Plano Independent School District

Jasper High School

2022-2023

Board Approval Date: September 20, 2022

Mission Statement

Jasper High School is dedicated to providing a unified, caring environment where each student will be prepared to succeed in a diverse and challenging world.

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Comprehensive Needs Assessment

Revised/Approved: July 21, 2022

Demographics

Demographics Summary

Jasper High School has a current enrollment of 1,287 students in grades 9 and 10.

Demographics are as follows:

Males: 50.55%/Females: 49.34%

Gifted/Talented: 35.2%

ELL: 5.52%

Economically Disadvantaged: 14.45% (Free-13.21%/Reduced-1.24%)

Special Education: 6.22%

504: 7.3%

Students enrolled in CTE course: 58.04%

Asian: 637 students (50%)

African American: 129 students (10%)

Hispanic: 144 students (11.2%)

American Indian: 7 students (.05%)

Pacific Islander: 1 student

2 or more Races: 64 students (5%)

White: 305 students (23.7%)

Demographics Strengths

Jasper has a diverse population as reflected in its students, families, and staff.

The percentage of students served through Special Education and 504 are below the state average.

Jasper has a high number of students enrolled in CTE courses, honors courses, and AP courses.

Jasper has a large gifted/talented population.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a need to ensure that all students and families feel supported and that they have a voice on campus. **Root Cause:** Jasper needs a system that ensures that each individual receives the support he/she needs.

Student Learning

Student Learning Summary

Jasper High School received an overall "A" rating for the 2022 Accountability Rating from TEA. Scores for each component were as follows:

Student Achievement - 94 (A)

School Progress - 87 (B)

Academic Growth - 87 (B)

Relative Performance - 86 (B)

Closing the Gaps - 87 (B)

Distinctions were earned in the following areas:

ELA/Reading

Mathematics

Science

Social Studies

Comparative Academic Growth

Postsecondary Readiness

No distinction was earned for Comparative Closing the Gaps.

On the Spring 2022 EOC, students performed as follows:

English 1 - 90% approached/84% met/44% mastered

English 2 - 93% approached/89% met/39% mastered

Algebra 1 - 86% approached/52% met/30% mastered

Biology - 95% approached/88% met/67% mastered

Jasper 2022 AP results were as follows:

AP Euro - 94% scored a 3 or above

AP Human Geo - 89% scored a 3 or above

AP World History - 93% scored a 3 or above

AP Calculus BC - 92% scored a 3 or above

AP Computer Science - 94% scored a 3 or above

Student Learning Strengths

The campus performed well in the all student categories of EOC exams.

Jasper has a high number of students enrolled in AP courses, with a high success rate on AP exams.

The campus has a high number of students enrolled in CTE courses.

The campus has a strong fine arts program, with many successes in music, speech/debate, art, and drama.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to ensure that all students are showing growth, regardless of programming. **Root Cause:** There is a need for teachers to receive

more frequent feedback and opportunities to improve their instruction through targeted professional development based on data.

School Processes & Programs

School Processes & Programs Summary

Jasper continues to focus on growing strong collaborative team processes centered on the Collaborative Team Framework. Campus leadership (administrators, department chairs, and team leaders) meeting monthly for professional learning centered around the implementation of the framework in each week's team meeting. Department chairs meet monthly and are focused on instructional rounds, centering on an engagement walkthrough document focused on strong instructional strategies. The Jasper staff meets monthly with learning centered on instructional practices, with opportunities to observe other teachers and reflect on their own instructional practices. Campus administrators will focus this year on supporting new teachers and teachers new to Jasper by providing opportunities for instructional coaching sessions, using strategies from the work of Jim Knight. The administrative team meets weekly with the teams that each individual administrator supports. The campus is developing a consistent process for tracking and documenting the work of each individual team.

Campus administrators rely on campus leaders to provide input into collaborative decision-making. The administration seeks feedback through High-Reliability Schools surveys and uses this data to inform changes on the campus. Both formal and informal surveys are utilized to gather input from all stakeholders, including staff, students, and families. Staff members receive weekly communication through the Principal's Update, as well as general notifications through Remind. The campus utilizes a weekly e-news via School Messenger to communicate to Jasper families.

