

Plano Independent School District

Williams High School

2022-2023



Board Approval Date: September 20, 2022

Mission Statement

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

Vision

Williams HS students will be inspired and equipped to achieve personal success as lifelong learners and responsible productive citizens.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Williams High School is a diverse campus:

- Gender: About equal (49% F/ 51% M)
- GT: 15% (How do we improve identification?)
- ED: Free 45% / Reduced 3%
- ESL: 21%
- SPED: 12% (65% are male, 56% Hispanic)
- Ethnicity: Asian 17%, Afr. Am. 13%, Hispanic 46%, White 19% , 2 or more 3%
- 95% graduation rate (vs. 90% district vs. 90% McMillen)
-

Demographics Strengths

- Diversity of population - students are well represented across all ethnicities. Introduces unique and diverse perspectives. Represents the city of Plano population.
- Staff/leadership also represents the student population.
- HSA - brings in a more diverse student body (from other feeders).

Student Learning

Student Learning Summary

Biology:

- 96% of students passed the Biology course whereas 83% passed Biology STAAR. 29% of students made an A in Biology course and 28% got Masters on STAAR. Meets was 60% on STAAR and 62% of students made an A or B in Biology course. 4% of students failed the Biology course but 17% did not pass the STAAR.
- STAAR data 73% Econ Dis, Latino 72%, At Risk 52%, SPED 44%, and LEP 43% passed. Above average, Asian 95%, White 92%, Black 86%, 2 or more races 100% passed STAAR.
- 2017-18 Biology STAAR had 86% pass, 2018-19 had 87% pass, 2020-21 had 83% pass rate. CIP from 2 years ago had the goal of improving SPED and LEP student populations. The LEP numbers dropped from 59% approaches in 2019 to 43% approaches in 2021. The SPED numbers were 56% in 2019 and 44% in 2021. The At Risk was 72% in 2019 and 52% in 2021. Econ Dis was 80% in 2019 and 73% in 2021. Hispanic was 78% in 2019 and 72% in 2021.
- Intervention programs: the Biology teachers identified students who were considered struggling and did targeted intervention based on current data. Unable to track growth due to lack of prior data.
- Biology is a one year course so we can not track longitudinal student achievement data.
- Biology STAAR weaknesses were Cell Structure & Function, and Genetics. There was about a 10% drop and it was covered in the first semester. The strengths were Ecology, Evolution & Classification, and Biological Processes. Among content areas, Math STAAR had 61% passing rate and English STAAR had 76 % passing rate.

Algebra:

- Comparing PSAT and Algebra 1 EOC scores - percentage of students that did not meet was lower for PSAT but significantly lower amongst the African American and Hispanic populations. All populations had a higher meets percentage on PSAT Math than the Algebra 1 EOC. This data makes sense due to the populations that are tested on the PSAT (for example: algebra 2, geometry and {Pre-cal students).
- Data amongst groups
 1. Ethnicity - Hispanic population has the highest percentage of did not meet (48%, 9% higher than african american).
 2. Gender - The male percentage of those who did not meet is 15% more than female.
 3. Socioeconomic Status - More than half of our students at Williams are economically disadvantaged and of those students about half did not meet compared to 27% of students who are not economically disadvantaged.
 4. 28% of our students are ESL and amongst those students 64% did not meet (compared to 42% in 2019).
 5. 17% of our students are SPED and out of those 72% did not meet (compared to 44% in 2019).
 6. 10% of gifted and talented students did not meet.
- Due to Covid 19 our students did not take Math 8 so a growth number is not available.
- Impact of intervention programs

Students who came to tutoring (virtually or in person) did better. The intervention of 4 day a week was beneficial to students that came with a good attitude. The impact that intervention programs have had is hard to pinpoint due to the covid year (no TAD intervention like 2019 - 2020). The credit recovery efforts of the Algebra I team brought up a lot of students.

English I&II:

- Largest chunk of data for composition is in 4, 5, 6 range - Eng. I
- English II - majority of scores were 3 - 23% - had 12% score a 1 - review the 1s to try to pinpoint issues.

