

# Plano Independent School District

## Shepard Elementary

2021-2022



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

# Mission Statement

Shepard Elementary will cultivate a positive and meaningful learning community to ensure academic, social, and emotional success for students.

## Vision

Shepard Patriots Are:

Polite

Accountable

Thoughtful

Safe

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# Comprehensive Needs Assessment

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

# Goals








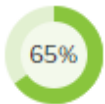

**Goal 1:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2022.



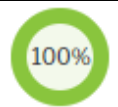


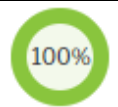





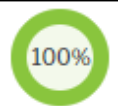




**Performance Objective 1:** HB3 - The percent of Shepard 3rd grade students that score meets grade level or above on STAAR Reading will increase from 74% in 2019 to 78% by June 2022. The Economically Disadvantaged student group performance will increase from 50% in 2019 to 59% in 2022. The Special Education student group performance will increase from 45% in 2019 to 50% in 2022.

## HB3 Goal

**Evaluation Data Sources:** 2021-2022 STAAR Reading scores

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Administration will attend planning meetings at least biweekly in order to facilitate the data analysis of common collaborative formative assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> More reliable and immediate data analysis.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teacher and team leaders</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Modeling of highly effective classroom and test-taking strategies in the classroom on a weekly basis - including taking margin notes, think notes and using other AVID strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be more utilize more test-taking strategies which will increase scores on testing and decrease student anxiety surrounding testing.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers and team leaders</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Creating and utilizing academic vertical teams on a monthly or bimonthly - each grade level will have one representative on each academic team.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have a better understanding of the big pictures across the campus and how we can better align vocabulary throughout the building.</p> <p><b>Staff Responsible for Monitoring:</b> Vertical team leaders.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Creating small, measurable and attainable goals that students can master in the short-term.</p> <p><b>Strategy's Expected Result/Impact:</b> Breaking TEKS up into smaller goals also - we need to create reasons to celebrate. Short-term celebrations help to increase short-term success.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers and team leaders.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Setting class, grade and school-wide goals for things like MAP growth, Pathblazers minutes, etc... - earn rewards, like extra recess.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will want to work hard and push each other towards success together.</p> <p><b>Staff Responsible for Monitoring:</b> All teaching staff and administration.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Creating lesson plans for IE time and targetting IE time for each individual student.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive appropriate intervention and fill in gaps, resulting in a better understanding of content and in turn higher test scores.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, team leader and instructional specialist.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Utilize Path Blazers for targeted intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive appropriate intervention and fill in gaps, resulting in a better understanding of content and in turn higher test scores.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, team leader and instructional specialist.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>			




























**Goal 1:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2022.

**Performance Objective 2:** The percent of Shepard students that score Meets grade level or above on STAAR Reading 3-5 will increase from 73% in 2019 to 77% by June 2022. The Economically Disadvantaged student group performance will increase from 46% in 2019 to 55% in 2022, The Special Education student group performance will increase from 47% in 2019 to 52% in 2022.

**Evaluation Data Sources:** 2021-2022 STAAR Reading scores

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Administration will attend planning meetings at least biweekly in order to facilitate the data analysis of common collaborative formative assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> More reliable and immediate data analysis.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teacher and team leaders</p>	Formative		
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Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Modeling of highly effective classroom and test-taking strategies in the classroom on a weekly basis - including taking margin notes, think notes and using other AVID strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be more utilize more test-taking strategies which will increase scores on testing and decrease student anxiety surrounding testing.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers and team leaders</p>	Formative		
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Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Creating and utilizing academic vertical teams on a monthly or bimonthly - each grade level will have one representative on each academic team.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have a better understanding of the big pictures across the campus and how we can better align vocabulary throughout the building.</p> <p><b>Staff Responsible for Monitoring:</b> Vertical team leaders.</p>	Formative		
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<p><b>Strategy 4:</b> Creating small, measurable and attainable goals that students can master in the short-term.</p> <p><b>Strategy's Expected Result/Impact:</b> Breaking TEKS up into smaller goals also - we need to create reasons to celebrate. Short-term celebrations help to increase short-term success.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers and team leaders.</p>	Formative		
	Nov	Feb	June
			













Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Setting class, grade and school-wide goals for things like MAP growth, Pathblazers minutes, etc... - earn rewards, like extra recess.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will want to work hard and push each other towards success together.</p> <p><b>Staff Responsible for Monitoring:</b> All teaching staff and administration.</p>	<b>Formative</b>		
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Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Creating lesson plans for IE time and targetting IE time for each individual student.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive appropriate intervention and fill in gaps, resulting in a better understanding of content and in turn higher test scores.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, team leader and instructional specialist.</p>	<b>Formative</b>		
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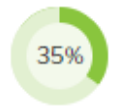


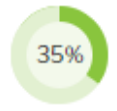






**Goal 1:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2022.

**Performance Objective 3:** The percent of Shepard students that score Meets grade level or above on STAAR Writing 4 will increase from 55% in 2019 to 59% by June 2022. The Special Education student group performance will increase from 23% in 2019 to 27% in 2022. The Economically Disadvantaged student group performance will increase from 46% in 2019 to 55% in 2022.