Jasper uses a collaborative approach for developing the master schedule, with two assistant principals working together on the schedule. Meetings are held with each department chair to gather input. Master schedulers communicate the priorities of the schedule to the staff, and each teacher is able to provide input.

Jasper focuses on providing ways for all students to be connected to the school in some way through extracurricular and cocurricular opportunities.

Through the work of the campus tech-team, teachers are able to learn additional strategies for effective integration of technology into their instruction. A Jasper staff website and Google classroom also provides resources for teachers.

The Jasper Connect advisory program has provided a way to support each individual student through individual goal setting, link-up conversations, individual and small group tutoring, EOC intervention, and lessons that focus on SEL, diversity, and community building.

School Processes & Programs Strengths

Jasper began an advisory program called Connect during the 2021-22 school year. The program provides opportunities for students to participate in a number of individual and small group intervention.

Students are able to participate in club and organization meetings during the school day during the Connect period.

Jag Academy is a successful intervention that focuses on EOC intervention.

Jasper counselors and administrators meet weekly as part of the MTSS process to review student progress.

The campus utilizes Review 360 to document behavior data and regularly reviews reports with the staff for feedback and adjustment to campus strategies.

The administrative team meets formally each week to discuss campus needs.

Jasper continues to grow in its implementation of the Plano ISD Collaborative Team Framework and works collaboratively with team leaders and teachers on team goals.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Campus discipline reports reflect that tardies and skipping are the top disciplinary infractions at 15% of total incidents reported. **Root Cause:** There is a need for strong systems to be in place to effectively address tardies and skipping.

Perceptions

Perceptions Summary

The campus reviewed data from the 2021-22 HRS surveys that were administered to staff, students, and parents to determine perceptions strengths and weaknesses.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): A perception exists that the majority of students at Jasper are high-performing and there is a lack of engagement among on-level students.

Problem Statement 2: A perception exists that both students and staff are not receiving adequate recognition for the work that they do.

Priority Problem Statements

Problem Statement 1: There is a need to ensure that all students are showing growth, regardless of programming.

Root Cause 1: There is a need for teachers to receive more frequent feedback and opportunities to improve their instruction through targeted professional development based on data.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: A perception exists that the majority of students at Jasper are high-performing and there is a lack of engagement among on-level students.

Root Cause 2:

Problem Statement 2 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data

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 released test questions
- 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

- 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: September 9, 2022

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 2022 to 2023.

Performance Objective 1: The percent of Jasper students that score Meets grade level or above on STAAR EOC English I and II will increase from 89% in 2022 to 90% by June 2023. The SPED student group performance will increase from 41% in 2022 to 44% in 2023. The EL student group performance will increase from 66% in 2022 to 68% in 2023.

Evaluation Data Sources: 2023 STAAR/EOC Assessment

Strategy 1 Details	Formative Reviews		

Strategy 1: Team leaders will continue their learning focused on the Plano ISD Collaborative Team Framework, specifically on PLC Process Question #3: How will we respond when students do not learn?
     Staff Responsible for Monitoring: Jasper administrative team
 	
     ESF Levers:
Lever 1: Strong School Leadership and Planning
	Formative		

	Nov	**Feb**	**June**
	30%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Jasper administrators and department chairs will conduct regular instructional rounds to gather feedback on effective instructional strategies and student engagement. This feedback will be utilized to plan appropriate professional learning for teachers. **Staff Responsible for Monitoring:** Jasper administrative team and department chairs	**Formative**		
	Nov	**Feb**	**June**
	25%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Jasper administrators will support new teachers through a process of regular instruction coaching sessions focused on the individual needs of each teacher.	**Formative**		
	Nov	**Feb**	**June**
	25%		

Strategy 4 Details	Formative Reviews		
Strategy 4: Jasper administrators will incorporate professional learning for teachers through regular monthly staff meetings focused on strategies from the book Teach Like a Champion.	Formative		
	Nov	Feb	June
Staff Responsible for Monitoring: Jasper administrative team **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction	25%		

Strategy 5 Details	Formative Reviews		
Strategy 5: The Jasper administrative team will work with EOC subject areas to identify and implement instructional goals based on historical EOC data and trends related to individual course objectives.	Formative		
	Nov	Feb	June
ESF Levers: Lever 5: Effective Instruction	25%		

Strategy 6 Details	Formative Reviews		
Strategy 6: Jasper will continue to implement targeted intervention through Jag Academy during the Connect advisory period.	Formative		
	Nov	Feb	June
	50%		

0% No Progress	100% 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 Jasper students that score Meets grade level or above on STAAR EOC Algebra I (first-time testers and re-testers) will increase from 49% in 2022 to 50% by June 2023. The SPED student group performance will increase from 28% in 2022 to 31% in 2023. The EL student group performance will increase from 50% in 2022 to 52% in 2023.

