

# Plano Independent School District

## Mccall Elementary

2022-2023



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

# Mission Statement

The McCall community works as a team to develop the mind, heart and character of each child.

## Vision

Our school will be a school where all students are engaged learners and experience success on a daily basis.

# Table of Contents

- Comprehensive Needs Assessment 4
  - Demographics 4
  - Student Learning 4
  - School Processes & Programs 5
  - Perceptions 6
- Priority Problem Statements 7
- Comprehensive Needs Assessment Data Documentation 8
- Goals 9
  - Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading from 2022 to 2023. 10
  - 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. 15
  - 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. 20
- McCall SBIC 22
- Campus Funding Summary 23
- Addendums 25

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

McCall Elementary is a diverse population of students, educators and community members who strive to work collaboratively to develop the mind, heart, and character of each student. The campus houses over 500 diverse students who range from second language learners, economically disadvantaged, and gifted and talented. The campus has an active PTA who assist to build into the students as well as the community they are a part of.

### Demographics Strengths

The campus has continuously developed with its implementation of strategies for its diverse student populations and has maintained high attendance (in comparison to state and district) with low mobility rates.

- Notification before leaving on long trips (between parents and teachers)
- Parents desire to catch up their students to make up for the time they were gone
- Benefits of worldly experiences for the students (celebrate heritage and culture of their family)
- High attendance across all grade levels
- ESL strategies

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The Asian population of McCall Elementary which is approximately 30% of the student population, is diverse with a variety of needs that has led to the STAAR Subgroup Measure to be 78% while the Expected Growth Result should have been above 72% according to STAAR Mathematics.

# Student Learning

## Student Learning Summary

**McCall Elementary Goals Including HB3 Goals:** (see tables in addendum): Individual goals are set for each student group with the expectation of high standards as well as to narrow the gap between each group and the All Students group. If the student group is below the All Students group, that student group's goal for 2024 is to narrow the performance gap by half as well as meet the overall percentage increase in the STAAR Meets Grade Level performance required for the All Students group.

The students at the campus have been successful with the standardized tests that measure campus ratings, and on average, the campus average for students meeting the approaching standard of STAAR is higher than the district.

## Student Learning Strengths

The students have made growth in STAAR, TELPAS, and the upper grades have had growth in MAP. Along with this, the second language learners have made growth with TELPAS.

- The campus growth measure met and surpassed all domains expected growth, minus one group (Asian).
- The campus previous year STAAR data had the campus rating of an A.
- Grade Level 5 met and surpassed all expected growth on the MAP and STAAR Assessments for all domains.
- In grades 3, 4 and 5, 50 percent or more of PACE/gifted students met their projected Spring MAP scores.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** The percentage of grade 3 and 4 students (164 students) meeting Masters Level Standard on Math STAAR is 32% Gap exists between the performance of ELL students at 6% (34 students) compared to non-ELL at 39%. **Root Cause:** There is a need to address ineffective Instructional strategies by analyzing prior year student performance using STAAR, language development using TELPAS and PES Growth Rosters to identify instructional strategies that were effective and those that were not. There is a need to institute assessments that will focus on providing instructional data in support of the learner population.

**Problem Statement 2 (Prioritized):** The percentage of grade 4 students (81 students) meeting Approaches Level Standard on Math STAAR is 73%. Gap exists between the performance of ELL students (17 students) at 41% compared to non-ELL students at 81%. **Root Cause:** There is a need to address ineffective Instructional strategies by analyzing prior year student performance using STAAR, language development using TELPAS and PES Growth Rosters to identify instructional strategies that were effective and those that were not. There is a need to institute assessments that will focus on providing instructional data in support of the learner population.

**Problem Statement 3 (Prioritized):** The percentage of grade 4 students (81 students) meeting Approaches Level Standard on Math STAAR is 73%. Gap exists between the performance of SPED students at 29% (7 students) compared to non-SPED at 77%. **Root Cause:** There is a need to address student specific effective Instructional strategies to support targeted population. By analyzing prior year student performance using STAAR, there is a need to develop learning over student specific strategies that will focus on minimizing the learning gap by providing academic learning in support of the learner population.

