

# **Plano Independent School District**

## **Haggard Middle School**

**2021-2022**



**Board Approval Date:** November 3, 2021

# Mission Statement

Meet me where I am and take me to places where I have yet to go!

## Vision

The vision of Haggard Middle School is to be:

Committed to Excellence

Dedicated to Learning

Powered by Learning

Plano ISD Proud!

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# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

Demographics Strengths Haggard Middle School serves a diverse student body and community. Our staff reflects our student diversity. All student demographic groups are represented at Haggard. Our student to staff ratios are aligned with our district.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Problem Statements Identifying Demographics Needs Problem Statement 1: There is disparity among various demographic groups relative to performance on standardized tests.

**Problem Statement 2 (Prioritized):** There is a gap in academic growth between economically disadvantaged students and non-disadvantaged students in multiple grade levels and subjects. **Root Cause:** There is a need to address instructional strategies and interventions to support all students, specifically our economically disadvantaged students.

# Student Learning

## Student Learning Summary

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

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Students who receive Special Education services demonstrate less academic growth in all grade levels and subjects than students who are not served through Special Education.

**Problem Statement 2 (Prioritized):** Students in 7th and 8th-grade reading performed below the district average. **Root Cause:** There is a need to address student understanding of characteristics and structured elements of informational text.

**Problem Statement 3 (Prioritized):** There is a gap in academic growth between economically disadvantaged students and non-disadvantaged students in multiple grade levels and subjects. **Root Cause:** There is a need to address instructional strategies and interventions to support all students, specifically our economically disadvantaged students.

**Problem Statement 4 (Prioritized):** In all three grade levels, students in quintiles 1 and 2 scored significantly below their projected growth in 2020-2021. **Root Cause:** There is a need to address instructional strategies and differentiation that empowers higher achieving students to take ownership over their learning.

# School Processes & Programs

## School Processes & Programs Strengths

School Processes & Programs Strengths Work as a Professional Learning Community (PLC) is a priority at Haggard Middle School. Curricular departments and teams are scheduled with common planning periods for 2019-2020 to promote collaborative teaming and better alignment across grade levels within each curricular area. Teachers work and plan together to ensure consistency and alignment with instruction, activities, assessments, etc. and review student data to determine areas of need, mastery, etc. Class sets of Chromebooks are now available in all core classes to promote digital support/resources for student learning.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Problem Statement 1: There is a need for increased community outreach toward parents, which will ultimately improve student confidence and performance, increased opportunities for student leadership, and increase a sense of belonging/community among our students and families.

**Problem Statement 2 (Prioritized):** There is a gap in academic growth between economically disadvantaged students and non-disadvantaged students in multiple grade levels and subjects. **Root Cause:** There is a need to address instructional strategies and interventions to support all students, specifically our economically disadvantaged students.

# Perceptions

## Perceptions Strengths

Haggard has adopted Social Emotional Learning (SEL) as a way of daily life on our campus. Classroom lessons and activities are implemented weekly to engage and support students and staff. Building strong relationships between students and staff is a high priority at Haggard. Students, parents, and staff report that Haggard is a positive and safe campus for both students and staff.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Problem Statement 1: The staff desires clear, consistent communication and increased involvement in campus decisions.

**Problem Statement 2 (Prioritized):** There is a gap in academic growth between economically disadvantaged students and non-disadvantaged students in multiple grade levels and subjects. **Root Cause:** There is a need to address instructional strategies and interventions to support all students, specifically our economically disadvantaged students.

# Priority Problem Statements

**Problem Statement 2:** There is a gap in academic growth between economically disadvantaged students and non-disadvantaged students in multiple grade levels and subjects.

**Root Cause 2:** There is a need to address instructional strategies and interventions to support all students, specifically our economically disadvantaged students.

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

**Problem Statement 1:** Students in 7th and 8th-grade reading performed below the district average.

**Root Cause 1:** There is a need to address student understanding of characteristics and structured elements of informational text.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 3:** In all three grade levels, students in quintiles 1 and 2 scored significantly below their projected growth in 2020-2021.

**Root Cause 3:** There is a need to address instructional strategies and differentiation that empowers higher achieving students to take ownership over their learning.

**Problem Statement 3 Areas:** Student Learning



# Comprehensive Needs Assessment Data Documentation

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


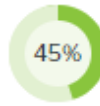


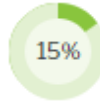
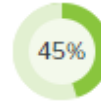




# Goals

**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 from 2019 to 2022.

**Performance Objective 1:** The percent of Haggard students that score Meets grade level or above on STAAR Reading 6-8 will increase from 61% in 2019 to 65% by June 2022. The English Learner student group performance will increase from 37% in 2019 to 43% in 2022. The Economically Disadvantaged student group performance will increase from 41% in 2019 to 50% in 2022.

