

Plano Independent School District

Mccall Elementary

2019-2020

Accountability Rating: B

Distinction Designations:
Academic Achievement in Mathematics



Board Approval Date: October 1, 2019

Mission Statement

The McCall community works as a team to develop the mind, heart and character of each child.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	6
School Processes & Programs	7
Perceptions	9
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	14
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.	14
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.	19
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.	20
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.	21
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.	22
Site-Based Advisory Committee	23
Addendums	24

Comprehensive Needs Assessment

Demographics

Demographics Strengths

The campus has continuously developed with its implementation of strategies for its diverse student populations and has maintained high attendance with low mobility rates.

- Notification before leaving on long trips (between parents and teachers)
- Parents desire to catch up their students to make up for the time they were gone
- Benefits of worldly experiences for the students (celebrate heritage and culture of their family)
- High attendance across all grade levels
- ESL strategies
- Low mobility rate

Problem Statements Identifying Demographics Needs

Problem Statement 1: The English Learners Academic Growth Standard (63) is below the ELA/Reading Target (64) as well as the percentage of LEP students meeting the Approaches, Meets, and Masters Grade level standard is below the district in the following groups ... Grade 3: Math 73/48/10 District 81/48/25 Grade 3: Reading 77/20/17 District 72/35/20 Grade 4: Math 50/33/25 District 67/42/25 Grade 4: Reading 50/13/4 District 63/28/12 Grade 4: Writing 38/17/0 District 54/20/4 Grade 5: Math 79/43/21 District 79/49/29 Grade 5: Reading 36/7/0 District 63/31/14 **Root Cause:** There is a need to address ineffective instructional strategies by analyzing prior year student performance using STAAR, language development using TELPAS and PES Growth Rosters to identify instructional strategies that were effective and those that were not. There is a need to institute assessments that will focus on providing instructional data in support of the second language learner population and language development. There is a need to address ineffective instructional writing strategies and support the writing to learn principles to assist our campus in language development and STAAR achievement.

Problem Statement 2: With the campus consisting of over 25% English Language Learners and 35% Economically Disadvantaged, the campus needs to incorporate systems for enhancing communication between collaborative teams based on what has been successful for each student through campus and district resources.

Student Academic Achievement

Student Academic Achievement Strengths

The students have made growth in STAAR, TELPAS, and the upper grades have had growth in MAP. Along with this, the second language learners have made growth with TELPAS.

- MAP reading scores were stronger for first and second grade compared to previous years and the upper grades MAP math scores increased.
- Through consistent practice with listening and speaking throughout the year there was growth in TELPAS scores.
- Increasing Proficiency levels for ELL's in TELPAS
- Student's in the fifth Quintile are showing growth

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The English Learners Academic Growth Standard (63) is below the ELA/Reading Target (64) as well as the percentage of LEP students meeting the Approaches, Meets, and Masters Grade level standard is below the district in the following groups ... Grade 3: Math 73/48/10 District 81/48/25 Grade 3: Reading 77/20/17 District 72/35/20 Grade 4: Math 50/33/25 District 67/42/25 Grade 4: Reading 50/13/4 District 63/28/12 Grade 4: Writing 38/17/0 District 54/20/4 Grade 5: Math 79/43/21 District 79/49/29 Grade 5: Reading 36/7/0 District 63/31/14 **Root Cause:** There is a need to address ineffective Instructional strategies by analyzing prior year student performance using STAAR, language development using TELPAS and PES Growth Rosters to identify instructional strategies that were effective and those that were not. There is a need to institute assessments that will focus on providing instructional data in support of the second language learner population and language development. There is a need to address ineffective Instructional writing strategies and support the writing to learn principles to assist our campus in language development and STAAR achievement.

Problem Statement 2: The collaborative teams are operating at varying levels of autonomy compared to the Collaborative Teams that Transform PLC Process. **Root Cause:** There is a need to address campus procedures that affect students and staff by collaborating collectively and committing to common educational procedures as well as common campus procedures by analyzing data over what was effective and not effective. There is a need to address the common educational planning practices by analyzing and committing to meetings based on collaboration and student achievement. There is a need to build into our efforts effective planning practices and routines to maximize the efficiency in the time allotted.

