

**Plano Independent School District**  
**Isaacs Early Childhood School**  
**Campus Improvement Plan**  
**2020-2021**



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

# **Mission Statement**

## **Plano ISD Mission Statement**

Our Plano ISD learning community will educate, inspire and empower every student to activate their unique potential in a dynamic world.

## **Isaacs ECS Mission Statement**

In partnership with Isaacs' families, we will lay a strong foundation in a collaborative environment that is filled with exploration, discovery, excitement, interactive and hands-on developmentally appropriate activities for all.

# **Vision**

## **Plano ISD Vision Statement**

Committed to Excellence

Dedicated to Caring  
Powered by Learning  
**Plano ISD Proud**

## **Isaacs Early Childhood School Vision Statement**

At Isaacs ECS we create exciting beginnings and nurture children to become lifelong learners.

# **Core Beliefs**

# Plano ISD Core Beliefs

We Believe:

- ALL students are at the heart of our decisions.
- High expectations lead to growth and achievement for each student and staff member.
- Graduates must possess the skills and knowledge that prepare them to become responsible citizens and successful leaders.
- All students will utilize social, emotional and academic skills in order to become resilient and resourceful lifelong learners.
- The highest levels of learning occur when students are engaged in work that is relevant, authentic and challenging.
- Equity and access to equal opportunities are essential to reaching the highest levels of student achievement.
- As good stewards, we provide access to resources that enable each student to reach his/her aspirations.
- Our diverse, innovative and future-focused employees are the most valuable resource vital to the growth, care and success of each student.
- We embrace families, staff, students, and our community in the shared responsibility of educating our children.
- Developing meaningful, collaborative relationships in a welcoming, safe and caring environment is essential for student success.
- Quality public education is the foundation of a thriving community.

## Isaacs Core Beliefs

We believe:

- children's needs come first
- children are curious and excited about learning
- children deserve a strong educational foundation
- children are responsible problem solvers
- children grow with a responsive and innovative staff
- children excel when staff, parents and community work together

ALL Isaacs students will succeed!

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# Comprehensive Needs Assessment

## Needs Assessment Overview

Our Comprehensive Needs Assessment was compiled in September 2020. The Questions to Consider document and information from a variety of resources was gathered to make informed decisions about our strengths and areas of concern.

# Demographics

## Demographics Summary

- Serve the Plano East Senior High School Feeder System (13 Elementary Schools)
- Serve the Dual Language students within our attendance zone and students who would otherwise attend Pearson ECS
- Serve three-year-old students from one-half of Pearson ECS attendance zone
- Currently serving approximately 40% of our students Face-to-Face and 60% of students via remote learning
- Starting on their third birthday, we continually enroll special education students in ECSE classrooms as they qualify for services.
- All students who are in our three years old classrooms, or born after 9/1/16, are identified as students with special education services
- Current enrollment is 94 three year old students and 239 four year old students. All four year old students are in full day classrooms. All three year old students are in one-half day classrooms. Total enrollment is 365 students
- Students born on or before 9/1/16 and after 9/2/15 qualify to enroll at Isaacs if they are economically disadvantaged, second language learners (ESL), dual language, special education, foster care, homeless, children of military active duty or disabled veteran, Star of Texas, and children of fallen first old students. PISD approves most four-year-old special education students for full day Pre-K.
- Many of our students come from families who are economically disadvantaged
- Ethnicity: Hispanic - 39%, Asian - 26%, White - 22% - African American - 10%, the rest are either two or more races or Native American.
- Gender: Male - 61%, Female 39%
- Special Education: 44% of students qualify for special education services
- Percentage of students who are in the ESL program - 31%
- Percentage of students who are in the Dual Language Program: 22%
- Staff - 38 professional and 50 paraprofessional staff members
- Staff members mostly reflect the ethnicity of the students on campus.

## Demographics Strengths

- At least two adults in each classroom (one a certified teacher)
- Once enrolled there is minimal mobility of students
- Ability to teach in native language (Spanish)
- All teachers are certified in Early Childhood Education, Special Education, and are either Bilingual or ESL certified
- Dual Language Staff
- Multitude of resources are available to:
  - Staff
  - Parents

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Student attendance averages around 92% for all students. **Root Cause:** Isaacs is the first opportunity for three and four year old students to attend school and many parents will keep them home from school for a variety of reasons. Transportation is provided from most student home schools. Many students have unique home situations including having only one car or no transportation. There are very few homes close enough to Isaacs for students to walk to school.