**Evaluation Data Sources:** 2022 STAAR Reading

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



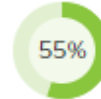







Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide targeted intervention to address students understanding of characteristics and structured elements of informational text. <b>Strategy's Expected Result/Impact:</b> An increase in student performance in all target areas. <b>Staff Responsible for Monitoring:</b> Administration and ELAR teachers.  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Curricular teams will plan using the collaborative team framework to focus on essential standards and use data to make instructional decisions. <b>Strategy's Expected Result/Impact:</b> Increase MAP projection and growth <b>Staff Responsible for Monitoring:</b> Department Chairs	Formative		
	Nov	Feb	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**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 Haggard students that score Meets grade level or above on STAAR Math 6-8 will increase from 70% in 2019 to 72% by June 2022. The Special Education student group performance will increase from 25% in 2019 to 30% in 2022. The Economically Disadvantaged student group performance will increase from 49% in 2019 to 56% in 2022.

**Evaluation Data Sources:** 2022 STAAR Math

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











Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide targeted interventions to address student academic needs, close performance gaps, provide instructional support, and raise student achievement. <b>Strategy's Expected Result/Impact:</b> Walkthrough data <b>Staff Responsible for Monitoring:</b> Department Chair <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Curricular teams will plan using the collaborative team framework to focus on essential standards and use data to make instructional decisions. <b>Strategy's Expected Result/Impact:</b> Increase MAP projection and growth <b>Staff Responsible for Monitoring:</b> Department Chairs	Formative		
	Nov	Feb	June
			
 No Progress  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 2022.

**Performance Objective 1:** The percent of Haggard students that score Meets grade level or above on STAAR Science 8 will increase from 66% in 2019 to 69% by June 2022. The English Learner student group performance will increase from 35% in 2019 to 38% in 2022. The Economically Disadvantaged student group performance will increase from 36% in 2019 to 43% in 2022.

**Evaluation Data Sources:** 2022 STAAR Science

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











Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide targeted interventions to address student academic needs, close performance gaps, provide instructional support, and raise student achievement. <b>Strategy's Expected Result/Impact:</b> Walkthrough data <b>Staff Responsible for Monitoring:</b> Department Chair  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Curricular teams will plan using the collaborative team framework to focus on essential standards and use data to make instructional decisions. <b>Strategy's Expected Result/Impact:</b> Increase MAP projection and growth <b>Staff Responsible for Monitoring:</b> Department Chairs	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies and STAAR/EOC U.S. History from 2019 to 2022.

**Performance Objective 1:** The percent of Haggard students that score Meets grade level or above on STAAR Social Studies 8 will increase from 64% in 2019 to 68% by June 2022. The English Learner student group performance will increase from 35% in 2019 to 41% in 2022. The Economically Disadvantaged student group will increase from 42% in 2019 to 51% in 2022.

**Evaluation Data Sources:** 2022 STAAR Social Studies

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide targeted interventions to address student academic needs, close performance gaps, provide instructional support, and raise student achievement. <b>Strategy's Expected Result/Impact:</b> Walkthrough data <b>Staff Responsible for Monitoring:</b> Department Chair  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Curricular teams will plan using the collaborative team framework to focus on essential standards and use data to make instructional decisions. <b>Strategy's Expected Result/Impact:</b> Increase student mastery of essential standards as evidenced by passing 9 weeks grades. <b>Staff Responsible for Monitoring:</b> Department Chairs	Formative		
	Nov	Feb	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

# SBIC

Committee Role	Name	Position
Administrator	Bryan McCord	Principal
Administrator	Aretha Lee	Assistant Principal
Administrator	Mathew Duckworth	Assistant Principal
Classroom Teacher	Rebecca Grant	Math Department Head
Classroom Teacher	Melissa Harris	Science Department Head
Classroom Teacher	Mandy Rhodes	English Department Head
Classroom Teacher	Lew Savage	Social Studies Department Head
Parent	Lindi Buscetta	Parent
Parent	Margie Riddell	Parent
Classroom Teacher	Blair Wentworth	Special Education Department Head
Non-classroom Professional	Ariadne Pereira	Lead Counselor
Classroom Teacher	Taylor Watson	Math Teacher
Paraprofessional	Lisa Strickland	Office Manager
Non-classroom Professional	Shasta Samuels	504/MTSS
Community Representative	Heather Richardson	Community Member
Classroom Teacher	Alan Klein	Athletic Director
District-level Professional	Debbie Brannon	Secondary ELAR Curriculum Coordinator
Business Representative	Rod Evans	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					\$2,390.00
+/- Difference					\$2,390.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$306.00
+/- Difference					\$306.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$31,250.00
+/- Difference					\$31,250.00
Grand Total Budgeted					\$33,946.00
Grand Total Spent					\$0.00
+/- Difference					\$33,946.00

# Addendums



# Haggard - STAAR Social Studies Grade 8

The percent of 8th grade students that score Meets grade level or above on STAAR Social Studies Grade 8 will increase from 64% in 2019 to 66% by June 2021.

