

# **Plano Independent School District**

## **Bogges Elementary**

**2019-2020**



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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

Diversity and attendance have been identified as strengths for Boggess. Serving at a campus with a diverse population of students provides staff members with opportunities to learn about different cultures and customs. Learning this information about students' families enables us to be more intentional with our efforts to be inclusive. Boggess continues to maintain a good attendance rate with averages above 95% for each grading period. The staff at Boggess strive to build positive relationships with students and parents through effective communication and a focus on the social and emotional well being of all students.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Gaps exist between the percentage of students meeting grade level standard or above on STAAR is (66%) compared to economically disadvantaged students who are at 43%. **Root Cause:** Instruction should be focused on knowledge of the readiness standards and target strands that are not being mastered.

**Problem Statement 2:** The percentage of English learners meeting Meets grade level standards on STAAR Reading is 36%. **Root Cause:** Instruction should be focused on the knowledge of ELPs that advises the need to teach vocabulary and provide visual supports.

# Student Academic Achievement

## Student Academic Achievement Strengths

During the 2019-19 school year, fifth grade teachers provided students with opportunities to experience hands-on project-based learning during each grading period. Consequently, the percentage of students who made targeted growth or beyond is being attributed to the following benefits of project-based learning: increase in student engagement, student-to-student collaboration, critical thinking, problem solving, deeper thinking and understanding and project management. The percentage of third grade students approaching grade level standard in Math is 92% and Reading is 96%. Fifth grade students approaching grade level standard in Math is 97% and 91% in Reading.

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** The percentage of 4th grade students meeting Grade Level standard in 4th grade Reading is 57% **Root Cause:** All 4th grade teachers need to provide adequate instruction for student growth.

**Problem Statement 2:** The percentage of students meeting grade level standard on Writing STAAR is 42%. **Root Cause:** Students need more opportunities to practice and develop revising and editing skills.

**Problem Statement 3:** The percentage of 4th grade students meeting Grade Level standard in 4th grade Math is 57%. **Root Cause:** Teachers need to be knowledgeable of readiness and supporting standards while providing effective instruction for Tier 2 students during IE (Intervention/Enrichment) time.

## **School Processes & Programs**

### **School Processes & Programs Strengths**

The collaborative culture at Boggess allows teachers from various grade levels to analyze campus data and to discuss effective instructional practices/resources. The positive culture and climate at Boggess impacts student achievement, staff morale and community relations.

# Perceptions

## Perceptions Strengths

The results from the Safety and Security Survey indicate that the majority of students, staff, parents and members of the community believe that Boggess is a safe school. This belief is a welcome message to new parents and students when they visit or choose to enroll at Boggess. The PTA has a high level of involvement from staff, parents and the community. These partnerships enable the school to become maintain a strong and successful learning community for students.

# Priority Problem Statements

**Problem Statement 1:** Gaps exist between the percentage of students meeting grade level standard or above on STAAR is (66%) compared to economically disadvantaged students who are at 43%.

**Root Cause 1:** Instruction should be focused on knowledge of the readiness standards and target strands that are not being mastered.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** The percentage of English learners meeting Meets grade level standards on STAAR Reading is 36%.

**Root Cause 2:** Instruction should be focused on the knowledge of ELPs that advises the need to teach vocabulary and provide visual supports.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** The percentage of 4th grade students meeting Grade Level standard in 4th grade Reading is 57%

**Root Cause 3:** All 4th grade teachers need to provide adequate instruction for student growth.

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

**Problem Statement 4:** The percentage of students meeting grade level standard on Writing STAAR is 42%.

**Root Cause 4:** Students need more opportunities to practice and develop revising and editing skills.

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

**Problem Statement 5:** The percentage of 4th grade students meeting Grade Level standard in 4th grade Math is 57%.

**Root Cause 5:** Teachers need to be knowledgeable of readiness and supporting standards while providing effective instruction for Tier 2 students during IE

(Intervention/Enrichment) time.