    Evaluation Data Sources: 2023 Algebra I STAAR EOC

Strategy 1 Details	Formative Reviews		
Strategy 1: Team leaders will continue their learning focused on the Plano ISD Collaborative Team Framework, specifically on PLC Process Question #3: How will we respond when students do not learn? **Staff Responsible for Monitoring:** Administrators, team leaders	**Formative**		
	Nov	**Feb**	**June**
	30%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Jasper administrators and department chairs will conduct regular instructional rounds to gather feedback on effective instructional strategies and student engagement. This feedback will be utilized to plan appropriate professional learning for teachers. **Staff Responsible for Monitoring:** Administrators, department chairs	**Formative**		
	Nov	**Feb**	**June**
	25%		

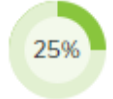| Strategy 3 Details	Formative Reviews		
Strategy 3: Jasper administrators will support new teachers through a process of regular instruction coaching sessions focused on the individual needs of each teacher. **Staff Responsible for Monitoring:** Administrators	**Formative**		
	Nov	**Feb**	**June**
	25%		

Strategy 4 Details	Formative Reviews		
Strategy 4: Jasper administrators will incorporate professional learning for teachers through regular monthly staff meetings focused on strategies from the book Teach Like a Champion. **Staff Responsible for Monitoring:** Administrators	**Formative**		
	Nov	**Feb**	**June**
	25%		

Strategy 5 Details	Formative Reviews		
Strategy 5: The Jasper administrative team will work with EOC subject areas to identify and implement instructional goals based on historical EOC data and trends related to individual course objectives. **Staff Responsible for Monitoring:** Administrators	Formative		
	Nov	Feb	June
	25%		

Strategy 6 Details	Formative Reviews		
Strategy 6: Jasper will continue to implement targeted intervention through Jag Academy during the Connect advisory period. **Staff Responsible for Monitoring:** Administrators	Formative		
	Nov	Feb	June
	50%		

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 Jasper students that score Meets grade level or above on STAAR/EOC Biology will increase from 88% in 2022 to 89% by June 2023. The SPED student group performance will increase from 47% in 2022 to 50% in 2023. The Eco Dis student group performance will increase from 67% in 2022 to 69% in 2023.

   Evaluation Data Sources: 2023 STAAR/EOC Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Team leaders will continue their learning focused on the Plano ISD Collaborative Team Framework, specifically on PLC Process Question #3: How will we respond when students do not learn? **Staff Responsible for Monitoring:** Administrators, team leaders	Formative		
	Nov	Feb	June
	30%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Jasper administrators and department chairs will conduct regular instructional rounds to gather feedback on effective instructional strategies and student engagement. This feedback will be utilized to plan appropriate professional learning for teachers. **Staff Responsible for Monitoring:** Administrators and department chairs	Formative		
	Nov	Feb	June
	25%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Jasper administrators will support new teachers through a process of regular instruction coaching sessions focused on the individual needs of each teacher. **Staff Responsible for Monitoring:** Administrators	Formative		
	Nov	Feb	June
	25%		

Strategy 4 Details	Formative Reviews		
Strategy 4: Jasper administrators will incorporate professional learning for teachers through regular monthly staff meetings focused on strategies from the book Teach Like a Champion. **Staff Responsible for Monitoring:** Administrators	Formative		
	Nov	Feb	June
	25%		

Strategy 5 Details	Formative Reviews		
Strategy 5: The Jasper administrative team will work with EOC subject areas to identify and implement instructional goals based on historical EOC data and trends related to individual course objectives. **Staff Responsible for Monitoring:** Administrators	Formative		
	Nov	Feb	June
	25%		