## Yearly Target Goals

2020	2021	2022	2023	2024
65% 2019 Baseline: 64%	66%	68%	70%	72%

## 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	50	51	70	*	75	*	74	24	42	67	35	64	63	64
2020	51	53	70	*	75	*	75	25	44	68	36	64	64	65
2021	54	55	71	*	76	*	76	26	47	70	38	65	66	66
2022	57	59	71	*	76	*	78	28	51	72	41	65	68	68
2023	61	63	72	*	77	*	80	31	56	75	44	66	71	70
2024	66	69	74	*	79	*	83	34	62	78	49	68	74	72
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

## Haggard - STAAR Grade 7 Writing

The percent of 7th grade students that score Meets grade level or above on STAAR Writing Grade 7 will increase from 50% in 2019 to 52% by June 2021.

### Yearly Target Goals

2020	2021	2022	2023	2024
51% 2019 Baseline: 50%	52%	54%	56%	58%

### 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	34	42	50	*	66	*	70	13	28	50	29	54	29	50
2020	35	44	50	*	66	*	71	14	30	51	30	54	30	51
2021	38	46	51	*	67	*	72	15	33	53	32	55	32	52
2022	41	50	51	*	67	*	74	17	37	55	35	55	34	54
2023	45	54	52	*	68	*	76	20	42	58	38	56	37	56
2024	50	60	54	*	70	*	79	23	48	61	43	58	40	58
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

## Haggard - STAAR Grade 8 Science

The percent of 8th grade students that score Meets grade level or above on STAAR Science Grade 8 will increase from 66% in 2019 to 68% by June 2021.

### Yearly Target Goals

2020	2021	2022	2023	2024
67% 2019 Baseline: 66%	68%	69%	70%	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	35	54	75	*	79	*	74	17	36	80	35	67	59	66
2020	36	55	75	#VALUE!	79	*	74	18	37	81	36	67	60	67
2021	39	58	75	#VALUE!	79	*	75	19	40	82	37	67	61	68
2022	42	60	76	#VALUE!	80	*	76	21	43	84	38	68	63	69
2023	46	64	76	#VALUE!	80	*	78	24	47	86	40	68	65	70
2024	51	69	77	#VALUE!	81	*	80	27	52	89	43	69	68	71
2019-2021	4	4	0	#VALUE!	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

## Haggard - Algebra 1

The percent of students taking the Algebra I EOC (first time testers and re-testers) that perform at the Meets grade level standard or above will maintain at 100% in June 2021.

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
<b>2019 Baseline</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>*</b>	<b>100</b>	<b>*</b>	<b>100</b>	<b>*</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>2021</b>	<b>108</b>	<b>107</b>	<b>101</b>	<b>*</b>	<b>102</b>	<b>*</b>	<b>101</b>	<b>*</b>	<b>108</b>	<b>109</b>	<b>104</b>	<b>101</b>	<b>109</b>	<b>103</b>
<b>2019-2021</b>	<b>8</b>	<b>7</b>	<b>1</b>	<b>8</b>	<b>2</b>	<b>*</b>	<b>1</b>	<b>2</b>	<b>8</b>	<b>9</b>	<b>4</b>	<b>1</b>	<b>9</b>	<b>3</b>

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Haggard

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	34	52	66		81		64	17	41	70	37	64	48	61
2020	36	54	66		81		65	18	43	71	39	64	49	62
2021	38	57	67		82		67	20	46	73	41	65	51	63
2022	41	60	68		83		68	22	50	75	43	66	53	65
2023	45	65	69		84		71	24	55	78	47	67	56	67
2024	50	70	70		85		74	27	61	82	51	68	60	69

### 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	48	60	74		90		79	25	49	93	58	73	58	70
2020	50	62	74		90		80	26	51	94	59	73	59	71
2021	52	64	75		91		81	28	53	95	60	74	60	71
2022	55	67	75		91		82	30	56	97	62	74	62	72
2023	59	71	76		92		83	32	60	99	64	75	64	74
2024	64	76	77		93		85	35	65	100	67	76	67	75

## 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></p> <p><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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