**Problem Statement 4:** Students in Quintile 1 have not met expected growth on MAP utilizing the PGR report at a rate of 5/6.

# School Processes & Programs

## School Processes & Programs Summary

The campus has developed collaborative processes to focus on data, student development, and curriculum, as well as, programs to build into the gifts and interests of our students. Working in constant communication with parents has allowed for changes to be implemented campus wide in an effort to create more safe processes.

## School Processes & Programs Strengths

The campus has developed collaborative processes to focus on data, student development, and curriculum, as well as, programs to build into the gifts and interests of our students. Working in communication with parents has allowed for changes to be implemented campus wide in an effort to create more safe processes.

- Campus has structure behavior system in place utilizing real time communication
- Utilization of Data resources such as Edugence and All-In-Learning
- Campus Academic CFA's that focus on content and language
- Arrival/Dismissal has structured routines that have been built throughout the last 4 school years
- Programs/Clubs : Chess, Choir, and Robotics

# Perceptions

## Perceptions Summary

The campus has a positive and welcoming staff who respect and care for the students, as well as the community, and make the feel safe within the strong culture and environment of the campus. The campus is willing to make changes for the students safety and adapt to the changes that present themselves throughout the year.

## Perceptions Strengths

The campus has a positive and welcoming staff who respect and care for the students, as well as the community, and make the feel safe within the strong culture and environment of the campus. The campus is willing to make changes for the students safety and adapt to the changes that present themselves throughout the year.

- Adults respect and care about students (ex. Student safety survey)
- Dismissal is focused on student safety
- The overall percentage of student discipline (ex. Removal from the classroom was low - <1%)
- Students feel safe while at campus and prepared to handle emergencies (ex. Community survey)
- Staff, parents, and community feel our school is safe and orderly
- Most feel our campus is trustworthy
- Embracing student cultures
- Strong culture and environment

# Priority Problem Statements

**Problem Statement 2:** The percentage of grade 3 and 4 students (164 students) meeting Masters Level Standard on Math STAAR is 32% Gap exists between the performance of ELL students at 6% (34 students) compared to non-ELL at 39%.

**Root Cause 2:** There is a need to address ineffective Instructional strategies by analyzing prior year student performance using STAAR, language development using TELPAS and PES Growth Rosters to identify instructional strategies that were effective and those that were not. There is a need to institute assessments that will focus on providing instructional data in support of the learner population.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 1:** The percentage of grade 4 students (81 students) meeting Approaches Level Standard on Math STAAR is 73%. Gap exists between the performance of ELL students (17 students) at 41% compared to non-ELL students at 81%.

**Root Cause 1:** There is a need to address ineffective Instructional strategies by analyzing prior year student performance using STAAR, language development using TELPAS and PES Growth Rosters to identify instructional strategies that were effective and those that were not. There is a need to institute assessments that will focus on providing instructional data in support of the learner population.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 3:** The percentage of grade 4 students (81 students) meeting Approaches Level Standard on Math STAAR is 73%. Gap exists between the performance of SPED students at 29% (7 students) compared to non-SPED at 77%.

**Root Cause 3:** There is a need to address student specific effective Instructional strategies to support targeted population. By analyzing prior year student performance using STAAR, there is a need to develop learning over student specific strategies that will focus on minimizing the learning gap by providing academic learning in support of the learner population.

**Problem Statement 3 Areas:** Student Learning



# Comprehensive Needs Assessment Data Documentation

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



# Goals







**Goal 1:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading from 2022 to 2023.

**Performance Objective 1:** HB3 - The percent of McCall 3rd grade students that score meets grade level or above on STAAR Reading will increase from 64% in 2022 to 65% by June 2023. The English Learner student group performance will increase from 50% in 2022 to 52% in 2023.

