

# Plano Independent School District

## Shepton High School

2022-2023



**Board Approval Date:** September 20, 2022

# Mission Statement

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

## Vision

*We are....*

### **PASSIONATE PROFESSIONALS**

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

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

We will maintain professionalism in all communication.

We will show respect to all.

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

*That create a...*

### **POSITIVE AND COLLABORATIVE CULTURE**

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

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

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

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

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

We will openly collaborate with others to maximize our effectiveness.

*To provide...*

### **RIGOROUS, RELEVANT, AND RESPONSIVE LEARNING**

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

We will be a dynamic professional learning community.

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

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

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

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

We will never give up on and will grow individuals.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Campus numbers and subpopulations:

- Campus student population of 1427
- 701 9th graders / 7726 10th graders
- 9% Special Ed
- 7% 504
- 22% ESL
- 17% GT

Demographic Breakdown:

- 34% Hispanic
- 31% White
- 20% African American
- 11% Asian
- 4% Two or More

### Demographics Strengths

- Campus diversity
- Increased effort for inclusion in all academic areas
- Strong support and leadership in all areas of campus largest needs (ESL, SPED, 504, GT)
- ESL Community Nights with resources
- Community Partnerships with St. Andrews Church

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Increasing populations in SPED, ELL, and ED students over the last few years.

**Problem Statement 2:** At-Risk students are in need of additional, and more frequent, intervention and tutorial opportunities.

# Priority Problem Statements

**Problem Statement 1:** Increasing populations in SPED, ELL, and ED students over the last few years. Our ESL population specifically has grown to over 22%.

**Root Cause 1:** Our ESL population has grown exponentially over the last five years due to our community being a destination for central and south American families.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Algebra I scores have dropped steadily from 2018-22 in most demographic areas, along with the achievement areas of approaches and meets.

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

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** At-Risk students are in need of additional, and more frequent, intervention and tutorial opportunities.

**Root Cause 3:** Many of our at risk students have outside of school influences that affect their daily lives. Many have at home obligations, part time jobs, or an unsteady living situation.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Decreased student achievement in English I and Algebra 1 in the areas of meets and masters.

**Root Cause 4:** As students needs' evolve (campus make-up, as well as students in a new era) our instructional practices should also evolve.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Academic gaps are present within multiple sub-populations through both state and district testing.

**Root Cause 5:**

**Problem Statement 5 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
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## Student Data: Assessments

- 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
- PSAT
- 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
- 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

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-P ESS data

**Parent/Community Data**

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

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data




# 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 ELAR from 2022 to 2023.

**Performance Objective 1:** The percent of Shepton students that score Meets grade level or above on STAAR EOC English I and II will increase from 71% in 2022 to 72% by June 2023. The Special Education student group performance will increase from 31% in 2022 to 34% in 2023. The English Learner student group performance will increase from 31% in 2022 to 33% in 2023.

**Evaluation Data Sources:** 2023 English I and II EOC

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilize adult temps and substitutes for accelerated instruction. 8 groups of students (10 students per group or less) will each meet for 30 hours of Accelerated Instruction .</p> <p>2 Adult temps will be compensated \$25 per hour (\$28 including budget expenses) = \$2,912 (26 Days- Every Monday/Tuesday for 2 hours per day).</p> <p>2 Adult temps will be compensated 25 per hour (\$28 including budget expenses) = \$2,912 (26 Days- Every Monday for 2 hours per day).</p> <p>\$5,824.00 will be used to fund accelerated instruction in this way.</p> <p><b>Staff Responsible for Monitoring:</b> English Team Leaders and Support Administrator</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Funding Sources:</b> - 282 ESSER III - \$5,824</p>	Formative		
	Nov	Feb	June
	 <p>40%</p>		
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide extended planning to interpret formative assessment and unit assessment data to plan/adjust Tier 1 instruction. An ESSER III substitute is a person serving in place of a teacher that is conducting specialized tutoring that aligns with the requirements of House Bill 4545 OR a teacher conducting an activity directly mitigating and/or responding to student learning loss due to the COVID-19 pandemic. - Rate</p>	Formative		
	Nov	Feb	June

of pay is \$110 for full day, \$55 for half day 11 substitute codes for English Department Extended planning 11 x \$110 (\$121 with Budget expenses) = \$1,331

**Staff Responsible for Monitoring:** Support Admin for English and Office Manager

**Funding Sources:** - 282 ESSER III - \$1,331



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 Math from 2022 to 2023.

