic Achievement Strengths

Top 25 Percent: Comparative Closing the Gaps Target = Closing the Gaps Scaled Scores of 100

Top 30 Percent: Comparative Academic Growth Target = Academic Growth Scaled Score of 92 and we scored 90

Quintile 2 in 5th grade Science, Reading and Math; Math accelerated student progress in math; and 4th-grade Writing

Quintile 1 in 3rd grade Math

Item analysis on STAAR shows our third-grade students achieved higher than the district in reading and not in math;

Item analysis on STAAR 4th grade reading above district for two years as well as in math and the majority of the writing student expectations.

Item analysis on STAAR 5th grade math and science indicates above district.

ESL - % approaches higher than the district, % meets in reading and masters increasing as students move from third to fourth and fifth. Our monitored 1 and 2 continue to show growth.

SpEd - 3rd above district in approaches, meets and masters, 4th similar to district and 5th above or the same.

Gifted - data increasing or maintaining over time

Analysis of standards, small group instruction, the PLC process, RTI documentation, and writing in all subjects are strengths.

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** The collaborative teams are operating at varying levels of autonomy compared to the Collaborative Team Framework. **Root Cause:** School-wide training on the Professional Learning Community processes, as well as consistent planning protocols are needed for collaborative teams to function at optimal levels.

**Problem Statement 2:** In grades 3-5 ESL reading scores are significantly below non ESL scores as evidenced on the 2018 STAAR assessment. 3rd ESL Campus Meets 30% and general education 70% and District 37%; Masters 15% and general education 53% and District 21% and Meets 70%; 4th ESL

Meets 25% and general education 65% and District 31% and Masters 0% and general education 42% and District 15%; **Root Cause:** Inconsistent effective reading instructional practices such as guided reading .

# School Processes & Programs

## School Processes & Programs Strengths

School culture and climate build and maintained as safe and positive through our Family Engagement plan. Recruiting and retaining quality staff that mirrors our student demographics. Our clear and consistent PBIS behavioral foundation including Love and Logic and restorative practices like SEL provide structures for three school-wide expectations. This provides a basis for students to own their thinking and meet high expectations since the building has strong management procedures.

We focus on all students and our staff consistently demonstrates dedication to growing as professionals for the good of public school education and outcomes. PLC structures like norms, expectations, common planning and assessing of students focused on four instructional questions promotes collaboration. We also have improved efforts to support staff morale as well as structures to promote quality time as teams for lesson planning.

Staff opinions and feedback are gathered as we program and direct our campus transformation. We have adaptive leadership systems in place to promote staff engaging with one another in multiple ways to build alignment and trust.

Our mission, vision, and shared expectations have led to shared values for how we interact with all stakeholders.

Technological resources are utilized in multiple content areas. We have a focused intentional use of technology through professional development and observations.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** At the campus, there are inconsistent and varied uses of instructional strategies in reading and language arts. **Root Cause:** Staff responsiveness to student needs lacks consistent structures to support reflection upon student work and assessment data to address how to intervene.

**Problem Statement 2:** Gullidge enrollment continues to increase in K-5, and the surveys revealed that teachers feel the staff to student ratio inadequately creates unsafe transitions and large group safety settings. **Root Cause:** There is a discrepancy in the staff's ability to design and implement research-based best practice including small group, structure, and professionalism in all professional roles.

**Problem Statement 3:** At the campus, there are inconsistent and varied uses of instructional strategies in reading and language arts. **Root Cause:** Predominate instructional practices throughout the school are not known and monitored to the degree necessary.

# Perceptions

## Perceptions Strengths

Strengths identified include:

Professional Learning Communities working as Collaborative teams: CMIT/504 Committees, Learning Teams like SEL and PBIS, Grade level teams, SBIC, and Student PTA.

Teams are still learning to use the four questions that drive collaborative teams and principals are learning to design a schedule to promote feedback; all are learning how to use student assessment data and teacher input to understand every student's areas of growth and need.

Safe and collaborative culture

Monitoring the effectiveness of our practices with stakeholder feedback

School-wide alignment and systematic approaches to how we do business

All decisions based on what is best for students

Family engagement

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Increasing the number of students meeting and mastering **Root Cause:** Training, use of collaborative teams focused on the four questions and student assessment data as well as reflective data about student response to instruction

# Priority Problem Statements

**Problem Statement 1:** At the campus, there are inconsistent and varied uses of instructional strategies in reading and language arts.

**Root Cause 1:** Staff responsiveness to student needs lacks consistent structures to support reflection upon student work and assessment data to address how to intervene.

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

**Problem Statement 2:** The collaborative teams are operating at varying levels of autonomy compared to the Collaborative Team Framework.

