

Plano Independent School District

Shepton High School

2021-2022



Board Approval Date: November 3, 2021

Mission Statement

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

Vision

We are....

PASSIONATE PROFESSIONALS

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

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

We will maintain professionalism in all communication.

We will show respect to all.

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

That create a...

POSITIVE AND COLLABORATIVE CULTURE

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

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

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

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

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

We will openly collaborate with others to maximize our effectiveness.

To provide...

RIGOROUS, RELEVANT, AND RESPONSIVE LEARNING

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

We will be a dynamic professional learning community.

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

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

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

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

We will never give up on and will grow individuals.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Campus numbers and subpopulations:

- Campus student population of 1456
- 754 9th graders / 702 10th graders
- 9% Special Ed
- 11% 504
- 19% ESL
- 16% GT

Demographic Breakdown:

- 32% White
- 32% Hispanic
- 20% African American
- 12% Asian

Demographics Strengths

- Campus diversity
- Increased effort for inclusion in all academic areas
- Strong support and leadership in all areas of campus largest needs (ESL, SPED, 504, GT)

Student Learning

Student Learning Summary

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

Student Learning Strengths

- Increased effort in data collection and implementation to drive instruction
- Intentional collaborative team and PLC time built into the master schedule to drive planned instructional and data conversations
-

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Scores for SPED, ESL and At-Risk students in Algebra I have decreased consistently over the last 3 years, which paired with similar decreases in both the meets and masters categories in that same time period for all student groups, has led to a widening gap with sub-population and overall scores in comparison to district averages. **Root Cause:** Ineffective paring of data implementation structures, mixed with over assessment of non-essential TEKS, has led to a reduction in available tier 1 and tier 2 instruction / reteach time.

Problem Statement 2 (Prioritized): Scores for meets and masters categories in English I/II have remained consistent over the last 3 years, due to decreases and increases in various subpopulation groups over that time, which has led to a slightly widening gap with overall scores in comparison to district averages. **Root Cause:** As students needs' evolve (campus make-up, as well as students in a new era) our instructional practices should also evolve.

Problem Statement 3 (Prioritized): Scores for meets and masters categories in Biology have remained consistent over the last 3 years, due to decreases and increases in various subpopulation groups over that time, which has led to a slightly widening gap with overall scores in comparison to district averages. **Root Cause:** Lack of introduction, as well as inconsistent use of texts and reading strategies, has led to inconsistent reading comprehension.

Perceptions

Perceptions Summary

- Campus mission and vision were created by the staff, and are embedded in all decision making processes across the campus
- Empower passionate professionals to make the best decisions for all students
- Positive and collaborative culture focused on all aspects of the learning process, SEL driven, and allowing a safe environment for stakeholders to take risks in the learning process
- Learning that is rigorous, relevant and responsive to all students within the school

Priority Problem Statements

Problem Statement 1: Scores for SPED, ESL and At-Risk students in Algebra I have decreased consistently over the last 3 years, which paired with similar decreases in both the meets and masters categories in that same time period for all student groups, has led to a widening gap with sub-population and overall scores in comparison to district averages.

Root Cause 1: Ineffective paring of data implementation structures, mixed with over assessment of non-essential TEKS, has led to a reduction in available tier 1 and tier 2 instruction / reteach time.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Scores for meets and masters categories in English I/II have remained consistent over the last 3 years, due to decreases and increases in various subpopulation groups over that time, which has led to a slightly widening gap with overall scores in comparison to district averages.

Root Cause 2: As students needs' evolve (campus make-up, as well as students in a new era) our instructional practices should also evolve.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Scores for meets and masters categories in Biology have remained consistent over the last 3 years, due to decreases and increases in various subpopulation groups over that time, which has led to a slightly widening gap with overall scores in comparison to district averages.

Root Cause 3: Lack of introduction, as well as inconsistent use of texts and reading strategies, has led to inconsistent reading comprehension.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Goals




Revised/Approved: September 8, 2021










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 ELAR from 2019 to 2022.




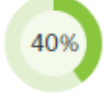









Performance Objective 1: The percent of Shepton students that score Meets grade level or above on STAAR EOC English I and II will increase from 76% in 2021 to 77% by June 2022. The English Learner student group performance will increase from 38% in 2021 to 40% in 2022. The Economically Disadvantaged student group performance will increase from 56% in 2021 to 60% in 2022.

