

# Plano Independent School District

## Shepton High School

2020-2021



**Board Approval Date:** October 20, 2020

# Mission Statement

As a part of our Plano ISD learning community, we will educate, inspire, and empower every student to activate their unique potential in a dynamic world.

## Vision

*We are....*

### **PASSIONATE PROFESSIONALS**

We will keep all students at the heart of every decision.

We will be passionate about our service to our community and students every day.

We will maintain professionalism in all communication.

We will show respect to all.

We will lead by example and take pride in what we do.

*That create a...*

### **POSITIVE AND COLLABORATIVE CULTURE**

We will foster a caring, safe, and welcoming environment.

We will focus on the social, emotional, and academic needs for all.

We will develop meaningful relationships in order to support our school community.

We will seek support when needed and lend a hand when others are in need.

We will create an environment that allows students to take academic risks.

We will openly collaborate with others to maximize our effectiveness.

*To provide...*

### **RIGOROUS, RELEVANT, AND RESPONSIVE LEARNING**

We will remember that relationships are the foundation to all learning.

We will be a dynamic professional learning community.

We will all be resilient and resourceful life-long learners.

We will provide consistent expectations that challenge all learners to be high achieving.

We will be responsive and attentive to the changing needs of all students.

We will create real world applications to bring relevance and rigor to our learning.

We will never give up on and will grow individuals.

# Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	5
Priority Problem Statements	6
Comprehensive Needs Assessment Data Documentation	7
Goals	9
Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.	10
Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.	11
Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2021.	13
2020-21 SBIC	15
Addendums	16

# Comprehensive Needs Assessment

Revised/Approved: September 28, 2020

## Demographics

### Demographics Summary

Campus numbers and subpopulations:

- Campus student population of 1355
- 696 9th graders / 659 10th graders
- 9% Special Ed
- 13% ESL
- 16% GT

Demographic Breakdown:

- 34% White
- 28% Hispanic
- 19% African American
- 14% Asian

### Demographics Strengths

- Student to teacher ratio currently at 22:1, and has maintained over the last few years
- Balanced student body made up of a mixture of varied academic, cultural, economic and family backgrounds
- Staff demographics have begun to more accurately reflect the student demographics of the campus

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Increasing populations in SPED, ELL, and ED students over the last few years.

**Problem Statement 2 (Prioritized):** At-risk students need additional, and more frequent, intervention opportunities. **Root Cause:** The at-risk population at Shepton has continued to increase over the last few years, with limited changes in instructional practices and intervention techniques.

**Problem Statement 3:** Need for more open discussions on differing cultural views between students and teachers.

# Student Learning

## Student Learning Summary

**Shepton High School Goals Including HB3 CCMR Goals:** (see tables in addendum) HB 3 District and Board goals requires each district to set 5-year goals for college, career, and military readiness including targets for each school year. Plano ISD have set these goals for CCMR. Campus goals are aligned with these CCMR goals. As CCMR goals for college readiness is strongly aligned with the Meets Standard on STAAR EOCs, the district target for 2021 is based on these CCMR increases required from 2019 to 2021. The campus target for EOCs now align with the district required target for 9-10 grade levels for Algebra I, English I and English II, Biology, and US History for the All Student and Specific student groups. 2019 Baseline Data from 2018-19 TAPR

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Academic gaps have been identified in multiple sub-populations through both state and district testing. **Root Cause:** Multiple sub-populations at Shepton have continued to increase over the last few years, with limited changes in instructional practices and intervention techniques.

**Problem Statement 2:** Shepton has experienced a significant increase in ELL students, who have varied levels of English proficiency which impacts all classroom learning environments.

# Priority Problem Statements

**Problem Statement 1:** At-risk students need additional, and more frequent, intervention opportunities.

**Root Cause 1:** The at-risk population at Shepton has continued to increase over the last few years, with limited changes in instructional practices and intervention techniques.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Academic gaps have been identified in multiple sub-populations through both state and district testing.

**Root Cause 2:** Multiple sub-populations at Shepton have continued to increase over the last few years, with limited changes in instructional practices and intervention techniques.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Students and staff continue to feel an increase in pressures during the school day, as well as their personal lives.

**Root Cause 3:** Cumulative stress from school, family, and extracurricular activities have created more taxing days for both students and staff.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Lessons being taught across each classroom in any given content area have varied levels of consistency in the instruction methods being used.

**Root Cause 4:** There is not a consistent model of instruction that is implemented across the campus to address best practices in instructional techniques.

**Problem Statement 4 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

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

## Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data

## Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data



- 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
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data
- T-PESS 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
- Action research results

# Goals










Revised/Approved: September 28, 2020











**Goal 1:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

**Performance Objective 1:** The percent of Shepton students that score Meets grade level or above on STAAR EOC English I and II will increase from 73% in 2019 to 76% by June 2021. The English Learner student group performance will increase from 34% in 2019 to 38% in 2021. The Economically Disadvantaged student group performance will increase from 48% in 2019 to 56% in 2021.