School Processes & Programs

School Processes & Programs Strengths

The campus has developed collaborative processes to focus on data, student development, and curriculum, as well as, programs to build into the gifts and interests of our students. Working in constant communication with parents has allowed for changes to be implemented campus wide in an effort to create more safe processes.

- Dismissal Procedures
- All- In
- CFA's
- Arrival/Dismissal has improved
- Programs/Clubs : Chess, Choir, and Robotics
- Parent Communication
- Newsletters - could we combine grade level newsletters into one school wide newsletter?
- Up And Running

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. **Root Cause:** There is a need to address campus procedures that affect students and staff by collaborating collectively and committing to common educational procedures as well as common campus procedures by analyzing data over what was effective and not effective. There is a need to address the common educational planning practices by analyzing and committing to meetings based on collaboration and student achievement. There is a need to build into our efforts effective planning practices and routines to maximize the efficiency in the time allotted.

Problem Statement 2: The English Learners Academic Growth Standard (63) is below the ELA/Reading Target (64) as well as the percentage of LEP students meeting the Approaches, Meets, and Masters Grade level standard is below the district in the following groups ... Grade 3: Math 73/48/10 District

81/48/25 Grade 3: Reading 77/20/17 District 72/35/20 Grade 4: Math 50/33/25 District 67/42/25 Grade 4: Reading 50/13/4 District 63/28/12 Grade 4: Writing 38/17/0 District 54/20/4 Grade 5: Math 79/43/21 District 79/49/29 Grade 5: Reading 36/7/0 District 63/31/14 **Root Cause:** There is a need to address ineffective Instructional strategies by analyzing prior year student performance using STAAR, language development using TELPAS and PES Growth Rosters to identify instructional strategies that were effective and those that were not. There is a need to institute assessments that will focus on providing instructional data in support of the second language learner population and language development. There is a need to address ineffective Instructional writing strategies and support the writing to learn principles to assist our campus in language development and STAAR achievement.

Perceptions

Perceptions Strengths

The campus has a positive and welcoming staff who respect and care for the students, as well as the community, and make the feel safe within the strong culture and environment of the campus. The campus is willing to make changes for the students safety and adapt to the changes that present themselves throughout the year.

- Adults respect and care about students (ex. Student safety survey)
- Dismissal policy change for student safety
- The overall percentage of student discipline (ex. Removal from the classroom was low - <1%)
- 2018-2019 staff help with Spanish translation
- Positive change - release by tables to line during lunch
- Prepared to handle emergencies (ex. Staff safety survey)
- Staff, parents, and community feel our school is safe and orderly
- Most feel our campus is trustworthy
- Adapt to Spanish speaking parents
- Embracing student cultures
- Teachers are aware of student proficiency ratings
- Most staff and students feel safe
- Strong culture and environment

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The English Learners Academic Growth Standard (63) is below the ELA/Reading Target (64) as well as the percentage of LEP students meeting the Approaches, Meets, and Masters Grade level standard is below the district in the following groups ... Grade 3: Math 73/48/10 District 81/48/25 Grade 3: Reading 77/20/17 District 72/35/20 Grade 4: Math 50/33/25 District 67/42/25 Grade 4: Reading 50/13/4 District 63/28/12 Grade 4: Writing 38/17/0 District 54/20/4 Grade 5: Math 79/43/21 District 79/49/29 Grade 5: Reading 36/7/0 District 63/31/14 **Root Cause:** There is a need to address ineffective Instructional strategies by analyzing prior year student performance using STAAR, language development using TELPAS and PES Growth Rosters to identify instructional strategies that were effective and those that were not. There is a need to institute assessments that will focus on providing instructional data in support of the second language learner population and language development. There is a need to address ineffective Instructional writing strategies and support the writing to learn principles to assist our campus in language development and STAAR achievement.

Problem Statement 2: The collaborative teams are operating at varying levels of autonomy compared to the Collaborative Teams that Transform PLC Process. **Root Cause:** There is a need to address campus procedures that affect students and staff by collaborating collectively and committing to common educational procedures as well as common campus procedures by analyzing data over what was effective and not effective. There is a need to address the common educational planning practices by analyzing and committing to meetings based on collaboration and student achievement. There is a need to build into our efforts effective planning practices and routines to maximize the efficiency in the time allotted.

