Plano Independent School District

Hendrick Middle School

2020-2021

Board Approval Date: October 20, 2020

Mission Statement

Our mission is to provide a caring and supportive learning environment preparing students to be responsible citizens able to meet the opportunities and challenges of the future with confidence and integrity.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Hendrick has approximately 730 students and 75 staff members. Academic teams and departments meet regularly to oversee the academic and social needs of our students. We have a comprehensive elective program in technology, fine arts, athletics, and foreign language. Our goal is to afford our students a variety of opportunities to explore areas of interest. We partner with parents to provide a balanced education with a focus on high academic achievement and the overall health and well-being of our students. Teachers, counselors, and administrators are always available to partner with parents and ensure student success

Demographics Strengths

Students in each grade level are age-appropriate

Enrollment within each grade level is fairly equal across the board

Mobility rate is low

Percentage of special education students is similar across all grade levels

Student Learning

Student Learning Summary

Hendrick Middle Goals: (see tables in addendum): Individual goals are set for each student group with the expectation of high standards as well as to narrow the gap between each group and the All Students group. If the student group is below the All Students group, that student group's goal for 2024 is to narrow the performance gap by half as well as meet the overall percentage increase in the STAAR Meets Grade Level performance required for the All Students group.

Student Learning Strengths

Consistency in 7th math and 8th science

Strong ESL program

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percentage of students meeting the Approaches, Meets, & Masters Grade Level standard is below the district average in the following groups: Grade 6 Math: 84%/60%/27% - 86%/61%/35%, Grade 7 Math : 81%/30% - 86% /68%, Math 8: 73%/41%/7% - 86%/61%/22%, Grade 7 Reading: 43% - 44%, Grade 8 Reading: 83%/66%/41% - 86%/70%/46%, Grade 7 Writing: 77%/54%/28% - 78%/56%/30% **Root Cause:** We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning and instruction with fidelity.

Problem Statement 2 (Prioritized): Reading: There is a gap between the All student group Meets performance level on STAAR Reading (63%) and the Special Education (23%) and English Learner (37%) student groups. **Root Cause:** We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning and instruction with fidelity.

Problem Statement 3 (Prioritized): Math: There is a gap between the All student group Meets performance level on STAAR Math (62%) and the Special Education (30%) and Economically Disadvantaged (39%) student groups. **Root Cause:** We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning and instruction with fidelity.

Problem Statement 4 (Prioritized): Writing: There is a gap between the All student group Meets performance level on STAAR Writing (57%) and the Special Education (29%) and English Learner (23%) student groups. **Root Cause:** We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning and instruction with fidelity.

Problem Statement 5 (Prioritized): Science: There is a gap between the All student group Meets performance level on STAAR Science (65%) and the Special Education (33%) and Economically Disadvantaged (39%) student groups. **Root Cause:** We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning and instruction with fidelity.

Problem Statement 6 (Prioritized): Social Studies: There is a gap between the All student group Meets performance level on STAAR Social Studies (51%) and the Special Education (26%) and Economically Disadvantaged (33%) student groups. **Root Cause:** We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning and instruction with fidelity.

School Processes & Programs

School Processes & Programs Summary

All campus professional learning is based on identified campus needs. Continuous review of campus data allows the team to make informed instructional decisions and plan for learning based on student progress. Mentor liaison works to support all new teaching staff and provide resources needed to create a strong learning environment. All departments and teams partner with district support specialists to develop effective instructional plans.

School Processes & Programs Strengths

New teacher mentor program

Low rate of teacher turnover

Staff surveys

Strong district curriculum

Access to student data

Access to technology resources

Effective district support

Perceptions

Perceptions Summary

As a campus, we partner with students, staff and community members to provide a balanced education with a focus on high academic achievement and the overall health and well-being of our students and staff.

Perceptions Strengths

Sense of community and belonging

Sense of security

Multiple opportunities for students to get involved

Recognition for student success in acadmic and extracurricular activities

Strong involvement in extracurricular activites and campus events

Active PTA

Staff input is valued

Collaboration between Administration and staff to meet students needs

Priority Problem Statements

Problem Statement 1: The percentage of students meeting the Approaches, Meets, & Masters Grade Level standard is below the district average in the following groups: Grade 6 Math: 84%/60%/27% - 86%/61%/35%, Grade 7 Math : 81%/30% - 86% /68%, Math 8: 73%/41%/7% - 86%/61%/22%, Grade 7 Reading: 43% - 44%, Grade 8 Reading: 83%/66%/41% - 86%/70%/46%, Grade 7 Writing: 77%/54%/28% - 78%/56%/30%

Root Cause 1: We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning and instruction with fidelity.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Reading: There is a gap between the All student group Meets performance level on STAAR Reading (63%) and the Special Education (23%) and English Learner (37%) student groups.

Root Cause 2: We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning and instruction with fidelity.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Math: There is a gap between the All student group Meets performance level on STAAR Math (62%) and the Special Education (30%) and Economically Disadvantaged (39%) student groups.