**Evaluation Data Sources:** 2021 English I and II EOC

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> We will have a focus on SEL (Social Emotional Learning) strategies to equip students and staff with the awareness of how to manage stress and conflict.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease stress and anxiety in all stakeholders in the school.</p> <p><b>Staff Responsible for Monitoring:</b> SEL coordinator, Assistant Principals, Principal</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teacher teams and collaborative groups at Shepton HS will regularly interact to address common issues, based on data, regarding curriculum, assessment, instruction and the achievement of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in collaborative teaming effectiveness, as well as an increase in data driven instructional practices.</p> <p><b>Staff Responsible for Monitoring:</b> Department Chairs, Team Leaders, Assistant Principals, Principal</p> <p><b>Problem Statements:</b> Demographics 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> By the end of the school year, we will ensure growth in student achievement for all students, and work to close the achievement gap in all areas, using campus, district, state and national indicators to document improved learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in collaborative teaming effectiveness, as well as an increase in data driven instructional practices.</p> <p><b>Staff Responsible for Monitoring:</b> Department Chairs, Team Leaders, Assistant Principals, Principal</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1</p>	<b>Formative</b>		
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Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> We will implement a school wide model of instruction to communicate a clear vision as to how instruction should be addressed throughout the school.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in consistency across individual content areas, as well as all classrooms, with a focus on best practices for instructional practices.</p> <p><b>Staff Responsible for Monitoring:</b> Department Chairs, Assistant Principals, Principal</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<b>Formative</b>		
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Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Implement campus wide reading strategies to focus on academic language and literacy in all content areas and every classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the focus of academic vocabulary, and implementation of reading strategies, in all classrooms and content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Department Chairs, Assistant Principals, Principal</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1</p>	<b>Formative</b>		
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 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**










<b>Demographics</b>
<p><b>Problem Statement 2:</b> At-risk students need additional, and more frequent, intervention opportunities. <b>Root Cause:</b> The at-risk population at Shepton has continued to increase over the last few years, with limited changes in instructional practices and intervention techniques.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Academic gaps have been identified in multiple sub-populations through both state and district testing. <b>Root Cause:</b> Multiple sub-populations at Shepton have continued to increase over the last few years, with limited changes in instructional practices and intervention techniques.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Students and staff continue to feel in increase in pressures during the school day, as well as their person lives. <b>Root Cause:</b> Cumulative stress from school, family, and extracurricular activities have created more taxing days for both students and staff.</p>
<b>Perceptions</b>
<p><b>Problem Statement 2:</b> Lessons being taught across each classroom in any given content area have varied levels of consistency in the instruction methods being used. <b>Root Cause:</b> There is not a consistent model of instruction that is implemented across the campus to address best practices in instructional techniques.</p>

**Goal 2:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.

**Performance Objective 1:** The percent of students that score Meets grade level or above on STAAR/EOC Algebra I will increase from 32% in 2019 to 35% by June 2021. The English Learner student group performance will increase from 25% in 2019 to 29% in 2021. The Economically Disadvantaged student group performance will increase from 24% in 2019 to 32% in 2021.

**Evaluation Data Sources:** 2021 Algebra I EOC

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

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<p><b>Strategy 1:</b> We will have a focus on SEL (Social Emotional Learning) strategies to equip students and staff with the awareness of how to manage stress and conflict.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease stress and anxiety in all stakeholders in the school.</p> <p><b>Staff Responsible for Monitoring:</b> SEL coordinator, Assistant Principals, Principal</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>		
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**Goal 3:** DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2021.

**Performance Objective 1:** The percent of students that score Meets grade level or above on STAAR/EOC Biology will increase from 74% in 2019 to 76% by June 2021. The English Learner student group performance will increase from 38% in 2019 to 40% in 2021. The Special Education student group performance will increase from 31% in 2019 to 33% in 2021.

**Evaluation Data Sources:** 2021 STAAR Biology

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> We will have a focus on SEL (Social Emotional Learning) strategies to equip students and staff with the awareness of how to manage stress and conflict.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease stress and anxiety in all stakeholders in the school.</p> <p><b>Staff Responsible for Monitoring:</b> SEL coordinator, Assistant Principals, Principal</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>		
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**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
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<p><b>Problem Statement 2:</b> Lessons being taught across each classroom in any given content area have varied levels of consistency in the instruction methods being used. <b>Root Cause:</b> There is not a consistent model of instruction that is implemented across the campus to address best practices in instructional techniques.</p>