- First admin only - English I - 2019 - approaches or above - 71% / First admin only - English I - 2021 - approaches or above - 76%
- First admin only - English I - 2021 - approaches or above - All - 71%, White - 90%, Black - 74%, Asian - 92%, Hispanic - 61%, ED - 65%, SPED - 27%, LEP Hispanic - 20%
- First admin only - English II - 2019 - approaches or above - 82% / First admin only - English II - 2021 - approaches or above - 77%
- First admin only - English II - 2021 - approaches or above - All - 77%, White - 89%, Black - 79%, Asian - 99%+, Hispanic - 64%, ED - 74%, SPED - 27%, LEP Hispanic - 19%
- Intervention - Edmentum has been better than some of the other online resources
- Edmentum was utilized from Feb - May; not sure there's enough data to say if it was effective or not.
- Teacher driven/created intervention

Student Learning Strengths

Biology:

White, Asian, Black, 2 or more races all scored above average on STAAR. The Masters score was 28% which is higher than previous years (23% in 2019). Most of the reporting categories that students did well on were from the Spring Semester.

Algebra:

Students that attend class in-person makes progress vs. virtual students.

English I&II:

- Student performance matched teacher expectations.
- Teachers placed a lot of emphasis on reading skills and students performed well.
- English I had some increases.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percentage of LEP and Special Education students meeting the Approaches Grade Level standard on the 2022 Biology End-of- Course (EOC) exam is XXX% below the overall performance of the campus. **Root Cause:** There is a need for teachers to implement a variety of instructional strategies to decode a large volume of complex, academically-rich vocabulary questions.

Problem Statement 2 (Prioritized): The percentage of LEP and Special Education students meeting the Approaches Grade Level standard on the 2022 Algebra I End-of-Course (EOC) exam is XXX% below the overall performance of the campus. **Root Cause:** There is a need for teachers to consistently analyze data of their students' learning so they know how to target students in various differentiation groups.

Problem Statement 3 (Prioritized):

The percentage of LEP and Special Education students meeting the Approaches Grade Level standard on the 2022 English I and English II End-of-Course (EOC) exam is XXX% below the overall performance of the campus. **Root Cause:** There is a need for teachers to consistently analyze data of their students' learning so they know how to target students in various differentiation groups.

Perceptions

Perceptions Summary

Due to the COVID-19 pandemic, HRS surveys were not given to administrators, staff nor the community regarding the culture and climate of our campus. However, during the 2021-22 school year, the campus is undergoing a renovation. This has caused many concerns regarding safety and security as many of our cameras are not consistently working properly. A new camera system, which was a priority need in 2018, has been installed in parts of the building.

Perceptions Strengths

- Collaborative planning.
- Communicating and partnerships with parents and community members.
- Supporting the whole child, their emotional well being.
- We have a strong relationship capacity with our students and with our teachers.

Priority Problem Statements

Problem Statement 1: The percentage of LEP and Special Education students meeting the Approaches Grade Level standard on the 2022 Biology End-of- Course (EOC) exam is XXX% below the overall performance of the campus.

Root Cause 1: There is a need for teachers to implement a variety of instructional strategies to decode a large volume of complex, academically-rich vocabulary questions.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The percentage of LEP and Special Education students meeting the Approaches Grade Level standard on the 2022 Algebra I End-of-Course (EOC) exam is XXX% below the overall performance of the campus.

Root Cause 2: There is a need for teachers to consistently analyze data of their students' learning so they know how to target students in various differentiation groups.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The percentage of LEP and Special Education students meeting the Approaches Grade Level standard on the 2022 English I and English II End-of-Course (EOC) exam is XXX% below the overall performance of the campus.

Root Cause 3: There is a need for teachers to consistently analyze data of their students' learning so they know how to target students in various differentiation groups.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- PSAT
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data




- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices






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 Math from 2022 to 2023.

Performance Objective 1: The percent of Williams students taking the Algebra I EOC (first-time testers and re-testers) that score Meets or above grade level will increase from 23% in 2022 to 24% by June 2023. The Emergent Bilingual student group performance will increase from 12% in 2022 to 14% in 2023.

