Plano Independent School District

Mccall Elementary

2020-2021

Board Approval Date: October 20, 2020

Mission Statement

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

Vision

Our school will be a school where all students are engaged learners and experience success on a daily basis.

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Comprehensive Needs Assessment

Needs Assessment Overview

Through the Campus Needs Assessment process, the campus noticed a trend of two areas that need to be continued and improved upon. The second language learners and our economically disadvantaged students are needing additional support and focus so that they can meet the growth standard that is expected of them. The staff will need to work to continue formative assessments in the area of language development so that the students foundationally can master language development and positively affect the writing of our students. The second need that manifested was a continuation and next step in assuring a safe campus through the utilization and consistent monitoring of common procedures for routines, behaviors, and academics such as planning and time management.

Demographics

Demographics Summary

McCall Elementary is a diverse population of students, educators and community members who strive to work collaboratively to develop the mind, heart, and character of each student. The campus houses 554 diverse students who range from second language learners, economically disadvantaged, and gifted and talented. The campus has a growing and active PTA who assist to build into the students as well as the community they are a part of.

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 (Prioritized): The English Learners Academic Growth Standard (63) for the 2018-19 school year (last evidenced data) 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 Learning

Student Learning Summary

McCall Elementary Goals Including HB3 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.

The students at the campus have been successful with the standardized tests that measure campus ratings, and the campus average for students meeting the approaching standard of STAAR is higher than the district.

Student Learning 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 Learning Needs

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Problem Statement 2 (Prioritized): 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 Summary

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.

School Processes & Programs Strengths

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- 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

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Perceptions

Perceptions Summary

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.

Perceptions Strengths

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- 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

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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) for the 2018-19 school year (last evidenced data) 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

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Problem Statement 1 Areas: Demographics - Student Learning - 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 Learning - 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

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

- STAAR End-of-Course current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Observation Survey results

Student Data: Behavior and Other Indicators

- School safety data

Employee Data

- 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

- Study of best practices

Goals

Revised/Approved: September 30, 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: HB3 - The percent of McCall 3rd grade students that score meets grade level or above on STAAR Reading will increase from 51% in 2019 to 53% by June 2021. The English Learner student group performance will increase from 33% in 2019 to 37% in 2021. The Economically Disadvantaged student group performance will increase from 34% in 2019 to 39% in 2021.

HB3 Goal

Evaluation Data Sources: 2021 STAAR Reading - 3rd grade

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Utilize the collaborative team planning protocol campus-wide with fidelity. **Strategy's Expected Result/Impact:** With the intentional focus towards the stages of planning, the unit assessments, MAP and STAAR assessments will show growth. **Staff Responsible for Monitoring:** Grade Level Teams and Specialists Administration **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2 - School Processes & Programs 1 - Perceptions 2			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: The grade level teachers and specialists will perform Reading Common Formative Assessments and collect the instructional data to analyze student development throughout the year, focusing on essential standards that support language development. **Strategy's Expected Result/Impact:** Through this process, the teams will have frequent data collection to assist in developing strategies geared toward our students, with a sub-focus towards developing and identifying targeted approaches for the Economically Disadvantaged and English Learner populations. **Staff Responsible for Monitoring:** Administration CIP Monitoring Team **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 2 - Perceptions 1			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Campus English Second Language Specialists will utilize small groups focused on students who are at the Beginning and Intermediate range according to TELPAS. **Strategy's Expected Result/Impact:** With the specialists focused on this population of students, the students will increase with language development, and in time, achieve further success on standardized assessments. **Staff Responsible for Monitoring:** Campus ESL Specialists Administration **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 2 - Perceptions 1			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

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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.

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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 McCall students that score Meets grade level or above on STAAR Reading 3-5 will increase from 58% in 2019 to 60% by June 2021. The Special Education student group performance will increase from 29% in 2019 to 32% in 2021. The English Learner student group performance will increase from 41% in 2019 to 45% in 2021.