# 2020-21 SBIC

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Jeffrey Banner	Principal
Administrator	Athanasios IcoSSIPentarios	Assistant Principal
Administrator	David Jones	Assistant Principal
Administrator	Kisha Mize	Assistant Principal
Administrator	Melissa Crane	Assistant Principal
Parent	Elizabeth Barth	Parent
Classroom Teacher	Brittany Trevino	Faculty Member
Classroom Teacher	Linda Havins	Faculty Member
Classroom Teacher	Melanie Lin	Faculty Member
Classroom Teacher	Yanexy Rodriguez	Faculty Member
Classroom Teacher	Shelby Chesnut	Faculty Member
Classroom Teacher	Jennifer Dubose	Faculty Member
Classroom Teacher	Stephanie Nichols	Faculty Member
Classroom Teacher	Janie Gilkison	Faculty Member
Paraprofessional	Elizabeth Satz	Faculty Member
Support Staff Member	Christine Platt	Office Manager
District-level Professional	Whitney Evans	District Curriculum Coordinator
Parent	Laura White	Parent
Parent	Susan Schwartz	Parent
Parent	Alison Smith	Parent
Parent	Renee Robbins	Parent
Community Representative	Rhonda Snyder	Community Representative
Community Representative	Larry Blackwell	Community Representative
Business Representative	Jana Sciple	Business Representative
Business Representative	Susan Lorimer	Business Representative
Student	Julian Coleman	Student
Parent	Monica Heredia - Aranza	Parent



# Addendums

## Shepton - STAAR EOC Biology (Grade 9)

**The percent of Biology students that score Meets grade level or above on STAAR EOC Biology will increase from 74% in 2019 to 76% by June 2021.**

### Yearly Target Goals

2020	2021	2022	2023	2024
75% 2019 Baseline: 74%	76%	77%	78%	79%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	53	54	89	*	97	*	87	31	49	77	38	81	57	74
2020	54	55	89	*	97	*	87	32	50	78	39	81	58	75
2021	57	58	89	*	97	*	88	33	53	79	40	81	59	76
2022	60	60	90	*	98	*	89	35	56	81	41	82	61	77
2023	64	64	90	*	98	*	91	38	60	83	43	82	63	78
2024	69	69	91	*	99	*	93	41	65	86	46	83	66	79
2019-2021	4	4	0	*	0	*	1	2	4	2	2	0	2	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	1	0	0	0	1	0	1	1	1	1	0	1	1
2021	4	4	0	0	0	2	1	2	4	2	2	0	2	2
2022	7	6	1	1	1	3	2	4	7	4	3	1	4	3
2023	11	10	1	1	1	4	4	7	11	6	5	1	6	4
2024	16	15	2	2	2	5	6	10	16	9	8	2	9	5

### Shepton High School 2020-21 Algebra I and English I and II Performance Objectives

Shepton Algebra 1 Goal														
The percent of students taking the Algebra I EOC (first time testers and re-testers) that perform at the Meets grade level standard or above will increase from 32% in 2019 to 35% by June 2021.														
Closing the Gaps Student Groups Yearly Targets														
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
<b>2019 Baseline</b>	26	27	39	*	63	*	38	13	24	40	25	34	28	32
<b>2021</b>	34	34	40	*	65	*	39	15	32	49	29	35	37	35
<b>2019-2021</b>	8	7	1	*	2	*	1	2	8	9	4	1	9	3

Shepton English I and II Goal														
The percent of students taking the English I & II EOC (first time testers and re-testers) that perform at the Meets grade level standard or above will increase from 73% in 2019 to 76% by June 2021.														
Closing the Gaps Student Groups Yearly Targets														
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
<b>2019 Baseline</b>	51	56	86	*	91	*	82	20	48	58	34	79	55	73
<b>2021</b>	59	63	87	*	93	*	83	22	56	67	38	80	64	76
<b>2019-2021</b>	8	7	1	*	2	*	1	2	8	9	4	1	9	3

**Methodology:**

HB 3 District and Board goals requires each district to set 5-year goals for college, career, and military readiness including targets for each school year. Plano ISD have set these goals for CCMR. Campus goals are aligned with these CCMR goals. As CCMR goals for college readiness is strongly aligned with the Meets Standard on STAAR EOCs, the district target for 2021 is based on these CCMR increases required from 2019 to 2021.

The campus target for EOCs now align with the district required target for 9-10 grade levels for Algebra I and English I and English II for the All Student and Specific student groups.

2019 Baseline Data from 2018-19 TAPR > Performance > STAAR Performance.

## 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.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	<p><b>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> </ul>	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	<ul style="list-style-type: none"> <li>● Employ discipline interventions</li> <li>● Use other intervention strategies as necessary/appropriate</li> <li>● Conference with parents/students</li> </ul>		
Principal	<p><b>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>● 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.</li> </ul> <p><b>Physical Activity Requirements</b></p> <ul style="list-style-type: none"> <li>● K-8 Campuses Only: 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</li> </ul>	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> <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> <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>		
Principal	<p><b>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>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</li> </ul>		

	<p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none"><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>		
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