**Problem Statement 2:** Parents of our students are often hesitant to become involved in school activities and family engagement opportunities. **Root Cause:** Over one-half of the students only attend Isaacs for one school year. All of our students must qualify to attend the school. Students identified as needing special education services may enroll on their third birthday. Students entering Isaacs that turn four before September 1 of the current year qualify to attend for a variety of reasons: low socioeconomic status, ESL, bilingual Spanish, foster care, active duty military or disabled veteran, Star of Texas, fallen officers, and homelessness. As the first school experience for many of our students, earning the trust of the families by providing a welcoming atmosphere to increase family involvement is key to success.

# Student Learning

## Student Learning Summary

- Special education students are making progress toward their IEP goals
- IEP goals and accommodations are specifically designed and documented for individual students.
- Greater than 95% of all four year old students show progress in all areas of Circle from the BOY and EOY Circle Assessment (2018/19). No data for 2019/20 due to COVID-19.
- Dual Language students begin the year at a lower percentage than the monolingual students, and show greater growth over the school year (2018/19 data)
- Professionals and paraprofessionals work as a collaborative classroom team to ensure an optimal learning environment
- Teachers follow the PreKindergarten Guidelines and PISD curriculum resources including Frog Street, Settle Your Glitter, and Ready Body Ready Minds.
- Response to Intervention (RtI) groups are targeted to specific learning targets and flexible within the classroom
- Social Emotional learning is taught along with academics with a developmentally appropriate, research based curriculum (SYG)
- The 2019/2020 school year ended with virtual learning during the last nine weeks of school.
- The 2020/2021 school year started with all students receiving instruction virtually, and currently we have 40% learning at school and 60% learning at home.

## Student Learning Strengths

- RtI groups
- Flexible RtI Groupings
- Base lines / prior knowledge
- Impacts teaching and learning cycle
- Informal assessment
- Rote counting
- Rhyming
- Progress in all areas of Circle
- Utilizing all staff

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Research-based instructional practices to increase student achievement lack consistency across the campus. **Root Cause:** The campus has not yet established clear expectations for supporting academic and social emotional development of students through best practices.

**Problem Statement 2 (Prioritized):** Constructive feedback on instructional practices is not regularly provided to staff. **Root Cause:** The current walkthrough data template is not aligned with instructional best practice.

**Problem Statement 3:** Student attendance averages around 92% for all students. **Root Cause:** Isaacs is the first opportunity for three and four year old students to attend school and many parents will keep them home from school for a variety of reasons. Transportation is provided from most student home schools. Many students have unique home situations including having only one car or no transportation. There are very few homes close enough to Isaacs for students to walk to school.



**Problem Statement 4 (Prioritized):** Most professional learning provided to the staff by the district targets instruction for students who are in Kindergarten or above. **Root Cause:** This is the second year of a new curriculum for the early childhood classrooms. Continued specific professional learning is needed for Understanding by Design planning and instructional practices targeting student learning outcomes.

**Problem Statement 5 (Prioritized):** Collaborative planning teams were introduced to the Collaborative Team Framework and Instructional strategies at the beginning of the 19/20 school year. **Root Cause:** Continued support and professional learning will be needed with these two documents and how their alignment with HRS and collaborative team planning.

**Problem Statement 6 (Prioritized):** The principal has not consistently met with all professional staff to provide specific feedback on quality PreK indicators. **Root Cause:** A formal procedure and PreK Quality Checklist has not been utilized to provide feedback to professional staff .

**Problem Statement 7 (Prioritized):** The majority of our four year old students come from families that are economically disadvantaged and/or second language learners. **Root Cause:** Research studies show that students who are economically disadvantaged and/or second language learners are often not exposed rich vocabulary .

# School Processes & Programs

## School Processes & Programs Summary

Retention of Professional staff: 98.5%

Collaborative Planning PLCs meets on a weekly basis

Collaborative Planning PLCs meets prior to the introduction of a new unit for extended planning

Collaborative Neighborhood PLCs meet at least one time per month.