Evaluation Data Sources: 2023 EOC Assessment




Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The math department will attend trainings related to data-diving and instructional strategies and implement strategies from current and prior trainings to improve their ability to meet the individual needs of students.</p> <p>Strategy's Expected Result/Impact: Increase overall student achievement by 2% for each checkpoint.</p> <p>Staff Responsible for Monitoring: L. Jaynes and I. Huisman</p> <p>Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide extended planning to interpret formative and unit assessment data to plan/adjust Tier I instruction.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of students performing at the Approaches level or above on STAAR/EOC.</p> <p>Staff Responsible for Monitoring: L. Jaynes and I. Huisman</p> <p>Funding Sources: substitutes - 282 ESSER III</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Plan for and provide staffing for two Saturday School half-day sessions during the 1st semester and three half-day sessions during the 2nd semester to provide accelerated instruction for targeted students in grades 9 and 10.</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: L. Jaynes and I. Huisman</p> <p>Funding Sources: math teachers - 282 ESSER III, ESL teachers - 199 Bilingual/ESL/ELL</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide, weekly, additional after school accelerated instruction for targeted students in grades 9 and 10.</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: L. Jaynes and I. Huisman</p> <p>Funding Sources: math teachers - 282 ESSER III</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC RLA from 2022 to 2023.

Performance Objective 1: The percent of Williams students taking the English I and English II EOC (first-time testers and re-testers) that score Meets or above grade level will increase from 65% in 2022 to 66% by June 2023. The Emergent Bilingual student group performance will increase from 28% in 2022 to 30% in 2023.

Evaluation Data Sources: 2023 EOC Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The English department will research and implement differentiaion strategies to help all students with their revising, editing and writing skills.</p> <p>Strategy's Expected Result/Impact: Increase the revising, editing and writing scores.</p> <p>Staff Responsible for Monitoring: L. Higginson and M. Starr</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide extended planning to interpret formative and unit assessment data to plan/adjust Tier I instruction.</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: L. Higginson and M. Starr</p> <p>Funding Sources: substitutes - 282 ESSER III</p>	Formative		
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	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide, weekly, additional after school accelerated instruction for targeted students in grades 9 and 10.</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: L. Higginson and M. Starr</p>	Formative		
	Nov	Feb	June

Funding Sources: English teachers - 282 ESSER III



0% No Progress

100% Accomplished




→ Continue/Modify






✗ Discontinue

Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2022 to 2023.

Performance Objective 1: The percent of Williams students taking the Biology EOC (first-time testers and re-testers) that score Meets or above grade level will increase from 52% in 2022 to 53% by June 2023. The Emergent Bilingual student group performance will increase from 21% in 2022 to 24% in 2023.

Evaluation Data Sources: 2023 EOC Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The science collaborative teams will utilize a variety of research-based language acquisition strategies: QSSSA, 3 Reads, and Questioning Conversations, for all students</p> <p>Strategy's Expected Result/Impact: Increase the percentage of student's skills and ability to comprehend academic-rich language relating to Biology from 50% to 80%.</p> <p>Staff Responsible for Monitoring: A. Miller and T. Henry-Smith</p> <p>Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide extended planning to interpret formative and unit assessment data to plan/adjust Tier I instruction.</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: A. Miller and T. Henry-Smith</p> <p>Funding Sources: substitutes - 282 ESSER III</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Plan for and provide staffing for two Saturday School half-day sessions during the 1st semester and three half-day sessions during the 2nd semester to provide accelerated instruction for targeted students in grades 9 and 10.</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: A. Miller and T. Henry-Smith</p> <p>Targeted Support Strategy</p> <p>Funding Sources: science teachers - 282 ESSER III, ESL teachers - 199 Bilingual/ESL/ELL</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide, weekly, additional after school accelerated instruction for targeted students in grades 9 and 10.</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: A. Miller and T. Henry</p> <p>Funding Sources: science teachers - 282 ESSER III</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Jill Engelking	Principal
Administrator	Mona Abdelfattah	Assistant Principal
Administrator	Don Stevens	Assistant Principal
Administrator	Lisa Delacruz	Assistant Principal
Administrator	Inge Dismuke Stovall	Assistant Principal
Classroom Teacher	Alexandria Jackson	Teacher
Classroom Teacher	Shawn Brantley	Teacher
Classroom Teacher	Will Smith	Teacher
Non-classroom Professional	John Lowrance	SEL Specialist
District-level Professional	Tamara Wooten	Assessment Specialist
Parent	Mikayla Westbrook	Parent
Classroom Teacher	Tracy Henry-Smith	Teacher
Classroom Teacher	Joel Salas	Teacher
Classroom Teacher	Cindy Yang	Teacher
Paraprofessional	Tiffany Nguyen	Paraprofessional
Business Representative	Teresa Knotts	Business Rep
Community Representative	Derrice Harris	Community Rep
Business Representative	Mary Shepherd	Business Rep
Classroom Teacher	Hugo Macias	Teacher
Parent	Jorja Andres	Parent
Classroom Teacher	Kristen Christie	Teacher
Parent	Timberli Valdez	Parent
Parent	Frederick Barrow	Parent
Student	Ian Stovall	Student
Student	Ritisha Mahapatra	Student