**Root Cause 2:** School-wide training on the Professional Learning Community processes, as well as consistent planning protocols are needed for collaborative teams to function at optimal levels.

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

**Problem Statement 3:** In grades 3-5 ESL reading scores are significantly below non ESL scores as evidenced on the 2018 STAAR assessment. 3rd ESL Campus Meets 30% and general education 70% and District 37%; Masters 15% and general education 53% and District 21% and Meets 70%; 4th ESL Meets 25% and general education 65% and District 31% and Masters 0% and general education 42% and District 15%;

**Root Cause 3:** Inconsistent effective reading instructional practices such as guided reading .

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

**Problem Statement 4:** At the campus, there are inconsistent and varied uses of instructional strategies in reading and language arts.

**Root Cause 4:** Predominate instructional practices throughout the school are not known and monitored to the degree necessary.

**Problem Statement 4 Areas:** School Processes & Programs

# 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

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- 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
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

## 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
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data
- Equity data

### **Parent/Community Data**

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

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

Revised/Approved: August 28, 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:** Our campus will improve all student performance in reading so that on the 3rd through 5th-grade state assessment the percentage of students performing at the Meets Grade Level Standard increases by 10% and students performing at the Masters Grade Level Standard increase or is maintained.

**Evaluation Data Source(s) 1:** The comprehensive assessment process included disaggregating MAP, TPRI, STAAR relative performance, team and teacher item analysis, PES, Marzano HRS Indicator 4.1, TELPAS, and formative teacher assessments to consider trend data for two years.

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

**Next Year's Recommendation 1:** Due to the COVID19 school closure and remote learning, we will reevaluate after reviewing all applicable data to determine how to incorporate this Performance Objective into the 2020-2021 CIP plan.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
<p>1) Staff Professional Development to onboard and foster research-based effective reading instruction. This includes learning about the newly adopted reading components: curriculum, assessments, guided reading planning tools, and balanced literacy components.</p> <p>Training will be routinely provided during the year to support teacher efficacy and student response to instruction. (August 5-6, 2019) (September 25, 2019)</p>	Leadership Team	<p>-Instructional staff will increase the use of quality data to drive fluid student grouping and instruction including other teachers on the team and instructional specialists</p> <p>-Team conversations to design instructional groups and lessons based on Reading Records, MAP, Plano Literacy, CogAT, and grade level common assessments</p> <p>-K-5 Guided reading plans will target differentiated responses to student learning and include balanced literacy components for daily Language Arts block of instruction including time segments, student grouping, templates, and data monitoring</p> <p>-Staff will create a book inventory system to provide student access to books used between home and school</p> <p>-Staff will develop an assessment schedule aligned with the EAS team planner recommendations and student response to instruction</p>			
<b>Problem Statements:</b> School Processes & Programs 1					
<p>2) Campus Meeting Schedule and structure and ongoing training for prioritizing time as teams to disaggregate all student data and track growth in response to instruction.</p>	Campus Administrators	<p>-All teaching staff and principals meet quarterly with members from the Assessment and Accountability to build fluidity in data analysis</p> <p>-All teaching staff will routinely disaggregate data and determine instructional groupings documented by RTI data updates and tracking (Launched on August 13-15, 2019)</p> <p>-Instructional support staff including PACE, ESL, IS, Specialists, and principals will interface with each grade level to plan how teachers respond to student need based on data results</p> <p>-All teachers will plan differentiated reading and writing lessons including small group instruction targeting student response to instruction</p> <p>-Formative and summative assessment notes will indicate all student progress over time</p> <p>-Class index data dig cards and team flexible grouping</p>			
<b>Problem Statements:</b> School Processes & Programs 1					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
<p>3) TEK language functions will be deliberately planned and monitored for student learning in response to effective teaching.</p> <p>A Master Schedule for ensuring focused conversation about student outcomes and planning teacher response to student learning: Collaborative Team Meetings, quarterly K-5 and specialist student discussions, Extended Planning, Principal and Team meetings. (Staff training on August 8 and 20, 2019)</p>	Campus Administrators and Instructional Specialist	<ul style="list-style-type: none"> <li>- Provisions of inquiry-based, literacy-integrated instruction in classrooms to provide all students accessibiliy to reading</li> <li>-A unified plan for monitoring student performance prior to entering into RTI and referencing each student's data profile in Edugence to plan instruction</li> <li>-Teachers focusing their conversation about effective instruction in response to student learning</li> <li>-Building aligned protocols including CMIT progress denoting progress through RTI log</li> <li>-Parent, student and community volunteers support students with reading promoting family engagement and trusting relationships</li> <li>-Lesson Plans showcasing utilization of listening, speaking, and writing rubrics for language development checkpoints</li> </ul>			
<b>Problem Statements:</b> Student Academic Achievement 2					
<p>4) Differentiated reading group design and instructional small group teaching based on student response to instruction will result from professional development focused on learner needs including gifted, ESL, behavior, reading comprehension, and collaborative assessments</p> <p>(November 6, 2019, ESL Professional Development with Vanessa Skinner from the Multi-lingual Department)</p>		<ul style="list-style-type: none"> <li>-Communications between home/school denoting Academic Parent Teacher Team sessions (result from SBIC August 28, 2019)</li> <li>-Effective teaching based upon high-yielding language development instruction</li> <li>-Rtl updates for all subjects including academic, social skill, or behavior when impeding progress</li> </ul>			
<b>Problem Statements:</b> School Processes & Programs 1					
= Accomplished     = No Progress     = Discontinue					