Root Cause 3: We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning and instruction with fidelity.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Writing: There is a gap between the All student group Meets performance level on STAAR Writing (57%) and the Special Education (29%) and English Learner (23%) student groups.

Root Cause 4: We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning and instruction with fidelity.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Science: There is a gap between the All student group Meets performance level on STAAR Science (65%) and the Special Education (33%) and Economically Disadvantaged (39%) student groups.

Root Cause 5: We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning and instruction with fidelity.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Social Studies: There is a gap between the All student group Meets performance level on STAAR Social Studies (51%) and the Special Education (26%) and Economically Disadvantaged (33%) student groups.

Root Cause 6: We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning and instruction with

fidelity.

Problem Statement 6 Areas: Student Learning

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

Student Data: Student Groups

- 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

Goals

Revised/Approved: October 1, 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 Hendrick students that score Meets grade level or above on STAAR Reading 6-8 will increase from 63% in 2019 to 65% by June 2021. The Special Education student group performance will increase from 23% in 2019 to 26% in 2021. The English Learner student group performance will increase from 37% in 2019 to 41% in 2021.

Evaluation Data Sources: 2021 STAAR Reading

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Collaborative teams will use the collaborative team framework, Reading MAP results, and classroom assessment results to make instructional adjustments.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: MAP results Classroom assessment results Campus Grade reports Walkthrough data **Staff Responsible for Monitoring:** Department Chair Assistant Principals Team Leader **TEA Priorities:** Build a foundation of reading and math	25%	50%	70%
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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 2: The percent of Hendrick students that score Meets grade level or above on STAAR Writing 7 will increase from 57% in 2019 to 59% by June 2021. The Economically Disadvantaged student group performance will increase from 35% in 2019 to 40% in 2021. The English Learner student group will increase from 23% in 2019 to 26% in 2021.

    Evaluation Data Sources: 2021 STAAR Writing

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Collaborative teams will use the collaborative team framework, Reading MAP results, and classroom assessment results to make instructional adjustments.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: MAP results Classroom assessment results Campus Grade reports Walkthrough data **Staff Responsible for Monitoring:** Department Chair Assistant Principals Team Leader **TEA Priorities:** Build a foundation of reading and math	25%	50%	70%
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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 Hendrick students that score Meets grade level or above on STAAR Math 6-8 will increase from 62% in 2019 to 63% by June 2021. The Economically Disadvantaged student group performance will increase from 39% in 2019 to 43% in 2021. The Special Education student group performance will increase from 30% in 2019 to 33% in 2021.

Evaluation Data Sources: 2021 STAAR Math

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Collaborative teams will use the collaborative team framework, Math MAP results, and classroom assessment results to make instructional adjustments.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: MAP results Classroom assessment results Campus Grade reports Walkthrough data **Staff Responsible for Monitoring:** Department Chair Assistant Principals Team Leader **TEA Priorities:** Build a foundation of reading and math	25%	50%	70%
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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 Hendrick students that score Meets grade level or above on STAAR Science 8 will increase from 65% in 2019 to 67% by June 2021. The Special Education student group performance will increase from 33% in 2019 to 35% in 2021. The African American student group performance will increase from 28% in 2019 to 32% in 2021.

Evaluation Data Sources: 2021 STAAR Science

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		

Strategy 1: Collaborative teams will use the collaborative team framework, Science MAP results, and classroom assessment results to make instructional adjustments.
    Strategy's Expected Result/Impact: MAP results
Classroom assessment results
Campus Grade reports
Walkthrough data
    Staff Responsible for Monitoring: Department Chair
Assistant Principals
Team Leader
    TEA Priorities: Build a foundation of reading and math
	Formative		

	Nov	Feb	June
	25%	50%	70%
0% No Progress 100% Accomplished Continue/Modify ✗ Discontinue			

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Goal 4: DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies and STAAR/EOC U.S. History from 2019 to 2021.

Performance Objective 1: The percent of Hendrick students that score Meets grade level or above on STAAR Social Studies 8 will increase from 51% in 2019 to 53% by June 2021. The Special Education student group performance will increase from 26% in 2019 to 28% in 2021. The African American student group will increase from 19% in 2019 to 23% in 2021.

Evaluation Data Sources: 2021 STAAR Social Studies

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Collaborative teams will use the collaborative team framework, Reading MAP results, and classroom assessment results to make instructional adjustments.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: MAP results Classroom assessment results Campus Grade reports Walkthrough data **Staff Responsible for Monitoring:** Department Chair Assistant Principals Team Leader **TEA Priorities:** Build a foundation of reading and math	25%	50%	70%
0% No Progress 100% Accomplished Continue/Modify ✗ Discontinue			