**Evaluation Data Sources:** 2021-2022 STAAR Reading scores

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Administration will attend planning meetings at least biweekly in order to facilitate the data analysis of common collaborative formative assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> More reliable and immediate data analysis.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teacher and team leaders</p>	Formative		
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Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Modeling of highly effective classroom and test-taking strategies in the classroom on a weekly basis - including taking margin notes, think notes and using other AVID strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be more utilize more test-taking strategies which will increase scores on testing and decrease student anxiety surrounding testing.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers and team leaders</p>	Formative		
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<p><b>Strategy 3:</b> Creating and utilizing academic vertical teams on a monthly or bimonthly - each grade level will have one representative on each academic team.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have a better understanding of the big pictures across the campus and how we can better align vocabulary throughout the building.</p> <p><b>Staff Responsible for Monitoring:</b> Vertical team leaders.</p>	Formative		
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Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Creating small, measurable and attainable goals that students can master in the short-term.</p> <p><b>Strategy's Expected Result/Impact:</b> Breaking TEKS up into smaller goals also - we need to create reasons to celebrate. Short-term celebrations help to increase short-term success.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers and team leaders.</p>	Formative		
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Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Setting class, grade and school-wide goals for things like MAP growth, Pathblazers minutes, etc... - earn rewards, like extra recess.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will want to work hard and push each other towards success together.</p> <p><b>Staff Responsible for Monitoring:</b> All teaching staff and administration.</p>	<b>Formative</b>		
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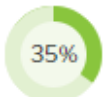


**Goal 2:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2022.

**Performance Objective 1:** HB3 - The percent of Shepard 3rd grade students that score meets grade level or above on STAAR Math will increase from 69% in 2019 to 71% by June 2022. The Special Education student group performance will increase from 36% in 2019 to 41% in 2022. The Economically Disadvantaged student group performance will increase from 40% in 2019 to 47% in 2022.

**HB3 Goal**

**Evaluation Data Sources:** 2021-2022 STAAR Math scores

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Administration will attend planning meetings at least biweekly in order to facilitate the data analysis of common collaborative formative assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> More reliable and immediate data analysis.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teacher and team leaders</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Modeling of highly effective classroom and test-taking strategies in the classroom on a weekly basis - including taking margin notes, think notes and using other AVID strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be more utilize more test-taking strategies which will increase scores on testing and decrease student anxiety surrounding testing.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers and team leaders</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Creating and utilizing academic vertical teams on a monthly or bimonthly - each grade level will have one representative on each academic team.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have a better understanding of the big pictures across the campus and how we can better align vocabulary throughout the building.</p> <p><b>Staff Responsible for Monitoring:</b> Vertical team leaders.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			













Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Creating small, measurable and attainable goals that students can master in the short-term.</p> <p><b>Strategy's Expected Result/Impact:</b> Breaking TEKS up into smaller goals also - we need to create reasons to celebrate. Short-term celebrations help to increase short-term success.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers and team leaders.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Setting class, grade and school-wide goals for things like MAP growth, Dreambox minutes, etc... - earn rewards, like extra recess.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will want to work hard and push each other towards success together.</p> <p><b>Staff Responsible for Monitoring:</b> All teaching staff and administration.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Creating lesson plans for IE time and targetting IE time for each individual student.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive appropriate intervention and fill in gaps, resulting in a better understanding of content and in turn higher test scores.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, team leader and instructional specialist.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Utilize Dreambox for targeted intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive appropriate intervention and fill in gaps, resulting in a better understanding of content and in turn higher test scores.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, team leaders and instructional specialist.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Utilize ESTAR Modules for Tier 2 and Tier 3 math instruction in third, fourth and fifth grades.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive targeted intervention that will close prior academic knowledge gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, team leaders and instructional specialist.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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 2:** The percent of Shepard students that score Meets grade level or above on STAAR Math 3-5 will increase from 66% in 2019 to 68% by June 2022. The Economically Disadvantaged student group performance will increase from 29% in 2019 to 36% in 2022. The Special Education student group performance will increase from 47% in 2019 to 52% in 2022.