**Performance Objective 1 Problem Statements:**

### Student Academic Achievement

**Problem Statement 2:** In grades 3-5 ESL reading scores are significantly below non ESL scores as evidenced on the 2018 STAAR assessment. 3rd ESL Campus Meets 30% and general education 70% and District 37%; Masters 15% and general education 53% and District 21% and Meets 70%; 4th ESL Meets 25% and general education 65% and District 31% and Masters 0% and general education 42% and District 15%; **Root Cause 2:** Inconsistent effective reading instructional practices such as guided reading .

### School Processes & Programs

**Problem Statement 1:** At the campus, there are inconsistent and varied uses of instructional strategies in reading and language arts. **Root Cause 1:** Staff responsiveness to student needs lacks consistent structures to support reflection upon student work and assessment data to address how to intervene.

**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:** Our campus will continue to transform the PLC process to ensure that effective high-quality initial instruction is collaboratively planned and implemented in every classroom.

**Evaluation Data Source(s) 2:** STAAR Gap Analysis, state and district assessments, surveys and feedback, district curriculum planner, 2018-2019 professional development, and master schedule.

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

**Next Year's Recommendation 2:** Due to the COVID19 school closure and remote learning, we will reevaluate after reviewing all applicable data to determine how to incorporate this Performance Objective into the 2020-2021 CIP plan.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Professional development and systems to establish grade level and core subject level PLC and collaborative teams including: -Purpose, time, place, and procedures -planning protocol norms -Collaborative Framework providing clarity on the questions that should drive instruction -Instructional Model year-one -Schedule rotation for administrative team, instructional specialists to meet weekly to plan for learning and to provide feedback to teams -Common formative assessment 2/17/2020	Administrators	-Teams will operate from an Instructional Expectation chart which by the year-end will result in a whole school Gullede Instructional Expectations denoting daily, frequently and never behaviors monitored and supported through year  -Routine practice of teams utilizing the instructional collaborative framework to focus effort on higher levels of student achievement which show progress in small group lesson plans and data assessing student progress.  -Administrative and Instructional Support daily lesson plans and notes from meetings denoting meeting attendance and outcomes in grade level PLC subfolders  -Alignment of formative and summative assessments by teams and across grade levels K-2 and 3-5 evidenced by two common assessments during second semester  -Various survey data supporting a positive perception of our school community	 35%	 85%	 85%
<b>Problem Statements:</b> Student Academic Achievement 1					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
2) Instructional staff will increase the use of quality data to drive fluid student grouping and instruction	Administrators and team leaders	<ul style="list-style-type: none"> <li>-Teams will align instructional strategies to meet student need such as slide deck flow of daily lessons, determination of who is in which group and the instructional technique used to target the TEK</li> <li>-Lesson plans will include targeted instruction differentiated for small groups</li> <li>-Second semester - common assessments</li> </ul>			
			<b>Problem Statements:</b> School Processes & Programs 1		
3) All teams will use the Collaborative Team Framework to guide team discussions weekly	Administrators and Instructional Specialist	<ul style="list-style-type: none"> <li>-All campus teams will fluidly implement the questions embedded in the Framework to guide discussions</li> <li>-All staff will increase their teaching effectiveness by planning instructional strategies discussed as a team</li> <li>-All student progress to instruction, intervention, and enrichment</li> <li>-Alignment of formative and summative assessments by team and across grade levels K-2 and 3-5</li> <li>-Discussion between administration, instructional support and teaching staff to reflect on instructional practices and refine intermittent team work leading to an Instructional Model chart capturing Instruction/Learning Environment to guide common language of school-wide instructional practices</li> </ul>			
			<b>Problem Statements:</b> Student Academic Achievement 1		
4) Develop, implement, and attain staff feedback on six week check points.	Principal and Assistant Principal	<ul style="list-style-type: none"> <li>Alignment of formative and summative assessments by team and across grade levels K-2 and 3-5</li> <li>Discussion between administration, instructional support and teaching staff to reflect on instructional practices and refine intermittent team work</li> <li>Evidence of student growth</li> <li>Year-one Gullede Instructional Model chart capturing Instruction/Learning Environment to guide common language of school-wide instructional practices</li> </ul>			
			<b>Problem Statements:</b> School Processes & Programs 1		