**Performance Objective 1:** The percent of Shepton students that score Meets grade level or above on STAAR EOC Algebra I will increase from 28% in 2022 to 29% by June 2023. The Special Education student group performance will increase from 22% in 2022 to 25% in 2023. The Economically Disadvantaged student group performance will increase from 21% in 2022 to 23% in 2023.

**Evaluation Data Sources:** 2023 Algebra I EOC






Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilize adult temps and substitutes for accelerated instruction. 8 groups of students (10 students per group or less) will each meet for 30 hours of Accelerated Instruction .</p> <p>2 Adult temps will be compensated \$25 per hour (\$28 including budget expenses) = \$2,912 (26 Days- Every Monday/Tuesday for 2 hours per day).</p> <p>2 Adult temps will be compensated 25 per hour (\$28 including budget expenses) = \$2,912 (26 Days- Every Monday for 2 hours per day).</p> <p>\$5,824.00 will be used to fund accelerated instruction in this way.</p> <p><b>Staff Responsible for Monitoring:</b> Math Department Head, Algebra Team Leader, Support Admin</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - 282 ESSER III - \$5,824</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> The Math Department will utilize Imagine Math, in conjunction with NWEA MAP testing, to target and individualize each student's needed skill support in an effort to enrich and progress their learning at a faster rate.</p> <p><b>Strategy's Expected Result/Impact:</b> Monitor growth and provide additional instruction/data for the Algebra 1 Teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Math Department Head, Algebra Team Leader, Support Admin</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide extended planning to interpret formative assessment and unit assessment data to plan/adjust Tier 1 instruction. An ESSER III substitute is a person serving in place of a teacher that is conducting specialized tutoring that aligns with the requirements of House Bill 4545 OR a teacher conducting an activity directly mitigating and/or responding to student learning loss due to the COVID-19 pandemic. - Rate of pay is \$110 for full day, \$55 for half day 11 substitute codes for Math Department Extended planning 11 x \$110 (\$121 with Budget expenses) = \$1,331</p> <p><b>Strategy's Expected Result/Impact:</b> Analyze PMA Data and identify Skill Gaps</p> <p><b>Staff Responsible for Monitoring:</b> Math Department Head, Support Admin, Office Manager</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 282 ESSER III - \$1,331</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**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 Shepton students that score Meets grade level or above on STAAR EOC Biology I will increase from 70% in 2022 to 71% by June 2023. The Special Education student group performance will increase from 32% in 2022 to 35% in 2023. The English Learner student group performance will increase from 40% in 2022 to 43% in 2023.

**Evaluation Data Sources:** 2023 Biology I EOC

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide extended planning to interpret formative assessment and unit assessment data to plan/adjust Tier 1 instruction. An ESSER III substitute is a person serving in place of a teacher that is conducting specialized tutoring that aligns with the requirements of House Bill 4545 OR a teacher conducting an activity directly mitigating and/or responding to student learning loss due to the COVID-19 pandemic. - Rate of pay is \$110 for full day, \$55 for half day 11 substitute codes for English Department Extended planning 11 x \$110 (\$121 with Budget expenses) = \$1,331</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 282 ESSER III - \$1,331</p>	Formative		
	Nov	Feb	June
			