Evaluation Data Sources: English I and English II EOC

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize adult temps and substitutes for accelerated instruction. 8 groups of students (10 students per group or less) will each meet for 30 hours of Accelerated Instruction .</p> <p>2 Adult temps will be compensated \$25 per hour (\$28 including budget expenses) = \$2,912 (26 Days- Every Monday/Tuesday for 2 hours per day).</p> <p>1 Adult temps will be compensated 25 per hour (\$28 including budget expenses) = \$728 (13 Days- Every Monday for 2 hours per day).</p> <p>\$3,640 will be used to fund accelerated instruction in this way.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of students performing at the Approaches level or above on STAAR.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principals</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Adult Temps - 282 ESSER III - \$3,640</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide extended planning to interpret formative assessment and unit assessment data to plan/adjust Tier 1 instruction.</p> <p>An ESSER III substitute is a person serving in place of a teacher that is conducting specialized tutoring that aligns with the requirements of House Bill 4545 OR a teacher conducting an activity directly mitigating and/or responding to student learning loss due to the COVID-19 pandemic. - Rate of pay is \$110 for full day, \$55 for half day</p> <p>11 substitute codes for English Department Extended planning 11 x \$110 (\$121 with Budget expenses) = \$1,331</p> <p>Strategy's Expected Result/Impact: Increase the percentage of students performing at the Approaches level or above on STAAR. Staff Responsible for Monitoring: Principal and Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers Funding Sources: - 282 ESSER III - \$1,331</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 1. Teacher teams and collaborative groups at Shepton HS will regularly interact to address common issues, based on data, regarding curriculum, assessment, instruction and the achievement of all students.</p> <p>Strategy's Expected Result/Impact: Increase student growth and achievement in all content areas across the campus. Staff Responsible for Monitoring: Administrative team</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 2. By the end of the school year, we will ensure growth in student achievement for all students, and work to reduce the achievement gap in all areas, using campus, district, state and national indicators to document improved learning.</p> <p>Strategy's Expected Result/Impact: Increase student growth and achievement in all content areas across the campus. Staff Responsible for Monitoring: Administrative team</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative		
	Nov	Feb	June
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 3. Implement campus wide reading strategies to focus on academic language and literacy in all content areas and every classroom.</p> <p>Strategy's Expected Result/Impact: Increase student growth and achievement in all content areas across the campus.</p> <p>Staff Responsible for Monitoring: Administrative team</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: 4. We will implement a school wide model of instruction to communicate a clear vision as to how instruction should be addressed throughout the school.</p> <p>Strategy's Expected Result/Impact: Increase student growth and achievement in all content areas across the campus.</p> <p>Staff Responsible for Monitoring: Administrative team</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative		
	Nov	Feb	June
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: 5. We will have a focus on SEL (Social Emotional Learning) strategies to equip students and staff with the awareness of how to manage stress and conflict.</p> <p>Strategy's Expected Result/Impact: Increase student growth and achievement in all content areas across the campus.</p> <p>Staff Responsible for Monitoring: Administrative team</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:







Student Learning
<p>Problem Statement 1: Scores for SPED, ESL and At-Risk students in Algebra I have decreased consistently over the last 3 years, which paired with similar decreases in both the meets and masters categories in that same time period for all student groups, has led to a widening gap with sub-population and overall scores in comparison to district averages. Root Cause: Ineffective paring of data implementation structures, mixed with over assessment of non-essential TEKS, has led to a reduction in available tier 1 and tier 2 instruction / reteach time.</p>
<p>Problem Statement 2: Scores for meets and masters categories in English I/II have remained consistent over the last 3 years, due to decreases and increases in various subpopulation groups over that time, which has led to a slightly widening gap with overall scores in comparison to district averages. Root Cause: As students needs' evolve (campus make-up, as well as students in a new era) our instructional practices should also evolve.</p>
<p>Problem Statement 3: Scores for meets and masters categories in Biology have remained consistent over the last 3 years, due to decreases and increases in various subpopulation groups over that time, which has led to a slightly widening gap with overall scores in comparison to district averages. Root Cause: Lack of introduction, as well as inconsistent use of texts and reading strategies, has led to inconsistent reading comprehension.</p>





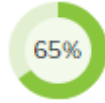







Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2022.