Strategy 6 Details	Formative Reviews		
Strategy 6: Jasper will continue to implement targeted intervention through Jag Academy during the Connect advisory period. **Staff Responsible for Monitoring:** Administrators	Formative		
	Nov	Feb	June
	50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Billie Lee	Principal
Administrator	Andrea Hendrickson	Assistant Principal
Administrator	Kimburley Murphy	Assistant Principal
Non-classroom Professional	Sandra Franklin	Academic Specialist
Non-classroom Professional	Mimi Smith	Special Education Team Leader
Classroom Teacher	Heidi Diers	English Department Chair
Classroom Teacher	Mike Stanton	Social Studies Department Chair
Classroom Teacher	Danielle Supple Howard	ESL Department Chair
Non-classroom Professional	Robin Gott	Counseling Department Chair
Classroom Teacher	Michele Poovey	Science Department Chair
Classroom Teacher	Taylor Johnson	Math Department Chair
Administrator	Larry Wilson	Assistant Principal
Administrator	Tarah Clark	Assistant Principal
Parent	Sheila Underwood	Parent
Business Representative	Alex Johnson	Business Representative
Community Representative	Jane Shea	Community Representative
Community Representative	Garrett McQuiston	Community Representative
Business Representative	TJ Foster	Business Representative
Parent	Hong Xu	Parent
Parent	Seema Gupta	Parent
Parent	John Cockrell	Parent
Parent	Yibing Du	Parent
Student	Minyue Wan	National Honor Society Representative
Business Representative	Judi Gugel	Business Representative

Campus Funding Summary

199 State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,200.00
				+/- Difference	$2,200.00
199 Bilingual/ESL/ELL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$390.00
				+/- Difference	$390.00
282 ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$17,050.00
				+/- Difference	$17,050.00
				Grand Total Budgeted	$19,640.00
				Grand Total Spent	$0.00
				+/- Difference	$19,640.00

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Jasper

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	115	131	322	5	594	1	81	234	21	104	976	244	1220
2022	62	73	86	80	99	100	41	76	81	66	92	75	89
2023	64	75	87	81	100	100	44	78	82	68	93	76	90
2024	66	77	87	82	100	100	47	80	82	70	93	78	90
2025	68	79	88	83	100	100	51	82	83	73	94	80	91
2026	72	83	90	84	100	100	57	86	85	77	96	83	93
2027	76	87	91	86	100	100	64	90	86	82	97	86	94

HB3 Campus Goals - All Grades STAAR at Meets Standard

Jasper

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	67	56	91	1	40	0	57	87	6	36	175	95	270
2022	28	57	47	0	80		28	37	50	50	55	39	49
2023	31	59	48	1	81		31	39	51	52	56	41	50
2024	34	62	50	3	83		34	42	53	54	58	43	52
2025	37	66	52	5	85		38	46	55	57	60	46	54
2026	43	70	54	7	87		43	50	57	61	62	50	56
2027	49	76	57	10	90		50	56	60	66	65	55	59

HB3 Campus Goals - All Grades STAAR at Meets Standard

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	72	72	182	2	296	0	64	125	11	66	498	154	652
2022	56	76	88	50	99		47	67	91	74	92	75	88
2023	58	78	89	51	100		50	69	92	77	93	77	89
2024	60	81	90	53	100		54	72	93	80	94	79	90
2025	63	84	91	55	100		58	75	95	85	95	81	91
2026	67	89	93	57	100		65	79	97	91	97	84	93
2027	72	94	95	60	100		72	84	99	98	99	88	95

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	**Bullying** **Staff Prevention** ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations **Staff Education** ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process **Staff Intervention** ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies **Student Prevention** ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas **Student Education** ● Explain referral process/contacts ● Anonymous Tip Line **Student Intervention** ● 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.

	● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students		
Principal, District Coordinator K-12 Health and Physical Education, District Health Services	**Coordinated Health Program** **Coordinated School Health** ● 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. **Fitness** ● 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. **Physical Activity Requirements** ● 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.	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	- 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. **Attendance** - K-8 Monitor attendance of students and follow up on prominent and chronic absences.		
Principal, Human Resources	**Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** - 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	**Parent Involvement** - Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local - Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local - Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local - Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local		

	- Utilize social media to keep parents and 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		