Problem Statement 3: The campus needs to create, adapt and utilize a consistent set of common procedures that can be incorporated for both academics and behavior throughout the campus.

Priority Problem Statements

Problem Statement 1: The English Learners Academic Growth Standard (63) is below the ELA/Reading Target (64) as well as the percentage of LEP students meeting the Approaches, Meets, and Masters Grade level standard is below the district in the following groups ... Grade 3: Math 73/48/10 District 81/48/25 Grade 3: Reading 77/20/17 District 72/35/20 Grade 4: Math 50/33/25 District 67/42/25 Grade 4: Reading 50/13/4 District 63/28/12 Grade 4: Writing 38/17/0 District 54/20/4 Grade 5: Math 79/43/21 District 79/49/29 Grade 5: Reading 36/7/0 District 63/31/14

Root Cause 1: There is a need to address ineffective Instructional strategies by analyzing prior year student performance using STAAR, language development using TELPAS and PES Growth Rosters to identify instructional strategies that were effective and those that were not. There is a need to institute assessments that will focus on providing instructional data in support of the second language learner population and language development. There is a need to address ineffective Instructional writing strategies and support the writing to learn principles to assist our campus in language development and STAAR achievement.

Problem Statement 1 Areas: Demographics - Student Academic Achievement - School Processes & Programs - Perceptions

Problem Statement 2: The collaborative teams are operating at varying levels of autonomy compared to the Collaborative Teams that Transform PLC Process.

Root Cause 2: There is a need to address campus procedures that affect students and staff by collaborating collectively and committing to common educational procedures as well as common campus procedures by analyzing data over what was effective and not effective. There is a need to address the common educational planning practices by analyzing and committing to meetings based on collaboration and student achievement. There is a need to build into our efforts effective planning practices and routines to maximize the efficiency in the time allotted.

Problem Statement 2 Areas: Student Academic Achievement - School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic math assessment data
- Student failure and/or retention rates
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data

Student Data: Behavior and Other Indicators

- Mobility rate, including longitudinal data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- 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
- Study of best practices
- Other additional data

Goals

Revised/Approved: September 05, 2019

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

Performance Objective 1: McCall Elementary will increase student learning for second language learners in ELA/Reading as evidenced by an increase of students performance on STAAR to match the English Learners Academic Growth Standard.

Evaluation Data Source(s) 1: STAAR
TELPAS

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Due to the COVID19 school closure and remote learning implementation beginning in March, we will reevaluate the appropriateness of this Performance Objective after reviewing all applicable data during our CNA process using BOY and MOY data in 2020-21 school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Each collaborative team utilize common formative assessments as well as the utilization of listening, speaking and writing rubrics for language development checkpoints.	Administration CIP Monitoring Team	Through the utilization of rubrics to accommodate the language development, the teachers will have more focused small group instruction and up to date data monitoring for TELPAS.			
	Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 2 - Perceptions 1				
2) The grade level teachers and specialists will perform Common Formative Assessments throughout the year, focusing on the writing, listening and speaking to support language development.	Campus Monitoring Team Administration	Through this process, the teams will have frequent data collection to assist in developing strategies geared toward second language learners.			
	Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 2 - Perceptions 1				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
3) Campus led staff development focused on language development, implementation, and planning integration at a rate of once every nine weeks.	ESL Specialist Campus Monitoring Team	Through these staff developments, the teachers will be exposed to effective methods to enrich and build up our second language learners.			
Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 2 - Perceptions 1					
= Accomplished = No Progress = Discontinue					