Evaluation Data Sources: 2021 STAAR Reading

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Collaborative planning sessions utilizing the Special Education staff that are focused on development and success of students receiving Special Education Services, implementation, and planning integration each semester. **Strategy's Expected Result/Impact:** Through the process of integrating our special education staff into collaborations and plannings, the students will a guided instruction that is embedded with strategies to support individual learners. **Staff Responsible for Monitoring:** Special Education Grade Level Team Leaders Administration **Title I Schoolwide Elements:** 2.6 **Problem Statements:** Student Learning 2 - School Processes & Programs 1 - Perceptions 2	0%	35%	75%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Hire a full time Title I Instructional Teacher who can support the students and staff with content and collaboration. **Strategy's Expected Result/Impact:** Providing high quality instruction to all student subpopulations to help them make progress and show growth in Language Development. **Staff Responsible for Monitoring:** Administration **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 2 - Perceptions 1 **Funding Sources:** Title I Instructional Teacher - 211 Title I, Part A - $73,353	100%	100%	100%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Campus creation and commitment to procedures as well as measures for communication and outreach to the families in the community in an effort to ensure consistent educational procedures, instruction, and structure while at campus or abroad, as well as strengthening the home-school connection through virtual and in-person parent involvement events that have a focus towards education and community building. **Strategy's Expected Result/Impact:** Through the implementation and consistent communication measures, whether on campus or abroad, the campus will verify consistent high impact communication to assist students with developmentally appropriate standards and work as well as build into the community through the offering of parent classes and family activities through a virtual setting. **Staff Responsible for Monitoring:** Title I Specialist Administration **Title I Schoolwide Elements:** 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 2 - Perceptions 1 **Funding Sources:** Parent Engagement Materials and Supplies - 211 Title I, Part A - $1,249	30%	60%	100%

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Initiate a campus wide reading program for the community and students to jointly practice reading. **Strategy's Expected Result/Impact:** The students and families will be provided resources and a book to read jointly. The student's comprehension and language level will improve through the at-home installation of reading. **Staff Responsible for Monitoring:** Administration, Title I Specialist, Reading Specialist **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 2 - Perceptions 1 **Funding Sources:** Read To Them One Book - One Reading Program - 211 Title I, Part A - $3,213	0%	50%	100%

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Provide and initiate a campus summer learning initiative through the use of materials that students can take with them to prevent learning loss while not at campus. **Strategy's Expected Result/Impact:** The student retention of concepts will be higher, as showcased by the beginning of year MAP, as well as the start of the year formative assessments. **Staff Responsible for Monitoring:** Administration Title I **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 2 - Perceptions 1 **Funding Sources:** Summer Learning Backpacks - 211 Title I, Part A - $20,009	0%	0%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

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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**: 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) for the 2018-19 school year (last evidenced data) 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

Problem Statement 1: The English Learners Academic Growth Standard (63) for the 2018-19 school year (last evidenced data) 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.

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 3: The percent of McCall students that score Meets grade level or above on STAAR Writing 4 will increase from 51% in 2019 to 53% by June 2021. The Economically Disadvantaged student group performance will increase from 35% in 2019 to 40% in 2021. The English Learner student group performance will increase from 44% in 2019 to 47% in 2021.

Evaluation Data Sources: 2021 STAAR Writing

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Each collaborative team utilize common formative assessments as well as the utilization of listening, speaking and writing rubrics for language development checkpoints. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Administration CIP Monitoring Team **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 1, 2	20%	50%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: The English Learners Academic Growth Standard (63) for the 2018-19 school year (last evidenced data) 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.

Student Learning

Problem Statement 1: The English Learners Academic Growth Standard (63) for the 2018-19 school year (last evidenced data) 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

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) for the 2018-19 school year (last evidenced data) 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

Problem Statement 1: The English Learners Academic Growth Standard (63) for the 2018-19 school year (last evidenced data) 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

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.

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: HB3 - The percent of McCall 3rd grade students that score meets grade level or above on STAAR Math will increase from 64% in 2019 to 65% by June 2021. The Economically Disadvantaged student group performance will increase from 47% in 2019 to 51% in 2021. The English Learner student group performance will increase from 55% in 2019 to 57% in 2021.

HB3 Goal

Evaluation Data Sources: 2021 STAAR Math - 3rd grade

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Utilize the collaborative team planning protocol campus-wide with fidelity. **Strategy's Expected Result/Impact:** With the intentional focus towards the stages of planning, the unit assessments, MAP and STAAR assessments will show growth. **Staff Responsible for Monitoring:** Grade Level Teams and Specialists Administration **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2 - School Processes & Programs 1 - Perceptions 2	35%	60%	100%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: The grade level teachers and specialists will perform Math Common Formative Assessments throughout the year and gather data to guide instructional practices and interventions/extensions. **Strategy's Expected Result/Impact:** Through this process, the teams will have frequent data collection to assist in developing strategies geared toward second language learners. **Staff Responsible for Monitoring:** Campus Monitoring Team Instructional Specialists Administration **Title I Schoolwide Elements:** 2.4, 2.6 **Problem Statements:** Student Learning 2 - School Processes & Programs 1 - Perceptions 2	35%	60%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning

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

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.

