Plano Independent School District

Schell Elementary

2020-2021

Board Approval Date: October 20, 2020

Mission Statement

Schell Mission Statement

Uniting a community of self-directed, life-long learners within a challenging and nurturing environment dedicated to excellence.

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Comprehensive Needs Assessment

Student Learning

Student Learning Summary

Schell 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.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The collaborative teams/grade level teams are operating at varying levels of autonomy when utilizing the district instructional model and framework to plan and deliver instruction in an effort to become a high reliability school. **Root Cause:** We will address: being consistent with the use of academic language through effective instructional strategies to maximizing opportunities to extend or intervene based on where students are.

Problem Statement 2: Analyze all data sources, including STAAR, MAP, Running Records, to assess strengths and weaknesses of instruction. **Root Cause:** Inconsistency utilizing data, creating student mastery exit tickets within collaborative planning,

Problem Statement 3: Target instruction by using Edugence to look closely at strands, low and high areas, and missed questions. **Root Cause:** Teachers require training to learn how to analyze and use data during collaborative planning sessions.

Problem Statement 4 (Prioritized): Reading: There is a gap between the All student group Meets performance level on STAAR Reading (65%) and the Special Education (31%) and Economically Disadvantaged (37%) student groups.

Problem Statement 5 (Prioritized): Math: There is a gap between the All student group Meets performance level on STAAR Math (68%) and the Special Education (31%) and Economically Disadvantaged (40%) student groups.

Problem Statement 6 (Prioritized): Writing: There is a gap between the All student group Meets performance level on STAAR Writing (63%) and the Special Education (36%) and Economically Disadvantaged (46%) student groups.

Problem Statement 7 (Prioritized): Science: There is a gap between the All student group Meets performance level on STAAR Science (50%) and the English Learner (38%) and Economically Disadvantaged (25%) student groups.

Priority Problem Statements

Problem Statement 1: The collaborative teams/grade level teams are operating at varying levels of autonomy when utilizing the district instructional model and framework to plan and deliver instruction in an effort to become a high reliability school.

Root Cause 1: We will address: being consistent with the use of academic language through effective instructional strategies to maximizing opportunities to extend or intervene based on where students are.

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 (65%) and the Special Education (31%) and Economically Disadvantaged (37%) student groups.

Root Cause 2:

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 (68%) and the Special Education (31%) and Economically Disadvantaged (40%) student groups.

Root Cause 3:

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 (63%) and the Special Education (36%) and Economically Disadvantaged (46%) student groups.

Root Cause 4:

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 (50%) and the English Learner (38%) and Economically Disadvantaged (25%) student groups.

Root Cause 5:

Problem Statement 5 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 Data: Assessments

- Local benchmark or common assessments data
- Running Records results
- Grades that measure student performance based on the TEKS

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- 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 Schell 3rd grade students that score meets grade level or above on STAAR Reading will increase from 58% in 2019 to 60% 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 47% in 2019 to 51% in 2021.

HB3 Goal

Evaluation Data Sources: 2021 STAAR Reading - 3rd grade

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Implement the collaborative planning protocol so that all K-5th students will be provided high quality Tier I Instruction that is aligned to the TEKS through the study of and provision of professional development to implement research based instructional practices. **Strategy's Expected Result/Impact:** Successful implementation resulting in learner progress in reading. In addition, this will also address closing the achievement gaps based on data. **Staff Responsible for Monitoring:** Team Leaders Grade level teachers Specialists Administration **TEA Priorities:** Build a foundation of reading and math	50%	65%	70%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Implement guided reading and a balanced literacy model with fidelity in grades K-5. **Strategy's Expected Result/Impact:** Students' performance in class and on formal and informal assessments will improve as a result of targeted interventions based on student data. **Staff Responsible for Monitoring:** Kindergarten - 3rd grade teachers Literacy Specialists Instructional Specialists Administration	20%	55%	70%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Use formative and summative assessment data to drive instruction. **Strategy's Expected Result/Impact:** Teachers will use results of Common Formative Assessment as well as district and unit assessments to determine the focus of each small group. Small group attendees will be fluid, changing members as needed as a result of assessment data results. Students will learn grade level material specific to their level of learning. **Staff Responsible for Monitoring:** Administration Grade level teachers	50%	55%	60%

No Progress

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 Schell students that score Meets grade level or above on STAAR Reading 3-5 will increase from 65% in 2019 to 67% by June 2021. The Economically Disadvantaged student group performance will increase from 37% in 2019 to 42% in 2021. The English Learner student group performance will increase from 53% in 2019 to 57% in 2021.