Performance Objective 1: The percent of students that score Meets grade level or above on STAAR/EOC Algebra I will increase from 35% in 2021 to 36% by June 2022. The English Learner student group performance will increase from 29% in 2021 to 31% in 2022. The Economically Disadvantaged student group performance will increase from 32% in 2021 to 36% in 2022.

Evaluation Data Sources: 2022 Algebra I EOC

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The Math Department will utilize Imagine Math, in conjunction with NWEA MAP testing, to target and individualize each student's needed skill support in an effort to enrich and progress their learning at a faster rate.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of students performing at the Approaches level or above on STAAR.</p> <p>Staff Responsible for Monitoring: Math Collaborative Teams</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide extended planning to interpret formative assessment and unit assessment data to plan/adjust Tier 1 instruction.</p> <p>An ESSER III substitute is a person serving in place of a teacher that is conducting specialized tutoring that aligns with the requirements of House Bill 4545 OR a teacher conducting an activity directly mitigating and/or responding to student learning loss due to the COVID-19 pandemic. - Rate of pay is \$110 for full day, \$55 for half day</p> <p>11 substitute codes for Math Department Extended planning 11 x \$110 (\$121 with Budget expenses) = \$1,331</p> <p>Strategy's Expected Result/Impact: Increase the percentage of students performing at the Approaches level or above on STAAR.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> <p>Funding Sources: Substitutes - 282 ESSER III - \$1,331</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 1. Teacher teams and collaborative groups at Shepton HS will regularly interact to address common issues, based on data, regarding curriculum, assessment, instruction and the achievement of all students.</p> <p>Strategy's Expected Result/Impact: Increase student growth and achievement in all content areas across the campus.</p> <p>Staff Responsible for Monitoring: Administrative team</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative		
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Strategy 4 Details	Formative Reviews		
<p>Strategy 4: By the end of the school year, we will ensure growth in student achievement for all students, and work to reduce the achievement gap in all areas, using campus, district, state and national indicators to document improved learning.</p> <p>Strategy's Expected Result/Impact: Increase student growth and achievement in all content areas across the campus.</p> <p>Staff Responsible for Monitoring: Administrative team</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative		
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Strategy 7 Details	Formative Reviews		
<p>Strategy 7: We will have a focus on SEL (Social Emotional Learning) strategies to equip students and staff with the awareness of how to manage stress and conflict.</p> <p>Strategy's Expected Result/Impact: Increase student growth and achievement in all content areas across the campus.</p> <p>Staff Responsible for Monitoring: Administrative team</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative		
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 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:







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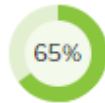


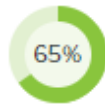








Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2022.

Performance Objective 1: The percent of students that score Meets grade level or above on STAAR/EOC Biology will increase from 76% in 2021 to 77% by June 2022. The English Learner student group performance will increase from 40% in 2021 to 41% in 2022. The Special Education student group performance will increase from 33% in 2021 to 35% in 2022.

Evaluation Data Sources: 2022 Biology EOC

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
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Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Scores for SPED, ESL and At-Risk students in Algebra I have decreased consistently over the last 3 years, which paired with similar decreases in both the meets and masters categories in that same time period for all student groups, has led to a widening gap with sub-population and overall scores in comparison to district averages.

Root Cause: Ineffective paring of data implementation structures, mixed with over assessment of non-essential TEKS, has led to a reduction in available tier 1 and tier 2 instruction / reteach time.

Problem Statement 2: Scores for meets and masters categories in English I/II have remained consistent over the last 3 years, due to decreases and increases in various subpopulation groups over that time, which has led to a slightly widening gap with overall scores in comparison to district averages. **Root Cause:** As students needs' evolve (campus make-up, as well as students in a new era) our instructional practices should also evolve.