**HB3 Goal**

**Evaluation Data Sources:** 2023 STAAR Reading - 3rd grade





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilize the collaborative team planning protocol campus-wide with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> With the intentional focus towards the stages of planning, the unit assessments, MAP and STAAR assessments will show growth.</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Teams and Specialists Administration</p> <p><b>Title I:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Create a structured time for remediation and enrichment focused on the development of students needing accelerated instruction as well as supports for students needing enrichment.</p> <p><b>Strategy's Expected Result/Impact:</b> With a structured time for remediation, as well as enrichment, the campus can provide structured supports from specialists and teachers targeted toward student development.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Specialists Administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			


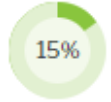

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> The grade level teachers and specialists will perform Reading Common Formative Assessments and collect the instructional data to analyze student development throughout the year, focusing on essential standards that support language development.</p> <p><b>Strategy's Expected Result/Impact:</b> Through this process, the teams will have frequent data collection to assist in developing strategies geared toward our students, with a sub-focus towards developing and identifying targeted approaches for the Economically Disadvantaged and English Learner populations.</p> <p><b>Staff Responsible for Monitoring:</b> Administration CIP Monitoring Team</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Campus English Second Language Specialists will utilize small groups focused on students who are at the Beginning and Intermediate range according to TELPAS.</p> <p><b>Strategy's Expected Result/Impact:</b> With the specialists focused on this population of students, the students will increase with language development, and in time, achieve further success on standardized assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Campus ESL Specialists Administration</p> <p><b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
<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 1:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading from 2022 to 2023.







**Performance Objective 2:** The percent of McCall students that score Meets grade level or above on STAAR Reading 3-5 will increase from 73% in 2022 to 74% by June 2023. The Special Education student group performance will increase from 35% in 2022 to 38% in 2023.

**Evaluation Data Sources:** 2023 STAAR Reading

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilize full time Title I Instructional Teacher to support the students and staff with academic content and collaboration.</p> <p><b>Strategy's Expected Result/Impact:</b> Providing high quality instruction to all student subpopulations to help them make progress and show growth in Language Development.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Title I Instructional Teacher - 211 Title I, Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Create a structured time for remediation and enrichment focused on the development of students needing accelerated instruction as well as supports for students needing enrichment.</p> <p><b>Strategy's Expected Result/Impact:</b> With a structured time for remediation, as well as enrichment, the campus can provide structured supports from specialists and teachers targeted toward student development.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Specialists Administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Collaborative team utilize common formative assessments as well as the utilization of listening, speaking and writing rubrics for language development checkpoints.</p> <p><b>Strategy's Expected Result/Impact:</b> Through the utilization of rubrics to accommodate the language development, the teachers will have more focused small group instruction and up to date data monitoring for TELPAS.</p> <p><b>Staff Responsible for Monitoring:</b> Administration CIP Monitoring Team</p> <p><b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Collaborative planning sessions utilizing the Special Education staff that are focused on development and success of students receiving Special Education Services, implementation, and planning integration each semester.</p> <p><b>Strategy's Expected Result/Impact:</b> Through the process of integrating our special education staff into collaborations and plannings, the students will a guided instruction that is embedded with strategies to support individual learners.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Grade Level Team Leaders Administration</p> <p><b>Title I:</b> 2.4, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> The campus will develop a consistent knowledge around specific and targeted instructional strategies with a focus on assisting our second language learners.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will create a common list and discuss specific strategies, such as Talk, Read, Talk, Write, which will provide high quality instruction to all student subpopulations to help them make progress and show growth in Language Development.</p> <p><b>Staff Responsible for Monitoring:</b> ESL Specialist Campus Instructional Specialists Administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Grade levels 2-5 will utilize district materials and alternative materials through Mentoring Minds to assist with closing learning gaps and drive extended learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Through the use of these resources, the students will show growth on Reading STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist Title I Specialist Administration</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Mentoring Minds Math Resource: Grades 3-5 - 211 Title I, Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Grade levels 4-5 will utilize reading tutoring to provide the development of students needing accelerated instruction as well as supports for students needing enrichment.</p> <p><b>Strategy's Expected Result/Impact:</b> With a focused time for remediation support, the campus can provide structured supports toward student development.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist Teachers Administration</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 211 Title I, Part A</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> The campus will utilize district resources (Staffing) to host comprehensive data digs with the teachers to collaborate and create targeted instructional focuses.</p> <p><b>Strategy's Expected Result/Impact:</b> The differentiation of content will be effectively limiting learning gaps in our targeted populations.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialists Administration</p> <p><b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Initiate a campus wide reading program for the community and students to jointly practice reading.</p> <p><b>Strategy's Expected Result/Impact:</b> The students and families will be provided resources and a book to read jointly. The student's comprehension and language level will improve through the at-home installation of reading.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Title I Specialist Reading Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.2</p> <p><b>Funding Sources:</b> Read to Them - 211 Title I, Part A - \$3,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 2 Problem Statements:**