Evaluation Data Sources: 2021 STAAR Reading

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Implement with fidelity the collaborative planning protocols to concentrate on targeted lessons to meet the needs of our students. **Strategy's Expected Result/Impact:** Improved efficiency of targeted planning will continue to improve grade level teachers' ability to meet the needs of the grade level's students. **Staff Responsible for Monitoring:** Principals Instructional Specialists Team Leaders	50%	55%	70%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Team collaboration with PISD curriculum department staff in September and monthly as needed. Curriculum staff will continue to help teams improve their planning skills using the district provided resources. **Strategy's Expected Result/Impact:** Time and task and on level targeted material use will increase as teachers continue to improve their understanding and ability to effectively and efficiently collaborate in team settings using district provided resources. **Staff Responsible for Monitoring:** Principals Grade level teachers PISD Curriculum Dept staff **TEA Priorities:** Build a foundation of reading and math	40%	40%	45%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Use formative and summative assessment data to drive instruction. **Strategy's Expected Result/Impact:** Teachers will use results of Common Formative Assessment as well as district and unit assessments to determine the focus of each small group. Small group attendees will be fluid, changing members as needed as a result of assessment data results. Students will learn grade level material specific to their level of learning. **Staff Responsible for Monitoring:** Administration Grade level teachers	45%	50%	55%

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 3: The percent of Schell students that score Meets grade level or above on STAAR Writing 4 will increase from 63% in 2019 to 65% by June 2021. The Economically Disadvantaged student group performance will increase from 46% in 2019 to 51% in 2021. The English Learner group performance will increase from 51% in 2019 to 54% in 2021.

Evaluation Data Sources: 2021 STAAR Writing

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Use formative and summative assessments to drive instruction. **Strategy's Expected Result/Impact:** Teachers will use results of Common Formative Assessment as well as district and unit assessments to determine the focus of each small group. Small group attendees will be fluid, changing members as needed as a result of assessment data results. Students will learn grade level material specific to their level of learning. **Staff Responsible for Monitoring:** Administration Kinder - 4th grade teachers Instructional Specialists	35%	40%	45%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Teachers will utilize a balanced literacy model to include writing mini-lessons, guided writing, and independent writing times weekly. **Strategy's Expected Result/Impact:** Student mastery of grade level writing TEKS. **Staff Responsible for Monitoring:** Kinder-4th grade reading teachers Instructional specialists Administration	45%	50%	55%

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: HB3 - The percent of Schell 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 43% in 2019 to 47% in 2021. The English Learner student group performance will increase from 53% in 2019 to 55% in 2021.

HB3 Goal

Evaluation Data Sources: 2021 STAAR Math - 3rd Grade

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Implement with fidelity the collaborative planning protocols to concentrate on targeted lessons to meet the needs of our students. **Strategy's Expected Result/Impact:** Improved efficiency of targeted planning will continue to improve grade level teachers' ability to meet the needs of the grade level's students. **Staff Responsible for Monitoring:** Principals Instructional Specialists Team Leaders	50%	60%	65%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Use formative and summative assessment data to drive instruction. **Strategy's Expected Result/Impact:** Teachers will use results of Common Formative Assessment as well as district and unit assessments to determine the focus of each small group. Small group attendees will be fluid, changing members as needed as a result of assessment data results. Students will learn grade level material specific to their level of learning. **Staff Responsible for Monitoring:** Administration Grade level teachers	35%	50%	55%

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 2: The percent of Schell 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 Economically Disadvantaged student group performance will increase from 40% in 2019 to 44% in 2021. The English Learner student group performance will increase from 59% in 2019 to 61% in 2021.

Evaluation Data Sources: 2021 STAAR Math

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Implement with fidelity the collaborative planning protocols to concentrate on targeted lessons to meet the needs of our students. **Strategy's Expected Result/Impact:** Improved efficiency of targeted planning will continue to improve grade level teachers' ability to meet the needs of the grade level's students. **Staff Responsible for Monitoring:** Principals Instructional Specialists Team Leaders	50%	60%	70%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Use formative and summative assessment data to drive instruction. **Strategy's Expected Result/Impact:** Teachers will use results of Common Formative Assessment as well as district and unit assessments to determine the focus of each small group. Small group attendees will be fluid, changing members as needed as a result of assessment data results. Students will learn grade level material specific to their level of learning. **Staff Responsible for Monitoring:** Administration Grade level teachers	45%	55%	60%