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: The English Learners Academic Growth Standard (63) is below the ELA/Reading Target (64) as well as the percentage of LEP students meeting the Approaches, Meets, and Masters Grade level standard is below the district in the following groups ... Grade 3: Math 73/48/10 District 81/48/25 Grade 3: Reading 77/20/17 District 72/35/20 Grade 4: Math 50/33/25 District 67/42/25 Grade 4: Reading 50/13/4 District 63/28/12 Grade 4: Writing 38/17/0 District 54/20/4 Grade 5: Math 79/43/21 District 79/49/29 Grade 5: Reading 36/7/0 District 63/31/14 Root Cause 1: There is a need to address ineffective Instructional strategies by analyzing prior year student performance using STAAR, language development using TELPAS and PES Growth Rosters to identify instructional strategies that were effective and those that were not. There is a need to institute assessments that will focus on providing instructional data in support of the second language learner population and language development. There is a need to address ineffective Instructional writing strategies and support the writing to learn principles to assist our campus in language development and STAAR achievement.</p>
Student Academic Achievement
<p>Problem Statement 1: The English Learners Academic Growth Standard (63) is below the ELA/Reading Target (64) as well as the percentage of LEP students meeting the Approaches, Meets, and Masters Grade level standard is below the district in the following groups ... Grade 3: Math 73/48/10 District 81/48/25 Grade 3: Reading 77/20/17 District 72/35/20 Grade 4: Math 50/33/25 District 67/42/25 Grade 4: Reading 50/13/4 District 63/28/12 Grade 4: Writing 38/17/0 District 54/20/4 Grade 5: Math 79/43/21 District 79/49/29 Grade 5: Reading 36/7/0 District 63/31/14 Root Cause 1: There is a need to address ineffective Instructional strategies by analyzing prior year student performance using STAAR, language development using TELPAS and PES Growth Rosters to identify instructional strategies that were effective and those that were not. There is a need to institute assessments that will focus on providing instructional data in support of the second language learner population and language development. There is a need to address ineffective Instructional writing strategies and support the writing to learn principles to assist our campus in language development and STAAR achievement.</p>
School Processes & Programs
<p>Problem Statement 2: The English Learners Academic Growth Standard (63) is below the ELA/Reading Target (64) as well as the percentage of LEP students meeting the Approaches, Meets, and Masters Grade level standard is below the district in the following groups ... Grade 3: Math 73/48/10 District 81/48/25 Grade 3: Reading 77/20/17 District 72/35/20 Grade 4: Math 50/33/25 District 67/42/25 Grade 4: Reading 50/13/4 District 63/28/12 Grade 4: Writing 38/17/0 District 54/20/4 Grade 5: Math 79/43/21 District 79/49/29 Grade 5: Reading 36/7/0 District 63/31/14 Root Cause 2: There is a need to address ineffective Instructional strategies by analyzing prior year student performance using STAAR, language development using TELPAS and PES Growth Rosters to identify instructional strategies that were effective and those that were not. There is a need to institute assessments that will focus on providing instructional data in support of the second language learner population and language development. There is a need to address ineffective Instructional writing strategies and support the writing to learn principles to assist our campus in language development and STAAR achievement.</p>

Perceptions

Problem Statement 1: The English Learners Academic Growth Standard (63) is below the ELA/Reading Target (64) as well as the percentage of LEP students meeting the Approaches, Meets, and Masters Grade level standard is below the district in the following groups ... Grade 3: Math 73/48/10 District 81/48/25 Grade 3: Reading 77/20/17 District 72/35/20 Grade 4: Math 50/33/25 District 67/42/25 Grade 4: Reading 50/13/4 District 63/28/12 Grade 4: Writing 38/17/0 District 54/20/4 Grade 5: Math 79/43/21 District 79/49/29 Grade 5: Reading 36/7/0 District 63/31/14 **Root Cause 1:** There is a need to address ineffective Instructional strategies by analyzing prior year student performance using STAAR, language development using TELPAS and PES Growth Rosters to identify instructional strategies that were effective and those that were not. There is a need to institute assessments that will focus on providing instructional data in support of the second language learner population and language development. There is a need to address ineffective Instructional writing strategies and support the writing to learn principles to assist our campus in language development and STAAR achievement.

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: Each collaborative team will utilize created agenda templates, including team norms, and roles which guide the meeting and is driven in student learning, as well as consistently implement the campus agreed upon procedures.