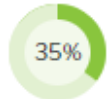
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> The percentage of grade 3 and 4 students (164 students) meeting Masters Level Standard on Math STAAR is 32% Gap exists between the performance of ELL students at 6% (34 students) compared to non-ELL at 39%. <b>Root Cause:</b> There is a need to address ineffective Instructional strategies by analyzing prior year student performance using STAAR, language development using TELPAS and PES Growth Rosters to identify instructional strategies that were effective and those that were not. There is a need to institute assessments that will focus on providing instructional data in support of the learner population.</p>
<p><b>Problem Statement 2:</b> The percentage of grade 4 students (81 students) meeting Approaches Level Standard on Math STAAR is 73%. Gap exists between the performance of ELL students (17 students) at 41% compared to non-ELL students at 81%. <b>Root Cause:</b> There is a need to address ineffective Instructional strategies by analyzing prior year student performance using STAAR, language development using TELPAS and PES Growth Rosters to identify instructional strategies that were effective and those that were not. There is a need to institute assessments that will focus on providing instructional data in support of the learner population.</p>
<p><b>Problem Statement 3:</b> The percentage of grade 4 students (81 students) meeting Approaches Level Standard on Math STAAR is 73%. Gap exists between the performance of SPED students at 29% (7 students) compared to non-SPED at 77%. <b>Root Cause:</b> There is a need to address student specific effective Instructional strategies to support targeted population. By analyzing prior year student performance using STAAR, there is a need to develop learning over student specific strategies that will focus on minimizing the learning gap by providing academic learning in support of the learner population.</p>

**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:** HB3 - The percent of McCall 3rd grade students that score meets grade level or above on STAAR Math will increase from 60% in 2022 to 61% by June 2023. The Special Education student group performance will increase from 38% in 2022 to 41% in 2023. The English Learner student group performance will increase from 38% in 2022 to 41% in 2023.

**HB3 Goal**

**Evaluation Data Sources:** 2023 STAAR Math - 3rd grade

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilize the collaborative team planning protocol campus-wide with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> With the intentional focus towards the stages of planning, the unit assessments, MAP and STAAR assessments will show growth.</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Teams and Specialists Administration</p> <p><b>Title I:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> The grade level teachers and specialists will perform Math Common Formative Assessments throughout the year and gather data to guide instructional practices and interventions/extensions.</p> <p><b>Strategy's Expected Result/Impact:</b> Through this process, the teams will have frequent data collection to assist in developing strategies geared toward second language learners.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Monitoring Team Instructional Specialists Administration</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			



Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Create a structured time for remediation and enrichment focused on the development of students needing accelerated instruction as well as supports for students needing enrichment.</p> <p><b>Strategy's Expected Result/Impact:</b> With a structured time for remediation, as well as enrichment, the campus can provide structured supports from specialists and teachers targeted toward student development.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Specialists Administration</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			



**Performance Objective 1 Problem Statements:**



<b>Student Learning</b>
<p><b>Problem Statement 1:</b> The percentage of grade 3 and 4 students (164 students) meeting Masters Level Standard on Math STAAR is 32% Gap exists between the performance of ELL students at 6% (34 students) compared to non-ELL at 39%. <b>Root Cause:</b> There is a need to address ineffective Instructional strategies by analyzing prior year student performance using STAAR, language development using TELPAS and PES Growth Rosters to identify instructional strategies that were effective and those that were not. There is a need to institute assessments that will focus on providing instructional data in support of the learner population.</p>






**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 2:** The percent of McCall students that score Meets grade level or above on STAAR Math 3-5 will increase from 63% in 2022 to 64% by June 2023. The Special Education student group performance will increase from 39% in 2022 to 42% in 2023. The targeted student group (As.) performance will increase from 76% in 2022 to 77% in 2023.