**Problem Statement 5 Areas:** Student Academic Achievement



# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card Data
- Local Accountability Systems (LAS) 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Discipline records
- Student surveys and/or other feedback
- School safety data

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership 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
- Capacity and resources data

# Goals

Revised/Approved: September 10, 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.**







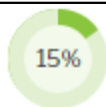





**Performance Objective 1:** Boggess Elementary will increase student learning in Reading/ELA as evidenced by an increase in student performance on STAAR for ALL students by 3% at Approaches, 2% at Meets and 1% at Masters. Performance for Economically Disadvantaged student performance will increase by 3% at Approaches, 2% at Meets and 1% at Masters.

**Evaluation Data Source(s) 1:** MAP; Common Assessments; PGR (Plano Growth Reports); STAAR

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

**Next Year's Recommendation 1:** Due to COVID-9 school closure and remote learning implementation beginning in March, we will re-evaluate 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
<b>TEA Priorities</b> Build a foundation of reading and math 1) Collaborative Teams will analyze data (standards, TEKS, Unit exams, common assessments, STAAR results, etc.) once a month to determine specific areas of instruction to facilitate student growth.	Campus Administrators, Team Leaders, Collaborative Team Chairs District Support Team	Becky Jackson (ARPE) reviewed campus data with administrators identifying areas for growth. (July)  Information used to determine flexible groups for students and address their individual needs.  Ginger Teaff (Math Coordinator) reviewed Math, discussed strategies, and scheduled time to work with staff. (August)			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
<b>TEA Priorities</b> Build a foundation of reading and math 2) Teachers will use extended planning time to create an accelerated plan for targeted students (Tier II, Tier III, Economically Disadvantaged and ELL/LEP) during scheduled IE Time to provide targeted instruction for identified learning gaps.	Teachers Administrators	Lesson Plans clearly identifies IE plans.			
		Schedule allows for IE time  Lesson plans show differentiated lessons/instruction  Progress monitoring in Edugence shows student progress on goals.			
<b>Problem Statements:</b> Demographics 1, 2 - Student Academic Achievement 1					
<b>TEA Priorities</b> Build a foundation of reading and math 3) Teacher will create Language rich interactive classrooms with a focus on academic vocabulary.	ESL Teacher Campus Administrators	Gallery walk with ESL Teacher to identify classrooms that are language-rich and interactive. Photos shared with staff so they have examples of what a language rich classroom looks like. (August)			
		Weekly classroom walkthroughs show that all teachers are requiring students to use complete sentences when answering questions.			
<b>TEA Priorities</b> Build a foundation of reading and math 4) Compensatory funds will be used to hire Adult Temps to work with students on targeted skills.	Campus Administrators ESL Specialist Instructional Specialist Office manager	Adult temps will provide small groups of students targeted intervention in Reading and Math beginning in January.			
		<b>Problem Statements:</b> Demographics 1, 2 - Student Academic Achievement 1 <b>Funding Sources:</b> 199 State Comp Ed - 0.00			
<div> = Accomplished = No Progress = Discontinue</div>					

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Gaps exist between the percentage of students meeting grade level standard or above on STAAR is (66%) compared to economically disadvantaged students who are at 43%. <b>Root Cause 1:</b> Instruction should be focused on knowledge of the readiness standards and target strands that are not being mastered.
<b>Problem Statement 2:</b> The percentage of English learners meeting Meets grade level standards on STAAR Reading is 36%. <b>Root Cause 2:</b> Instruction should be focused on the knowledge of ELPs that advises the need to teach vocabulary and provide visual supports.

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> The percentage of 4th grade students meeting Grade Level standard in 4th grade Reading is 57% <b>Root Cause 1:</b> All 4th grade teachers need to provide adequate instruction for student growth.







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













**Performance Objective 2:** Boggess Elementary will increase student learning in Math as evidenced by an increase in student performance on STAAR for ALL students by 3% at Approaches, 2% at Meets and 1% at Masters. Performance for Economically Disadvantaged student performance will increase by 3% at Approaches, 2% at Meets and 1% at Masters.