Professional learning opportunities are designed to enhance instructional practices and geared toward PreK

Attendance is monitored daily. Teachers follow up with parents when a student is absent or consistently late for school. If absences or tardies

Instructional coach observes instructional practices throughout the school, assisting teachers in improving instruction.

ESL specialist provides support, assessment, and documentation for second language learners.

Special education team leader provides professional learning and monitors compliance of special education teachers and the assessment team.

The assessment team meets regularly with the principal and special education team leader to discuss the assessment and placement of students identified

Team Leaders meet at least one time per month to provide input and develop plans and programs for the staff.

The Leadership Team meets weekly to discuss the state of Isaacs, both strengths and areas of growth.

Technology is used throughout the school day to enhance instruction. We closely monitor screen time for the students.

The parent liaison and counselor provide parent learning opportunities throughout the school year.

## School Processes & Programs Strengths

Technology:

- Student access to iPads, CPU, Osmos, Bluebots
- For instruction: amplification/speaker, Circle, RtI, Elmos, GoNoodle, Curriculum planner, eStar, Google, LPAC, 504 and MTSS
- For parents: Remind, SeeSaw, Facebook, Smore, eNews, TwitterCurriculum, Instruction, Assessment
- Curriculum, Instruction, Assessment: PDH learning sessions, UbD, Circle, AEPs, Manipulatives, Resource

Process for Collaborative

Process for Collaborative Planning/Decision Making

- Scheduled planning day with targeted groups to generate/share instructional strategies
- Student needs/Achievement
  - RtI, CMIT, Consult SPED, staffings
- SeeSaw

- Leadership Team Meetings
- Neighborhood meetings
- Parent training opportunities

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Student attendance averages around 92% for all students. **Root Cause:** Isaacs is the first opportunity for three and four year old students to attend school and many parents will keep them home from school for a variety of reasons. Transportation is provided from most student home schools. Many students have unique home situations including having only one car or no transportation. There are very few homes close enough to Isaacs for students to walk to school.

**Problem Statement 2:** Parents of our students are often hesitant to become involved in school activities and family engagement opportunities. **Root Cause:** Over one-half of the students only attend Isaacs for one school year. All of our students must qualify to attend the school. Students identified as needing special education services may enroll on their third birthday. Students entering Isaacs that turn four before September 1 of the current year qualify to attend for a variety of reasons: low socioeconomic status, ESL, bilingual Spanish, foster care, active duty military or disabled veteran, Star of Texas, fallen officers, and homelessness. As the first school experience for many of our students, earning the trust of the families by providing a welcoming atmosphere to increase family involvement is key to success.

**Problem Statement 3 (Prioritized):** Research-based instructional practices to increase student achievement lack consistency across the campus. **Root Cause:** The campus has not yet established clear expectations for supporting academic and social emotional development of students through best practices.

**Problem Statement 4 (Prioritized):** Constructive feedback on instructional practices is not regularly provided to staff. **Root Cause:** The current walkthrough data template is not aligned with instructional best practice.

# Perceptions

## Perceptions Summary

Isaacs is a safe and inclusive school for three and four year old students.

We believe in equity for all students and putting student needs first in every decision we make.

We follow the State of Texas Teacher Ethics guidelines

We believe in providing a loving and nurturing environment for our students.

We believe in giving students a strong foundation in social and emotional learning along with academics

We believe all students can learn when staff meets them at their level and engage them with quality instruction.

We strive to be welcoming to all parents and families within our community.

We value the support of our families, staff, and community.

We believe in the power of play to facilitate learning.

## Perceptions Strengths

- School safety - we are a safe place for students, staff, and families
- Positive community perception / positive atmosphere for staff and students
  - Parents Google search us
- Game plan for those who need behavior support (a need for some)
- Parent - Teacher Communication and Teacher - Parent Communication
- All children are excited to come to school and feel loved and cared for by the staff.
- Social and emotional teaching, modeling, and practice
- We provide a strong foundation in learning for our students for success in Kindergarten and beyond.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Parents of our students are often hesitant to become involved in school activities and family engagement opportunities. **Root Cause:** Over one-half of the students only attend Isaacs for one school year. All of our students must qualify to attend the school. Students identified as needing special education services may enroll on their

third birthday. Students entering Isaacs that turn four before September 1 of the current year qualify to attend for a variety of reasons: low socioeconomic status, ESL, bilingual Spanish, foster care, active duty military or disabled veteran, Star of Texas, fallen officers, and homelessness. As the first school experience for many of our students, earning the trust of the families by providing a welcoming atmosphere to increase family involvement is key to success.