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**: 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: 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 2: The percent of McCall students that score Meets grade level or above on STAAR Math 3-5 will increase from 68% in 2019 to 69% by June 2021. The Special Education student group performance will increase from 38% in 2019 to 41% in 2021. The Economically Disadvantaged student group performance will increase from 52% in 2019 to 56% in 2021.

Evaluation Data Sources: 2021 STAAR Math

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Grade level teams will meet weekly with campus support to use the district curriculum for planning and instructional practice. Meeting will be structured around the campus created commitments and procedures including submission of gendas and structured collaborative meetings as an examination of progress. **Strategy's Expected Result/Impact:** Through following the campus common procedures, the plannings will become focused on data, focused on student needs, and be most beneficial to the students, according to data. **Staff Responsible for Monitoring:** Campus Monitoring Team Administration Team Leaders **Title I Schoolwide Elements:** 2.4, 2.6 **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 1, 2	35%	60%	100%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Grade levels 3-5 will utilize district materials and alternative materials through Mentoring Minds to assist with closing learning gaps and drive extended learning. **Strategy's Expected Result/Impact:** Through the use of these resources, the students will show growth on Math STAAR. **Staff Responsible for Monitoring:** Instructional Specialist Title I Specialist Administration **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 2 - Perceptions 1 **Funding Sources:** Mentoring Minds Math Resource: Grades 3-5 - 211 Title I, Part A - $4,558.40	35%	60%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: The English Learners Academic Growth Standard (63) for the 2018-19 school year (last evidenced data) 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.

Student Learning

Problem Statement 1: The English Learners Academic Growth Standard (63) for the 2018-19 school year (last evidenced data) 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

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) for the 2018-19 school year (last evidenced data) 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

Problem Statement 1: The English Learners Academic Growth Standard (63) for the 2018-19 school year (last evidenced data) 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.

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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 McCall students that score Meets grade level or above on STAAR Science 5 will increase from 70% in 2019 to 72% by June 2021. The English Learner student group performance will increase from 57% in 2019 to 59% in 2021. The Economically Disadvantaged student group performance will increase from 57% in 2019 to 61% in 2021.

Evaluation Data Sources: 2021 STAAR Science

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: The grade level teachers and specialists will perform Science Formative Assessments throughout the year and analyze assessment data for instructional planning and reteaching. Teachers will reflect on student performance and teaching strategy effectiveness to revise as needed. **Strategy's Expected Result/Impact:** Through this process, the fifth grade team will have frequent data collection to assist with STAAR growth. **Staff Responsible for Monitoring:** Grade Level Teams and Specialists Administration **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 1, 2	20%	60%	100%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Utilize the collaborative team planning protocol campus-wide with fidelity. **Strategy's Expected Result/Impact:** With the intentional focus towards the stages of planning, the unit assessments, MAP and STAAR assessments will show growth. **Staff Responsible for Monitoring:** Campus Monitoring Team Instructional Specialists Administration **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 1, 2	35%	60%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: The English Learners Academic Growth Standard (63) for the 2018-19 school year (last evidenced data) 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.

Student Learning

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2020-21 SBIC

Committee Role	Name	Position
Parent	Laura Gilham	Parent-PTA
Business Representative	Delila Dueck	Business
Business Representative	Tersit Getachew	Business
Community Representative	Rubina Azhar	Community
Community Representative	Dolores Aasen	Community
Parent	Tameica Tuscana	Parent
Parent	Julie Grey	Parent
Parent	Ajikwaga Felli	Parent
Parent	MT Tran	Parent
Parent	Scott Doyle	Parent
Parent	Tara Connor	Parent
Classroom Teacher	Allyson Ruddick	Staff
Classroom Teacher	Cynthia Hill	Staff
Classroom Teacher	Jennifer Munoz	Staff
Classroom Teacher	Jason Lee	Staff
Classroom Teacher	Ashley Hillenbrand	Staff
Classroom Teacher	Rachel Prim	Staff
Paraprofessional	Karen Miller	Support Staff
District-level Professional	Vanessa Skinner	District Staff
Non-classroom Professional	Alexander Casado	AP
Administrator	Stacy Kimbriel	Principal