2020-21 SBIC

Committee Role	Name	Position
Administrator	Adrienne Hunter	Assistant Principal
Administrator	Lisa Long	Principal
Administrator	Mark Wilczynski	Assistant Principal
Non-classroom Professional	Victoria Hines	Counselor
Classroom Teacher	Valerie Frazier	Teacher
Classroom Teacher	Bryan Dixon	Teacher
Classroom Teacher	Olivia Carter	Teacher
District-level Professional	Laura Grundler	Coordinator Fine Arts
Paraprofessional	Debbie Hastings	Support Staff Member
Parent	Matt Hudnall	Parent
Non-classroom Professional	Lenora Young	Student Support Specialist
Parent	Cindy Savant	Parent
Parent	Ellen Myers	Parent
Business Representative	Willie Reeves	Business Member
Business Representative	Tom Villani	Business Member
Community Representative	Patricia Neal	Community Member
Community Representative	William Alston	Community Member
Parent	Karen Cameron-Petroski	Parent
Parent	Leslie Coe	Parent
Parent	Brian Green	Parent

Addendums

Hendrick- STAAR Social Studies Grade 8

The percent of 8th grade students that score Meets grade level or above on STAAR Social Studies Grade 8 will increase from 51% in 2019 to 53% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
52% 2019 Baseline: 51%	53%	55%	57%	59%

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	19	37	62	*	61	*	58	26	33	46	31	51	50	51
2020	20	39	62	*	61	*	59	27	35	47	32	51	51	52
2021	23	41	63	*	62	*	60	28	38	49	34	52	53	53
2022	26	45	63	*	62	*	62	30	42	51	37	52	55	55
2023	30	49	64	*	63	*	64	33	47	54	40	53	58	57
2024	35	55	66	*	65	*	67	36	53	57	45	55	61	59
2019-2021	4	4	1	*	1	*	2	2	5	3	3	1	3	2
2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

Hendrick - STAAR Grade 7 Writing

The percent of 7th grade students that score Meets grade level or above on STAAR Writing Grade 7 will increase from 57% in 2019 to 59% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
58% 2019 Baseline: 57%	59%	61%	63%	65%

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	35	40	66	*	77	*	57	29	35	57	23	58	55	57
2020	36	42	66	*	77	*	58	30	37	58	24	58	56	58
2021	39	44	67	*	78	*	59	31	40	60	26	59	58	59
2022	42	48	67	*	78	*	61	33	44	62	29	59	60	61
2023	46	52	68	*	79	*	63	36	49	65	32	60	63	63
2024	51	58	70	*	81	*	66	39	55	68	37	62	66	65
2019-2021	4	4	1	*	1	*	2	2	5	3	3	1	3	2
2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

Hendrick - STAAR Grade 8 Science

The percent of 8th grade students that score Meets grade level or above on STAAR Science Grade 8 will increase from 65% in 2019 to 67% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
66% 2019 Baseline: 65%	67%	68%	69%	70%

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	28	52	75	*	80	*	67	33	39	62	41	66	60	65
2020	29	53	75	*	80	*	67	34	40	63	42	66	61	66
2021	32	56	75	*	80	*	68	35	43	64	43	66	62	67
2022	35	58	76	*	81	*	69	37	46	66	44	67	64	68
2023	39	62	76	*	81	*	71	40	50	68	46	67	66	69
2024	44	67	77	*	82	*	73	43	55	71	49	68	69	70
2019-2021	4	4	0	*	0	*	1	2	4	2	2	0	2	2

	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	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

Hendrick - Algebra 1

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 92% in 2019 to 95% 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
2019 Baseline	57	82	93	*	100	*	100	*	84	100	100	92	92	92
2021	65	89	94	#VALUE!	102	*	101	#VALUE!	92	109	104	93	101	95
2019-2021	8	7	1	8	2	*	1	2	8	9	4	1	9	3

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hendrick

2019 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2024 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	38	52	68		80		60	23	42	64	37	66	51	63
2020	40	54	68		80		61	24	44	65	39	66	52	64
2021	42	57	69		81		63	26	47	67	41	67	54	65
2022	45	60	70		82		64	28	51	69	43	68	56	67
2023	49	65	71		83		67	30	56	72	47	69	59	69
2024	54	70	72		84		70	33	62	76	51	70	63	71

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	34	48	69		85		60	30	39	68	48	65	53	62
2020	36	50	69		85		61	31	41	69	49	65	54	63
2021	38	52	70		86		62	33	43	70	50	66	55	63
2022	41	55	70		86		63	35	46	72	52	66	57	64
2023	45	59	71		87		64	37	50	74	54	67	59	66
2024	50	64	72		88		66	40	55	77	57	68	62	67

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	**Bullying** **Staff Prevention** ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations **Staff Education** ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process **Staff Intervention** ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies **Student Prevention** ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas **Student Education** ● Explain referral process/contacts ● Anonymous Tip Line **Student Intervention** ● Apply classroom interventions	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students		
Principal	**Coordinated Health Program** **Coordinated School Health** ● 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. **Fitness** ● 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. **Physical Activity Requirements** ● 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. ● K-8 Measure MVPA and physical activity time	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	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. ● 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. **Attendance** ● K-8 Monitor attendance of students and follow up on prominent and chronic absences.		
Principal	**Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** ● 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	**Parent Involvement** ● 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		