# Priority Problem Statements

**Problem Statement 1:** Research-based instructional practices to increase student achievement lack consistency across the campus.

**Root Cause 1:** The campus has not yet established clear expectations for supporting academic and social emotional development of students through best practices.

**Problem Statement 1 Areas:** Student Learning - School Processes & Programs

**Problem Statement 2:** Constructive feedback on instructional practices is not regularly provided to staff.

**Root Cause 2:** The current walkthrough data template is not aligned with instructional best practice.

**Problem Statement 2 Areas:** Student Learning - School Processes & Programs

**Problem Statement 3:** Most professional learning provided to the staff by the district targets instruction for students who are in Kindergarten or above.

**Root Cause 3:** This is the second year of a new curriculum for the early childhood classrooms. Continued specific professional learning is needed for Understanding by Design planning and instructional practices targeting student learning outcomes.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Collaborative planning teams were introduced to the Collaborative Team Framework and Instructional strategies at the beginning of the 19/20 school year.

**Root Cause 4:** Continued support and professional learning will be needed with these two documents and how their alignment with HRS and collaborative team planning.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** The principal has not consistently met with all professional staff to provide specific feedback on quality PreK indicators.

**Root Cause 5:** A formal procedure and PreK Quality Checklist has not been utilized to provide feedback to professional staff .

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** The majority of our four year old students come from families that are economically disadvantaged and/or second language learners.

**Root Cause 6:** Research studies show that students who are economically disadvantaged and/or second language learners are often not exposed rich vocabulary .

**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
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Current and/or prior year(s) campus and/or district improvement plans

## Accountability Data

- Student Progress Domain

## Student Data: Assessments

- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- School safety data

## Employee Data

- State certified and high quality staff data
- Campus leadership data
- Evaluation(s) of professional development implementation and impact

# Goals

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





**Performance Objective 1: Reading:** Increase the percentage of PreK students scoring at or above 24 on the phonological awareness measure of the CIRCLE progress monitoring assessment form 53% to 55%.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** CIRCLE progress monitoring results on the phonological awareness measure

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Professional staff will attend weekly UbD collaborative meetings in teams of 4-8 utilizing the principals of High Reliability Schools (HRS), the Collaborative Team Framework, and the PISD Instructional Model in order to plan and create intentional phonological awareness instruction using data from the CIRCLE to drive instruction and strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Differentiation in planning and reflection on the teaching and learning cycle will increase student growth in phonological awareness on the CIRCLE assessment by 2%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 2:</b> Teachers will attend training regarding research-based, developmentally-appropriate strategies and best practices in PreK phonological awareness/precursor to reading instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Training will provide teachers with a better understanding of PreK phonological awareness guidelines. Through differentiated and targeted instruction growth will be evident and gaps will be addressed for all learners using the teaching and learning cycle to deliver classroom instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				



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





**Performance Objective 2: Math:** Increase the percentage of PreK students scoring at or above 26 on the math measure of the CIRCLE progress monitoring assessment from 64% to 66%.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** CIRCLE progress monitoring scores

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Professional staff will attend weekly UbD collaborative meetings in teams of 4-8 utilizing the principals of High Reliability Schools (HRS), the Collaborative Team Framework, and the PISD Instructional Model in order to plan and create intentional math instruction using data from the CIRCLE to drive instruction and strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Differentiation in planning and reflection on the teaching and learning cycle will increase student growth in phonological awareness on the CIRCLE assessment by 2%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 2:</b> Teachers will attend training regarding research-based, developmentally-appropriate strategies and best practices in PreK math instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Training will provide teachers with a better understanding of PreK math guidelines. Through differentiated and targeted instruction growth will be evident and gaps will be addressed for all learners using the teaching and learning cycle to deliver classroom instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