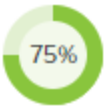











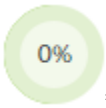

**Evaluation Data Source(s) 2:** MAP, STAAR, Common Assessments, PGR (Projected Growth Reports), Unit Exams

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

**Next Year's Recommendation 2:** Due to COVID-9 school closure and remote learning implementation beginning in March, we will re-evaluate 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
<b>TEA Priorities</b> Build a foundation of reading and math 1) 3rd -5th Grade Teachers will review the STAAR Item Analysis to identify TEKS/Standards for instructional improvement.	4th grade team Campus Administrators Data Team	Use the information to create flexible groups and to identify areas of concern.			
	<b>Problem Statements:</b> Demographics 1, 2 - Student Academic Achievement 3				
<b>TEA Priorities</b> Build a foundation of reading and math 2) Ginger Teaff or GERALYN Hendricks , Vanessa Skinner (members of the District Support Team) will come to Boggess periodically to observe teachers, offer suggestions for strategies, model math talks and advise on how to effectively utilize Math Talks.	District Support Team Weekly Lesson Plans Campus Walk throughs See increase in amount of student discourse	Teachers will collaborate with Ginger to determine the appropriate strategies to implement during math instruction. (October, January)  More effective math instruction and well written plans with a variety of strategies for differentiation and enrichment.  More effective Math talks with common structure and language.			
	<b>Problem Statements:</b> Demographics 1, 2 - Student Academic Achievement 3				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
<b>TEA Priorities</b> Build a foundation of reading and math 3) Teachers will develop and utilize common assessments in order to consistently monitor student progress and effective instruction.	Staff Data Team	Teacher will analyze data from common assessment in order to make adjustments to instruction.( Data Analysis Protocol-- February			
		Teachers will monitor the progress of Tier II and Tier III students every 3 weeks.  Administrators will monitor Edugence data every 3 weeks and provide feedback as needed.			
<b>Problem Statements:</b> Demographics 1, 2 - Student Academic Achievement 3					
<b>TEA Priorities</b> Build a foundation of reading and math 4) Each grade level will be given the opportunity to participate in scheduled extended planning in order to ensure that they are following the district instructional model and writing effective lesson plans that allow for differentiation and enrichment following the TEKS.	Teachers Campus Administration	Teachers are able to unpack the standards and plan assessments for each unit. (More effective lesson plans)  Administrators attend and participate in planning to ensure that the planning protocols are being followed. (Planning Protocols )  An exit ticket will be completed to allow for self-reflection. (Survey)			
<b>Problem Statements:</b> Demographics 1, 2 - Student Academic Achievement 3					
<b>TEA Priorities</b> Build a foundation of reading and math 5) PLC's will analyze data (standards, TEKS, Unit exams, common assessments, etc) in order to determine specific areas of instruction to facilitate student growth.	Grade level Teams Data Team Campus Administrators	Create protocols for Data Meeting  Administrators and teachers will analyze STAAR, MAP, Unit Exams and Common Assessment Data to determine groups and individual student needs. (Data Meetings) August/September :BOY October-December: CFA's/Unit Assessments January: MOY data			
<b>Problem Statements:</b> Demographics 1, 2 - Student Academic Achievement 3					
<b>TEA Priorities</b> Build a foundation of reading and math 6) Compensatory funds will be used to hire Adult Temps to work 67 hours with selected students needing extra support in Math.	Campus Administrators	Student data CFA's, Assessments, STAAR will show increase in number of students showing growth in Math. Begin after Spring Break. Gives teachers time to cover most material so temps are reviewing .			
<b>Problem Statements:</b> Demographics 1, 2 - Student Academic Achievement 3					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
<b>TEA Priorities</b> Build a foundation of reading and math <b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 7) Teachers will assign students specific Dreambox lessons to help close deficits in learning. Teachers will review weekly report of number of lessons completed by students.	Campus Teachers Campus administrators	Increase in number of lesson completed by students on individual deficit areas.			
	<b>Problem Statements:</b> Demographics 1, 2 - Student Academic Achievement 3				
<b>TEA Priorities</b> Build a foundation of reading and math <b>ESF Levers</b> Lever 5: Effective Instruction 8) Create and implement walk through form targeting specific look fors' in Math classrooms.	Administrators	Observe more consistency in Math instruction.			
<b>TEA Priorities</b> Build a foundation of reading and math <b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 9) Teachers will use district curriculum resources for IE and tutoring.	Administration	Increased in rigor and consistency across grade levels.			
<b>TEA Priorities</b> Build a foundation of reading and math <b>ESF Levers</b> Lever 5: Effective Instruction 10) Teachers will increase use of manipulatives and visuals (anchor charts) in classrooms.	Administrators Teachers	Increase hands-on opportunities for students needing more visuals to support learning.			
 = Accomplished  = No Progress  = Discontinue					

## Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Gaps exist between the percentage of students meeting grade level standard or above on STAAR is (66%) compared to economically disadvantaged students who are at 43%. <b>Root Cause 1:</b> Instruction should be focused on knowledge of the readiness standards and target strands that are not being mastered.
<b>Problem Statement 2:</b> The percentage of English learners meeting Meets grade level standards on STAAR Reading is 36%. <b>Root Cause 2:</b> Instruction should be focused on the knowledge of ELPs that advises the need to teach vocabulary and provide visual supports.



### Student Academic Achievement

**Problem Statement 3:** The percentage of 4th grade students meeting Grade Level standard in 4th grade Math is 57%. **Root Cause 3:** Teachers need to be knowledgeable of readiness and supporting standards while providing effective instruction for Tier 2 students during IE (Intervention/Enrichment) time.




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






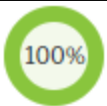


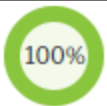






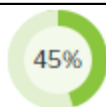

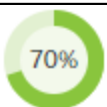
**Performance Objective 3:** Boggess Elementary will increase student learning in Writing as evidenced by an increase in student performance on STAAR for ALL students by 3% at Approaches, 2% at Meets and 1% at Masters. Performance for Economically Disadvantaged student performance will increase by 3% at Approaches, 2% at Meets and 1% at Masters.







**Evaluation Data Source(s) 3:** STAAR Writing, Grade Level Writing to include Revising/Editing Checks, TELPAS Writing Samples, Writing Samples across disciplines