Evaluation Data Source(s) 2: Campus Surveys

HRS Survey

Campus Planning Data

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Due to the COVID19 school closure and remote learning implementation beginning in March, this Performance Objective will be reevaluated and a determination will be made whether to continue this CPO in the 2020-21 CIP process.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Grade level teams will meet weekly with campus support to use the district curriculum for planning and instructional practice. Meeting will include submission of agendas and collaborative meetings into a common folder bi-weekly as an examination of progress.	Campus Monitoring Team Administration Team Leaders	Through the collaborative plannings, the teams will have focused planning and be able to focus on the meeting that will be most beneficial to the students, according to data.			
Problem Statements: Student Academic Achievement 2 - School Processes & Programs 1 - Perceptions 2					
2) Extended time will be provided for teams to implement the planning protocols for deeper unit instructional planning.	Administration Team Leaders	Increased academic performance by implementing planning and instruction protocols with fidelity as recorded on extended planning agenda.			
Problem Statements: Student Academic Achievement 2 - School Processes & Programs 1 - Perceptions 2					
3) Campus creation and commitment to procedures ensuring consistent educational procedures, instruction, and structure.	Monitoring will occur through a staff monthly self-survey focused towards the common procedure implementation and consistency.	Through following the campus common procedures, the plannings will become focused on data, focused on student needs, and procedures will have uniformity across the building.			
Problem Statements: Student Academic Achievement 2 - School Processes & Programs 1 - Perceptions 2					
= Accomplished = No Progress = Discontinue					

Performance Objective 2 Problem Statements:

Student Academic Achievement

Problem Statement 2: The collaborative teams are operating at varying levels of autonomy compared to the Collaborative Teams that Transform PLC Process. **Root Cause 2:** There is a need to address campus procedures that affect students and staff by collaborating collectively and committing to common educational procedures as well as common campus procedures by analyzing data over what was effective and not effective. There is a need to address the common educational planning practices by analyzing and committing to meetings based on collaboration and student achievement. There is a need to build into our efforts effective planning practices and routines to maximize the efficiency in the time allotted.

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. **Root Cause 1:** There is a need to address campus procedures that affect students and staff by collaborating collectively and committing to common educational procedures as well as common campus procedures by analyzing data over what was effective and not effective. There is a need to address the common educational planning practices by analyzing and committing to meetings based on collaboration and student achievement. There is a need to build into our efforts effective planning practices and routines to maximize the efficiency in the time allotted.

Perceptions

Problem Statement 2: The collaborative teams are operating at varying levels of autonomy compared to the Collaborative Teams that Transform PLC Process. **Root Cause 2:** There is a need to address campus procedures that affect students and staff by collaborating collectively and committing to common educational procedures as well as common campus procedures by analyzing data over what was effective and not effective. There is a need to address the common educational planning practices by analyzing and committing to meetings based on collaboration and student achievement. There is a need to build into our efforts effective planning practices and routines to maximize the efficiency in the time allotted.

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.

Site-Based Advisory Committee

Committee Role	Name	Position
Administrator	Alexander Casado	Assistant Principal
Administrator	Stacy Kimbriel	Principal
District-level Professional	Vanessa Skinner	District Professional
Classroom Teacher	Allyson Ruddick	Faculty
Classroom Teacher	Cynthia Hill	Faculty
Classroom Teacher	Margie Flores	Faculty
Classroom Teacher	Jennifer Munoz	Faculty
Classroom Teacher	Samantha Dillard	Faculty
Classroom Teacher	Ashley Hillenbrand	Faculty
Paraprofessional	Karen Miller	Faculty
Community Representative	Rubina Azhar	Community Representative
Community Representative	Dolores Aasen	Community Representative
Business Representative	Chris Pilcic	Business Representative
Business Representative	Margaret Queen	Business Representative
Parent	Candy Sparks	Parent
Parent	Nighat Javed	Parent
Parent	Priya Dhandi	Parent
Parent	Kalpita Patel	Parent
Parent	Caelee Thomits	Parent
Parent	Jennifer Fernberg	Parent

Addendums

CAMPUS APPENDIX
STATE MANDATES IMPLEMENTATION REFERENCE

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

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

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>2. Coordinated Health Program</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	