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Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	David Jones	Principal
Administrator	Athanasios IcoSSIPentarios	Assistant Principal
Administrator	Kisha Mize	Assistant Principal
Administrator	Melissa Crane	Assistant Principal
Administrator	Leroy Turner	Assistant Principal
District-level Professional	Whitney Evans	District Curriculum Coordinator
Counselor	Kristin Decker	Lead Counselor
Classroom Teacher	Brittany Trevino	Faculty Member
Classroom Teacher	Linda Havins	Faculty Member
Classroom Teacher	Melanie Lin	Faculty Member
Classroom Teacher	Stephanie Nichols	Faculty Member
Classroom Teacher	Yanexy Rodriguez	Faculty Member
Classroom Teacher	Mandy Shapiro	Faculty Member
Classroom Teacher	Melissa Pierce	Faculty Member
Classroom Teacher	Janie Gilkison	Faculty Member
Classroom Teacher	Bruce Strong	Faculty Member
Classroom Teacher	Jennifer Dubose	Faculty Member
Librarian	Leslie Lamastus	Faculty Member
Classroom Teacher	Stephanie Fleischhauer	Faculty Member
Non-classroom Professional	Christine Platt	Faculty Member
Paraprofessional	Rhonda Snyder	Faculty Member
Parent	Elizabeth Barth	Parent
Parent	Monica Heredia - Aranza	Parent
Parent	Stella Heidman	Parent
Parent	Kara Grimes	Parent
Parent	Nancy Casteel	Parent
Parent	Angela Huges	Parent
Business Representative	Jennifer Christopherson	Business Representative

Committee Role	Name	Position
Business Representative	Elizabeth Satz	Business Representative
Community Representative	Tanya Barbosa	Community Representative
Community Representative	Nate Labenz	Community Representative
Student	Maya Shpigelman	Student
Student	Danielle Rolle	Student
Student	Te'Lyinn Franklin	Student
Student	J.D. Grizzle	Student
Business Representative	Camden Wiser	Business Representative

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$4,070.00
+/- Difference					\$4,070.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$954.00
+/- Difference					\$954.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Adult Temps		\$3,640.00
1	1	2			\$1,331.00
2	1	2	Substitutes		\$1,331.00
3	1	1			\$1,331.00
Sub-Total					\$7,633.00
Budgeted Fund Source Amount					\$49,200.00
+/- Difference					\$41,567.00
Grand Total Budgeted					\$54,224.00
Grand Total Spent					\$7,633.00
+/- Difference					\$46,591.00

Addendums

Shepton - STAAR EOC Biology (Grade 9)

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

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

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

Shepton Algebra 1 Goal														
The percent of students taking the Algebra I EOC (first time testers and re-testers) that perform at the Meets grade level standard or above will increase from 32% in 2019 to 38% by June 2024.														
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	26	27	39	*	63	*	38	13	24	40	25	34	28	32
2021	34	34	40	*	64	*	39	15	32	48	29	35	38	35
2022	39	37	40	*	65	*	40	17	36	53	31	36	42	36
2023	43	40	41	*	65	*	40	18	40	57	33	36	47	37
2024	47	43	41	*	66	*	41	19	44	61	35	37	52	38

Shepton English I and II Goal														
The percent of students taking the English I & II EOC (first time testers and re-testers) that perform at the Meets grade level standard or above will increase from 73% in 2019 to 79% by June 2024.														
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	51	56	86	*	91	*	82	20	48	58	34	79	55	73
2021	59	63	87	*	92	*	83	22	56	66	38	80	65	76
2022	64	66	87	*	93	*	84	24	60	71	40	81	69	77
2023	68	69	88	*	93	*	84	25	64	75	42	81	74	78
2024	72	72	88	*	94	*	85	26	68	79	44	82	79	79

Methodology:

HB 3 District and Board goals requires each district to set 5-year goals for college, career, and military readiness including targets for each school year. Plano ISD have set these goals for CCMR. Campus goals are aligned with these CCMR goals. As CCMR goals for college readiness is strongly aligned with the Meets Standard on STAAR EOCs, the district target for 2021 is based on these CCMR increases required from 2019 to 2021. The campus target for EOCs now align with the district required target for 9-10 grade levels for Algebra I and English I and English II for the All Student and Specific student groups. 2019 Baseline Data from 2018-19 TAPR > Performance > STAAR Performance.

CAMPUS APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

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

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	<p>Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> ● Explain referral process/contacts ● Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> ● 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.

	<ul style="list-style-type: none"> ● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students 		
Principal	<p>Coordinated Health Program Coordinated School Health</p> <ul style="list-style-type: none"> ● 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. <p>Fitness</p> <ul style="list-style-type: none"> ● 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. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> ● 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.

	<p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> ● 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. <p>Attendance</p> <ul style="list-style-type: none"> ● K-8 Monitor attendance of students and follow up on prominent and chronic absences. 		
Principal	<p>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> ● 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	<p>Parent Involvement</p> <ul style="list-style-type: none"> ● 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 		

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