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





**Performance Objective 3: Social Emotional Learning:** Increase the percentage of PreK students scoring at or above 55 on the SEL measure of the CIRCLE progress monitoring assessment from 61% to 63%.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Circle progress monitoring scores

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Baseline data will be collected at the culmination of Wave 1 CIRCLE progress monitoring assessment in the area of Social Emotional to drive instruction and instructional feedback forms will be created and implemented to monitor practices and provide constructive feedback to staff on SEL practices.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will meet 100% of the district expectations of providing 200 instances of instructional feedback to teachers, to improve consistency in campus instructional practices and effective teaching in every classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Specialist, SPED team leader, ESL specialist, Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 2:</b> Professional staff will utilize the PK Quality Indicators Checklist to reflect on their classroom culture, environment, and social emotional practices and discuss with their collaborative teams two times during the 20-21 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Classroom teachers will show growth in the utilization of a positive classroom environment and social emotional best practices from the Quality Indicators Checklist. This is expected to improve consistency in campus instructional practices and effective teaching in every classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>June</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

## Site Based Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Counselor	Gretchen Wollmuth	Counselor
Classroom Teacher	Amy Smith	ESL teacher
Administrator	Jane Oestreich	Principal
Classroom Teacher	Julie Washburn	ELC FD Teacher
Special Education Team Leader	Julie Darling	Special Education Team Leader
Instructional Specialist	Sandi Yarbrough	Instructional Specialist
PTA President/Parent	Glenda Osario	PTA President/Parent
District-level Professional	Ashley Davis	Early Childhood Director
Business Representative	Paul Pace	Owner of Pace gfx
Business Representative	Scott Yarbrough	Professor of English
Community Representative	Cheri Izbicki	Retired principal
Classroom Teacher	Deborah Rivera	teacher
Parent	Summaiya Khalid	Parent
Classroom Teacher	Suzette Rupp	Classroom teacher
Classroom Teacher	Gerri Carter	teacher
Paraprofessional	Rosie Barrientos	paraprofessional
Parent	Akhilendra Singh	parent
Parent	Elleni Girma	parent
Parent	Evelyn X	parent
Parent	Jennifer McCurdy	parent
Parent	Shametta Singelton	parent
Community Representative	Toni Thomas	community representative
Parent	Lizetth Velez	parent

# Addendums

## CAMPUS APPENDIX

### STATE MANDATES IMPLEMENTATION REFERENCE

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

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	<p><b>Bullying</b></p> <p><b>Staff Prevention</b></p> <ul style="list-style-type: none"> <li>● Identify high risk areas</li> <li>● Monitor high risk areas</li> <li>● Follow campus rules/expectations</li> </ul> <p><b>Staff Education</b></p> <ul style="list-style-type: none"> <li>● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking</li> <li>● Review referral process</li> </ul> <p><b>Staff Intervention</b></p> <ul style="list-style-type: none"> <li>● Establish recommended intervention strategies for classroom/campus</li> <li>● Implement campus referral plan</li> <li>● Utilize Discipline Management strategies</li> </ul> <p><b>Student Prevention</b></p> <ul style="list-style-type: none"> <li>● Clearly state student expectations/campus rules/citizenship</li> <li>● Monitor high risk areas</li> </ul> <p><b>Student Education</b></p> <ul style="list-style-type: none"> <li>● Explain referral process/contacts</li> <li>● Anonymous Tip Line</li> </ul> <p><b>Student Intervention</b></p> <ul style="list-style-type: none"> <li>● Apply classroom interventions</li> </ul>	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

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

	<p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> <li>● K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time.</li> <li>● K-5 Ensure students are receiving daily unstructured play during recess.</li> <li>● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>● K-8 Monitor attendance of students and follow up on prominent and chronic absences.</li> </ul>		
Principal	<p><b>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>● Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas.</li> <li>● Funding source: State and Local</li> </ul>	ESSA	
Principal	<p><b>Parent Involvement</b></p> <ul style="list-style-type: none"> <li>● Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local</li> <li>● Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local</li> <li>● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local</li> <li>● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local</li> <li>● Utilize social media to keep parents and</li> </ul>		

	<p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none"><li>● PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local</li><li>● Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local</li><li>● Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA</li></ul>		
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