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					\$4,740.00
+/- Difference					\$4,740.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	ESL teachers		\$0.00
2	1	3	ESL teachers		\$0.00
3	1	3	ESL teachers		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,638.00
+/- Difference					\$1,638.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	substitutes		\$0.00
1	1	3	math teachers		\$0.00
1	1	4	math teachers		\$0.00
2	1	2	substitutes		\$0.00
2	1	3	English teachers		\$0.00
2	1	4	English teachers		\$0.00
3	1	2	substitutes		\$0.00
3	1	3	science teachers		\$0.00
3	1	4	science teachers		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$46,860.00
+/- Difference					\$46,860.00
Grand Total Budgeted					\$53,238.00

282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Grand Total Spent	\$0.00
				+/- Difference	\$53,238.00

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Williams

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

All Grades

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	154	523	208	0	208	2	140	562	32	276	927	205	1132
2022	66	49	77		91	50	24	52	66	28	68	51	65
2023	68	51	78		92	52	27	54	67	30	69	52	66
2024	70	53	78		92	54	30	56	67	32	69	54	66
2025	72	55	79		93	56	34	58	68	35	70	56	67
2026	76	59	81		95	60	40	62	70	39	72	59	69
2027	80	63	82		96	64	47	66	71	44	73	62	70

HB3 Campus Goals - All Grades STAAR at Meets Standard

Williams

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

All Grades

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	76	310	66	0	40	1	118	323	21	217	379	129	508
2022	25	14	38		50	100	14	15	38	12	21	28	23
2023	28	16	39		51	100	17	17	39	14	22	30	24
2024	31	19	41		53	100	20	20	41	16	24	32	26
2025	34	23	43		55	100	24	24	43	19	26	35	28
2026	40	27	45		57	100	29	28	45	23	28	39	30
2027	46	33	48		60	100	36	34	48	28	31	44	33

HB3 Campus Goals - All Grades STAAR at Meets Standard

Williams

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Biology

All Grades

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	99	338	100	0	112	2	116	375	26	214	520	155	675
2022	49	34	68		88	50	22	38	62	21	53	46	52
2023	51	36	69		89	52	25	40	63	24	54	48	53
2024	53	39	70		90	54	29	43	64	27	55	50	54
2025	56	42	71		91	57	33	46	66	32	56	52	55
2026	60	47	73		92	61	40	50	68	38	58	55	57
2027	65	52	75		94	66	47	55	70	45	60	59	59

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
Principal, 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 		
<p>Principal, District Coordinator K-12 Health and Physical Education, District Health Services</p>	<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. Campus Wellness Plan ● 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. 	<p>TEC 11.253(d) Board Policy FFA(Local)</p>	<p>The school will follow Board Policies: FFA and EHAA.</p>

	<ul style="list-style-type: none"> ● K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. ● K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. ● K-5 Ensure students are receiving daily unstructured play during recess. ● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> ● K-8 Monitor attendance of students and follow up on prominent and chronic absences. 		
Principal, Human Resources	<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, Executive Director for Student and Family Services	<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 		

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