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June

**Performance Objective 2 Problem Statements:**

<b>Student Academic Achievement</b>
<p><b>Problem Statement 1:</b> The collaborative teams are operating at varying levels of autonomy compared to the Collaborative Team Framework. <b>Root Cause 1:</b> School-wide training on the Professional Learning Community processes, as well as consistent planning protocols are needed for collaborative teams to function at optimal levels.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> At the campus, there are inconsistent and varied uses of instructional strategies in reading and language arts. <b>Root Cause 1:</b> Staff responsiveness to student needs lacks consistent structures to support reflection upon student work and assessment data to address how to intervene.</p>

**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.**

# Campus Planning and Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Denise Bleggi	Principal
Administrator	Patricia Hempstead	Assistant Principal
Paraprofessional	Mamie Blasik	CTA
Community Representative	Doug Kent	Community Member
Community Representative	Eugene Bynum	Community Member
District-level Professional	Rachel Beachy	PISD Curriculum Management Coordinator
Non-classroom Professional	Angela Asel	Counselor
Classroom Teacher	Christy Slagle	Instructional Specialist
Classroom Teacher	Doris Ratenski	ESL Specialist
Classroom Teacher	Erica White	PACE Specialist
Classroom Teacher	Anna Craig	Kindergarten Team Leader
Classroom Teacher	Becky Dwyer	1st grade Team Leader
Classroom Teacher	Sandra Cooper	2nd grade Team Leader
Classroom Teacher	April Nichols	3rd grade Team Leader
Classroom Teacher	Anna DiNucci	4th grade Team Leader
Classroom Teacher	Buffy Bynum	5th grade Team Leader
Classroom Teacher	Dustin Dale	PE Teacher
Parent	Christopher Taylor	Parent
Parent	Pamela Royal	Parent
Parent	Saloni Goel	Parent
Parent	Divya Nagarajan	Parent
Parent	Abinyaya Ashokkumar	Parent

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Parent	Beth Noon	PTA President
Business Representative	Greg Kester	Business Representative
Classroom Teacher	Rania Ghazzawi	Classroom Teacher
Business Representative	Mischele McEntire	Business Representative

# Addendums

**CAMPUS APPENDIX**  
**STATE MANDATES IMPLEMENTATION REFERENCE**

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

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p><b>1. Bullying</b></p> <p><b>Staff Prevention</b></p> <ul style="list-style-type: none"> <li>• Identify high risk areas</li> <li>• Monitor high risk areas</li> <li>• Follow campus rules/expectations</li> </ul> <p><b>Staff Education</b></p> <ul style="list-style-type: none"> <li>• Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking</li> <li>• Review referral process</li> </ul> <p><b>Staff Intervention</b></p> <ul style="list-style-type: none"> <li>• Establish recommended intervention strategies for classroom/campus</li> <li>• Implement campus referral plan</li> <li>• Utilize Discipline Management strategies</li> </ul> <p><b>Student Prevention</b></p> <ul style="list-style-type: none"> <li>• Clearly state student expectations/campus rules/citizenship</li> <li>• Monitor high risk areas</li> </ul> <p><b>Student Education</b></p> <ul style="list-style-type: none"> <li>• Explain referral process/contacts</li> <li>• Anonymous Tip Line</li> </ul> <p><b>Student Intervention</b></p> <ul style="list-style-type: none"> <li>• Apply classroom interventions</li> <li>• Employ discipline interventions</li> <li>• Use other intervention strategies as necessary/appropriate</li> <li>• Conference with parents/students</li> </ul>	<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></p> <p><b>Coordinated School Health</b></p> <ul style="list-style-type: none"> <li>• K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.</li> <li>• K-8 Include at least one Parent on Campus Wellness Team.</li> <li>• K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom.</li> <li>• K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.</li> <li>• K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>• 3-8 Pre and Post Assess all eligible students using fitness test components.</li> <li>• 4<sup>th</sup> and 7<sup>th</sup> Ensure all data for 3<sup>rd</sup> - 8<sup>th</sup> grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team.</li> </ul> <p><b>Physical Activity Requirements</b></p> <ul style="list-style-type: none"> <li>• K-8 Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period.</li> <li>• K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors.</li> <li>• K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time.</li> </ul>	<p>TEC 11.253(d) Board Policy FFA(Local)</p>	<p>Principal</p>	<p>The school will follow Board Policies: FFA and EHAA.</p>

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