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 Schell students that score Meets grade level or above on STAAR Science 5 will increase from 50% in 2019 to 52% by June 2021. The Economically Disadvantaged student group performance will increase from 25% in 2019 to 29% in 2021. The English Learner student group performance will increase from 38% in 2019 to 40% 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: Implement with fidelity the collaborative planning protocols to concentrate on targeted lessons to meet the needs of our students. **Strategy's Expected Result/Impact:** Improved efficiency of targeted planning will continue to improve grade level teachers' ability to meet the needs of the grade level's students. **Staff Responsible for Monitoring:** Principals Instructional Specialists Team Leaders	30%	60%	65%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Use formative and summative assessment data to drive instruction. **Strategy's Expected Result/Impact:** Teachers will use results of Common Formative Assessment as well as district and unit assessments to determine the focus of each small group. Small group attendees will be fluid, changing members as needed as a result of assessment data results. Students will learn grade level material specific to their level of learning. **Staff Responsible for Monitoring:** Administration Grade level teachers	30%	45%	60%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

2020-21 SBIC

Committee Role	Name	Position
Administrator	Kristin Glasscock	Assistant Principal
Administrator	Bobby Farris	Principal
Classroom Teacher	Michele Hernandez	Classroom Teacher
Classroom Teacher	Mariam Ghanem	Classroom Teacher
District-level Professional	Rayna Matthews-Whetstone	District- Level Professional
Classroom Teacher	Katarina Kilic	Classroom Teacher
Classroom Teacher	Sarah Wing	Classroom Teacher
Classroom Teacher	Sheila Greenberg	Classroom Teacher
Classroom Teacher	Lori Downey	Classroom Teacher
Parent	Sravanthi Loke	Parent
Community Representative	Amanda Heter	Non-Classroom Professional
Non-classroom Professional	Camille Beckman	PACE teacher
Parent	Maegan Pollack	Parent
Parent	Lisa Rosen	Parent
Parent	Marly Agbu	Parent
Community Representative	Joseph Coakley	Community Representative
Business Representative	Greg Coon	Business Representative
District-level Professional	Mirthis Moseley	District- Level Professional
Parent	Jessica Barnes	Parent
Classroom Teacher	Dee Adams	Support Staff Member
Community Representative	Jenny Van Cleve	Community Representative
Parent	Erin Thomas	Parent
Business Representative	Kevin Sinclair	Business Representative

Addendums

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

Schell

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	11	5	25		56			12	23		45	71	29	100
2019	45	40	60		63			33	35		47	63	45	58
2020	47	42	60		63			34	37		49	63	46	59
2021	49	45	61		64			36	40		51	64	48	60
2022	52	48	62		65			38	44		53	65	50	62
2023	56	53	63		66			40	49		57	66	53	64
2024	61	58	64		67			43	55		61	67	57	66

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

Schell

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	11	5	25		56			12	23		45	71	29	100
2019	27	20	72		73			25	43		53	69	52	64
2020	29	22	72		73			26	45		54	69	53	65
2021	31	24	73		74			28	47		55	70	54	65
2022	34	27	73		74			30	50		57	70	56	66
2023	38	31	74		75			32	54		59	71	58	68
2024	43	36	75		76			35	59		62	72	61	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

Schell

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	47	52	65		70		75	31	37	45	53	69	56	65
2020	49	54	65		70		76	32	39	46	55	69	57	66
2021	51	57	66		71		78	34	42	48	57	70	59	67
2022	54	60	67		72		79	36	46	50	59	71	61	69
2023	58	65	68		73		82	38	51	53	63	72	64	71
2024	63	70	69		74		85	41	57	56	67	73	68	73

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	44	48	62		77		83	31	40	55	59	72	58	68
2020	46	50	62		77		84	32	42	56	60	72	59	69
2021	48	52	63		78		85	34	44	57	61	73	60	69
2022	51	55	63		78		86	36	47	59	63	73	62	70
2023	55	59	64		79		87	38	51	61	65	74	64	72
2024	60	64	65		80		89	41	56	64	68	75	67	73

Schell - 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 63% in 2019 to 65% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
64% 2019 Baseline: 63%	65%	67%	69%	71%

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	55	55	*	68	*	50	36	46	20	51	63	60	63
2020	64	57	55	*	68	*	51	37	48	21	52	63	61	64
2021	67	59	56	*	69	*	52	38	51	23	54	64	63	65
2022	70	63	56	*	69	*	54	40	55	25	57	64	65	67
2023	74	67	57	*	70	*	56	43	60	28	60	65	68	69
2024	79	73	59	*	72	*	59	46	66	31	65	67	71	71
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

Schell - 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 50% in 2019 to 52% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
51% 2019 Baseline: 50%	52%	53%	54%	55%

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	20	40	50	*	58	*	*	42	25	*	38	51	49	50
2020	21	41	50	*	58	*	*	43	26	*	39	51	50	51
2021	24	44	50	*	58	*	*	44	29	*	40	51	51	52
2022	27	46	51	*	59	*	*	46	32	*	41	52	53	53
2023	31	50	51	*	59	*	*	49	36	*	43	52	55	54
2024	36	55	52	*	60	*	*	52	41	*	46	53	58	55
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

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		