**Evaluation Data Sources:** 2021-2022 STAAR Math scores

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Administration will attend planning meetings at least biweekly in order to facilitate the data analysis of common collaborative formative assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> More reliable and immediate data analysis.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teacher and team leaders</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Modeling of highly effective classroom and test-taking strategies in the classroom on a weekly basis - including taking margin notes, think notes and using other AVID strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be more utilize more test-taking strategies which will increase scores on testing and decrease student anxiety surrounding testing.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers and team leaders</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Creating and utilizing academic vertical teams on a monthly or bimonthly - each grade level will have one representative on each academic team.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have a better understanding of the big pictures across the campus and how we can better align vocabulary throughout the building.</p> <p><b>Staff Responsible for Monitoring:</b> Vertical team leaders.</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Creating small, measurable and attainable goals that students can master in the short-term.</p> <p><b>Strategy's Expected Result/Impact:</b> Breaking TEKS up into smaller goals also - we need to create reasons to celebrate. Short-term celebrations help to increase short-term success.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers and team leaders.</p>	Formative		
	Nov	Feb	June
			

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Setting class, grade and school-wide goals for things like MAP growth, Dreambox minutes, etc... - earn rewards, like extra recess.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will want to work hard and push each other towards success together.</p> <p><b>Staff Responsible for Monitoring:</b> All teaching staff and administration.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Creating lesson plans for IE time and targeting IE time for each individual student.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive appropriate intervention and fill in gaps, resulting in a better understanding of content and in turn higher test scores.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, team leader and instructional specialist.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Utilize Dreambox for targeted intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive appropriate intervention and fill in gaps, resulting in a better understanding of content and in turn higher test scores.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, team leaders and instructional specialist.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Utilize ESTAR Modules for Tier 2 and Tier 3 math instruction in third, fourth and fifth grades.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive targeted intervention that will close prior academic knowledge gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, team leader and instructional specialist.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>			






















**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 Shepard students that score Meets grade level or above on STAAR Science 5 will increase from 66% in 2019 to 69% by June 2022. The Economically Disadvantaged student group performance will increase from 25% in 2019 to 32% in 2022. The Special Education student group performance will increase from 36% in 2019 to 40% in 2022.

**Evaluation Data Sources:** 2021-2022 STAAR Science scores

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Administration will attend planning meetings at least biweekly in order to facilitate the data analysis of common collaborative formative assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> More reliable and immediate data analysis.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teacher and team leaders</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Modeling of highly effective classroom and test-taking strategies in the classroom on a weekly basis - including taking margin notes, think notes and using other AVID strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be more utilize more test-taking strategies which will increase scores on testing and decrease student anxiety surrounding testing.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers and team leaders</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Creating and utilizing academic vertical teams on a monthly or bimonthly - each grade level will have one representative on each academic team.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have a better understanding of the big pictures across the campus and how we can better align vocabulary throughout the building.</p> <p><b>Staff Responsible for Monitoring:</b> Vertical team leaders.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Creating small, measurable and attainable goals that students can master in the short-term.</p> <p><b>Strategy's Expected Result/Impact:</b> Breaking TEKS up into smaller goals also - we need to create reasons to celebrate. Short-term celebrations help to increase short-term success.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers and team leaders.</p>	<b>Formative</b>		
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Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Setting class, grade and school-wide goals for things like MAP growth - earn rewards, like extra recess.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will want to work hard and push each other towards success together.</p> <p><b>Staff Responsible for Monitoring:</b> All teaching staff and administration.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

# Site-Based Advisory Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Kristin Bishop	Principal
Administrator	Katherine Forisha	Assistant Principal
Paraprofessional	Elizabeth Adkins	Special Education Paraprofessional
Parent	Barrett Bishop	Parent
Parent	Pam Sheridan	Parent
Parent	Wesley Rogers	Parent
Parent	Erin Hill	Parent
Business Representative	James Williams	Business Representative
Community Representative	Bob Thigpen	Community Representative
Community Representative	Doris Dale	Community Representative
Classroom Teacher	Stephanie Greene	Third Grade Teacher
Classroom Teacher	Elizabeth Lin	Kindergarten Teacher
Classroom Teacher	Kathy Seal	First Grade Teacher
Classroom Teacher	Shelby Robbins	Second Grade Teachers
Classroom Teacher	Molly Adams	Fourth Grade Teacher
Classroom Teacher	Hector Villanueva	Fifth Grade Teacher
Parent	Nicole Bowman	Parent
Parent	Tim Brown	Parent

# Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1,040.00
<b>+/- Difference</b>					<b>\$1,040.00</b>
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$240.00
<b>+/- Difference</b>					<b>\$240.00</b>
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$2,800.00
<b>+/- Difference</b>					<b>\$2,800.00</b>
<b>Grand Total Budgeted</b>					\$4,080.00
<b>Grand Total Spent</b>					\$0.00
<b>+/- Difference</b>					<b>\$4,080.00</b>

# 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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