Addendums

McCall - STAAR Grade 4 Writing

The percent of 4th grade students that score Meets grade level or above on STAAR Writing Grade 4 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	62	22	45	*	69	*	80	14	35	*	44	53	40	51
2020	63	24	45	*	69	*	81	15	37	*	45	53	41	52
2021	66	26	46	*	70	*	82	16	40	*	47	54	43	53
2022	69	30	46	*	70	*	84	18	44	*	50	54	45	55
2023	73	34	47	*	71	*	86	21	49	*	53	55	48	57
2024	78	40	49	*	73	*	89	24	55	*	58	57	51	59
2019-2021	4	4	1	*	1	*	2	2	5	*	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

McCall - STAAR Grade 5 Science

The percent of 5th grade students that score Meets grade level or above on STAAR Science Grade 5 will increase from 70% in 2019 to 72% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
71% 2019 Baseline: 70%	72%	73%	74%	75%

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	63	50	71	*	88	*	*	14	57	*	57	73	56	70
2020	64	51	71	*	88	*	*	15	58	*	58	73	57	71
2021	67	54	71	*	88	*	*	16	61	*	59	73	58	72
2022	70	56	72	*	89	*	*	18	64	*	60	74	60	73
2023	74	60	72	*	89	*	*	21	68	*	62	74	62	74
2024	79	65	73	*	90	*	*	24	73	*	65	75	65	75
2019-2021	4	4	0	*	0	*	*	2	4	*	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

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

McCall

2019 Rates: Based on percent of students at STAAR Grade 3 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 # of Students	27	11	26		34		5	7	38		40	90	13	103
2019	44	36	50		62		60	57	34		33	51	54	51
2020	46	38	50		62		61	58	36		35	51	55	52
2021	48	41	51		63		63	60	39		37	52	57	53
2022	51	44	52		64		64	62	43		39	53	59	55
2023	55	49	53		65		67	64	48		43	54	62	57
2024	60	54	54		66		70	67	54		47	55	66	59

District Goals for Grade 3 STAAR

District 2019 Baseline	44	40	70	43	77	-	57	37	37	53	48	63	53	60
District 2024 Goal	60	58	74	60	81	68	67	47	57	65	62	67	65	68
District Increase 2019 to 2021	4	4	1	4	1	2	3	3	5	3	4	1	3	2
District Increase 2019 to 2024	16	18	4	17	4	8	10	10	20	12	14	4	12	8

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

McCall

2019 Rates: Based on percent of students at STAAR Grade 3 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.

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 # of Students	27	11	26		34		5	7	38		40	90	13	103
2019	59	27	58		82		80	71	47		55	62	77	64
2020	61	29	58		82		81	72	49		56	62	78	65
2021	63	31	59		83		82	74	51		57	63	79	65
2022	66	34	59		83		83	76	54		59	63	81	66
2023	70	38	60		84		84	78	58		61	64	83	68
2024	75	43	61		85		86	81	63		64	65	86	69

District Goals for Grade 3 STAAR

District 2019 Baseline	43	44	72	71	85	-	63	40	43	57	58	67	57	65
District 2024 Goal	59	60	75	74	88	70	69	50	59	66	67	70	66	70
District Increase 2019 to 2021	4	4	1	1	1	2	2	3	4	2	2	1	2	2
District Increase 2019 to 2024	16	16	3	3	3	5	6	10	16	9	9	3	9	5

HB3 Campus Goals - All Grades STAAR at Meets Standard

McCall

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	58	36	59		69		82	29	42	67	41	59	55	58
2020	60	38	59		69		83	30	44	68	43	59	56	59
2021	62	41	60		70		85	32	47	70	45	60	58	60
2022	65	44	61		71		86	34	51	72	47	61	60	62
2023	69	49	62		72		89	36	56	75	51	62	63	64
2024	74	54	63		73		92	39	62	78	55	63	67	66

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	65	44	67		87		82	38	52	67	58	69	63	68
2020	67	46	67		87		83	39	54	68	59	69	64	69
2021	69	48	68		88		84	41	56	69	60	70	65	69
2022	72	51	68		88		85	43	59	71	62	70	67	70
2023	76	55	69		89		86	45	63	73	64	71	69	72
2024	81	60	70		90		88	48	68	76	67	72	72	73

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		