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

**Next Year's Recommendation 3:** Due to COVID-9 school closure and remote learning implementation beginning in March, we will re-evaluate 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
<b>TEA Priorities</b> Build a foundation of reading and math 1) All staff will have a targeted focus on Revising/Editing strategies.	Campus Adminsitrators	We should see an increase in students' ability to revise and edit correctly.			
		Lesson plans will show evidence of the Revising/Editing Process.			
		Fourth Grade will plan and implement a Writing Camp that will be designed to address student needs.			
		Implement campus-wide Revising/Editing process protocols (K-2), (3-5) using Balanced Literacy Collaborative Team checklists as a guideline.			
<b>Problem Statements:</b> Demographics 1, 2 - Student Academic Achievement 2					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
<b>TEA Priorities</b> Build a foundation of reading and math 2) Increase writing opportunities throughout the disciplines for all students.	Teachers	Students will become more fluent writers who are able to self-correct.			
	Collaborative Teams	Math - Explain steps USPR (Understand/Plan/Solve/Review) Writing Steps Science - Short answer journal prompts/observation (CER - Clear Evidence Research) Social Studies - research  Collaborative Teams will provide opportunities for students to participate in a variety of writing competitions.			
<b>Problem Statements:</b> Demographics 1, 2 - Student Academic Achievement 3					
<b>TEA Priorities</b> Build a foundation of reading and math 3) Develop and implement campus wide Revising/Editing Process (K-2 & 3-5 have specific protocols - Balanced Literacy Collaborative Team created checklists as a guideline).	Balanced Literacy Collaborative Team	Students will be knowledgeable of how to adhere to the Revising/Editing rubrics.			
	<b>Problem Statements:</b> Demographics 1, 2 - Student Academic Achievement 2				
<b>TEA Priorities</b> Build a foundation of reading and math 4) The Balanced Literacy Collaborative Team will provide opportunities for students to participate in a variety of writing competitions.	Balanced Literacy Collaborative Team	Contests will assist with instilling a love for writing in students.			
	Increased participation in writing opportunities.				
<b>Problem Statements:</b> Demographics 1, 2 - Student Academic Achievement 2					
<b>TEA Priorities</b> Build a foundation of reading and math 5) Identify students needing additional support in writing from all sub groups.	Teachers Campus Administrators	Administrators will collaborate with each team in order to ensure that all teachers are able to identify students in subgroups needing additional support.			
	<b>Problem Statements:</b> Demographics 1, 2 - Student Academic Achievement 2				
<b>TEA Priorities</b> Build a foundation of reading and math 6) Determine students' instructional areas of concern and develop an accelerated plan.	Teachers Campus Administrators Instructional Specialist ESL Specialist	Administrators will analyze student data during data focused meetings. Instructional plans will be designed based on the data.			
	<b>Problem Statements:</b> Demographics 1, 2 - Student Academic Achievement 2				
<b>TEA Priorities</b> Build a foundation of reading and math 7) Ensure that teachers are knowledgeable of the ELPs.	Campus Administrators ESL Specialist	Administrators will visit with teachers during planning in order to ensure that the ELPs are incorporated into lesson plans. ESL instructor meets with the teams periodically to review ELPS and discuss intervention strategies and offer suggestions.			
	<b>Problem Statements:</b> Demographics 1, 2 - Student Academic Achievement 2				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
<b>TEA Priorities</b> Build a foundation of reading and math 8) Administrators will provide opportunities for teachers to attend trainings to build their instructional capacity.	Campus Administrators	10/18/19 Art of Writing Readers/Writers Workshop 2/10/20 - STAAR Boot Camp			
	<b>Problem Statements:</b> Demographics 1, 2 - Student Academic Achievement 2				
<div> = Accomplished</div> <div> = No Progress</div> <div> = Discontinue</div>					

### Performance Objective 3 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Gaps exist between the percentage of students meeting grade level standard or above on STAAR is (66%) compared to economically disadvantaged students who are at 43%. <b>Root Cause 1:</b> Instruction should be focused on knowledge of the readiness standards and target strands that are not being mastered.
<b>Problem Statement 2:</b> The percentage of English learners meeting Meets grade level standards on STAAR Reading is 36%. <b>Root Cause 2:</b> Instruction should be focused on the knowledge of ELPs that advises the need to teach vocabulary and provide visual supports.
Student Academic Achievement
<b>Problem Statement 2:</b> The percentage of students meeting grade level standard on Writing STAAR is 42%. <b>Root Cause 2:</b> Students need more opportunities to practice and develop revising and editing skills.
<b>Problem Statement 3:</b> The percentage of 4th grade students meeting Grade Level standard in 4th grade Math is 57%. <b>Root Cause 3:</b> Teachers need to be knowledgeable of readiness and supporting standards while providing effective instruction for Tier 2 students during IE (Intervention/Enrichment) time.

**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 Level Improvement Committee

Committee Role	Name	Position
Administrator	Shurandia Holden	Principal
Administrator	Veola Neal	Assistant Principal
Classroom Teacher	Denise Roberts	Faculty Member
Classroom Teacher	Kelly Blakey	Faculty Member
Classroom Teacher	Sandra Fulcher	Faculty Member
Classroom Teacher	Sarah Harvell	Faculty Member
Classroom Teacher	Sherry Newell	Faculty Member
Classroom Teacher	Natalie Wililams	Faculty Member
Non-classroom Professional	Bridgett Fisher	Campus Professional, Non-Teaching
Classroom Teacher	Gabrielle McDonald	Faculty Member, SpEd
Paraprofessional	Jennifer Almholt	Support Staff Member
Parent	Jamie Heise	Parent - Selected by PTA
Community Representative	Marv Williams	Member of the Exchange Club
Parent	Angela Katai	Parent Volunteer
Business Representative	Jyotsna Kuppannagari	Physician
District-level Professional	Sarah Ashmore	School Resource Officer

# Addendums

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

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

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

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

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