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# Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	David Jones	Principal
Administrator	Kimberly Schrader	Assistant Principal
Administrator	Kisha Mize	Assistant Principal
Administrator	Travis Ragsdale	Assistant Principal
Administrator	Tyler Yarbrough	Assistant Principal
Counselor	Kristin Decker	Lead Counselor
Classroom Teacher	Jennifer Dubose	ESL Department Head
Classroom Teacher	Janie Gilkison	CTE Department Head
Classroom Teacher	Kathleen Knight	Science Department Head
Classroom Teacher	Melanie Lin	AVID Coordinator
Support Staff Member	Christine Platt	Office Manager
Classroom Teacher	Yanexy Rodriguez	LOTE Department Head
Non-classroom Professional	Kristen Salamanca	504 Coordinator
Classroom Teacher	Mandy Shapiro	English Department Head
Non-classroom Professional	Amanda Smith	SPED Department Head
Classroom Teacher	Bruce Strong	Athletic Coordinator
Parent	Jana Sciple	Parent
District-level Professional	Debbie Brannon	ELAR Curriculum Coordinator
District-level Professional	Whitney Evans	Math Curriculum Coordinator
Community Representative	Rhonda Snyder	Community member
Community Representative	Nate Labenz	Community member
Student	Alison Yip	Student
Student	Reagan Immerman	Student
Student	Armando Arias Pena	Student
Student	DJ Mansel	Student
Business Representative	Stella Heidman	Parent
Classroom Teacher	Natalie Dominguez	Math Department Head
Parent	Alison Grzyb	Parent

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Student	Sandra Aguirre	Student
Parent	Kelli Jones	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>					\$5,140.00
<b>+/- Difference</b>					\$5,140.00
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>					\$1,548.00
<b>+/- Difference</b>					\$1,548.00
199 State Comp Ed, PreKindergarten					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
199 State Bilingual/ESL/ELL PreKindergarten					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00



211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>+/- Difference</b>					\$0.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$5,824.00
1	1	2			\$1,331.00
2	1	1			\$5,824.00
2	1	3			\$1,331.00
3	1	1			\$1,331.00
<b>Sub-Total</b>					\$15,641.00
<b>Budgeted Fund Source Amount</b>					\$62,205.00
<b>+/- Difference</b>					\$46,564.00
<b>Grand Total Budgeted</b>					\$68,893.00
<b>Grand Total Spent</b>					\$15,641.00
<b>+/- Difference</b>					\$53,252.00

# Addendums

# HB3 Campus Goals - All Grades STAAR at Meets Standard

Shepton

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
<b>2022 # of Students</b>	259	348	454	6	162	1	134	436	26	201	928	359	1287
<b>2022</b>	57	52	85	50	93	100	31	55	77	31	77	57	71
<b>2023</b>	59	54	86	51	94	100	34	57	78	33	78	58	72
<b>2024</b>	61	56	86	52	94	100	37	59	78	35	78	60	72
<b>2025</b>	63	58	87	53	95	100	41	61	79	38	79	62	73
<b>2026</b>	67	62	89	54	97	100	47	65	81	42	81	65	75
<b>2027</b>	71	66	90	56	98	100	54	69	82	47	82	68	76

# HB3 Campus Goals - All Grades STAAR at Meets Standard

Shepton

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
<b>2022 # of Students</b>	150	191	129	4	27	0	105	242	13	137	331	191	522
<b>2022</b>	23	19	41	0	52		22	21	31	18	30	26	28
<b>2023</b>	26	21	42	1	53		25	23	32	20	31	28	29
<b>2024</b>	29	24	44	3	55		28	26	34	22	33	30	31
<b>2025</b>	32	28	46	5	57		32	30	36	25	35	33	33
<b>2026</b>	38	32	48	7	59		37	34	38	29	37	37	35
<b>2027</b>	44	38	51	10	62		44	40	41	34	40	42	38

# HB3 Campus Goals - All Grades STAAR at Meets Standard

Shepton

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
<b>2022 # of Students</b>	150	206	239	3	73	0	74	247	17	136	477	225	702
<b>2022</b>	55	50	87	100	96		32	54	71	40	74	63	70
<b>2023</b>	57	52	88	100	97		35	56	72	43	75	65	71
<b>2024</b>	59	55	89	100	98		39	59	73	46	76	67	72
<b>2025</b>	62	58	90	100	99		43	62	75	51	77	69	73
<b>2026</b>	66	63	92	100	100		50	66	77	57	79	72	75
<b>2027</b>	71	68	94	100	100		57	71	79	64	81	76	77

## 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><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, District Coordinator K-12 Health and Physical Education, District Health Services	<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. <a href="#">Campus Wellness Plan</a></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> </ul>	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<ul style="list-style-type: none"> <li>● K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors.</li> <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, Human Resources	<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, Executive Director for Student and Family Services	<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> </ul>		



	<ul style="list-style-type: none"><li>● Utilize social media to keep parents and community informed. Funding source: State and Local</li><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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