**Evaluation Data Sources:** 2023 STAAR Math

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Grade level teams will meet weekly with specialists and administrators using the district and campus planning protocols to plan for high-impact instruction. The meetings will be structured around the campus-created commitments and procedures including the submission of agendas.</p> <p><b>Strategy's Expected Result/Impact:</b> Through following the campus common procedures, the plannings will become focused on data, focused on student needs, and be most beneficial to the students, according to data.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Monitoring Team Administration Team Leaders</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize the dedicated intervention time within the master schedule to provide math intervention, practice, and enrichment instruction focused on the development of students.</p> <p><b>Strategy's Expected Result/Impact:</b> With a structured time for remediation, as well as enrichment, the campus can provide structured supports from specialists and teachers targeted toward student development.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Specialists Administration</p> <p><b>Title I:</b> 2.6</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Grade levels 2-5 will utilize district materials and alternative materials, Mentoring Minds Think Up! Math to assist with closing learning gaps and drive extended learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Through the use of these resources, the students will show growth on Math STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist Title I Specialist Administration</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p> <p><b>Funding Sources:</b> Mentoring Minds Math Resource: Grades 3-5 - 211 Title I, Part A</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Grade levels 4-5 will utilize a dedicated intervention time within their master schedule to provide the development of students needing accelerated instruction as well as support for students needing enrichment.</p> <p><b>Strategy's Expected Result/Impact:</b> With a focused time for remediation support, the campus can provide structured supports toward student development.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist Teachers Administration</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p> <p><b>Funding Sources:</b> - 211 Title I, Part A</p>	Formative		
	Nov	Feb	June
			

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> The campus will utilize extended planning sessions for the purpose of collaborative comprehensive data analysis in order to adjust instruction throughout the assessment cycle.</p> <p><b>Strategy's Expected Result/Impact:</b> Adjustment of instructional approaches and pacing will better target learning gaps in our targeted populations.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialists Administration</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			



**Performance Objective 2 Problem Statements:**








Student Learning
<p><b>Problem Statement 1:</b> The percentage of grade 3 and 4 students (164 students) meeting Masters Level Standard on Math STAAR is 32% Gap exists between the performance of ELL students at 6% (34 students) compared to non-ELL at 39%. <b>Root Cause:</b> There is a need to address ineffective Instructional strategies by analyzing prior year student performance using STAAR, language development using TELPAS and PES Growth Rosters to identify instructional strategies that were effective and those that were not. There is a need to institute assessments that will focus on providing instructional data in support of the learner population.</p> <p><b>Problem Statement 2:</b> The percentage of grade 4 students (81 students) meeting Approaches Level Standard on Math STAAR is 73%. Gap exists between the performance of ELL students (17 students) at 41% compared to non-ELL students at 81%. <b>Root Cause:</b> There is a need to address ineffective Instructional strategies by analyzing prior year student performance using STAAR, language development using TELPAS and PES Growth Rosters to identify instructional strategies that were effective and those that were not. There is a need to institute assessments that will focus on providing instructional data in support of the learner population.</p> <p><b>Problem Statement 3:</b> The percentage of grade 4 students (81 students) meeting Approaches Level Standard on Math STAAR is 73%. Gap exists between the performance of SPED students at 29% (7 students) compared to non-SPED at 77%. <b>Root Cause:</b> There is a need to address student specific effective Instructional strategies to support targeted population. By analyzing prior year student performance using STAAR, there is a need to develop learning over student specific strategies that will focus on minimizing the learning gap by providing academic learning in support of the learner population.</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 2022 to 2023.

**Performance Objective 1:** The percent of McCall students that score Meets grade level or above on STAAR Science 5 will increase from 78% in 2022 to 79% by June 2023. The Special Education student group performance will increase from 56% in 2022 to 59% in 2023. The English Learner student group performance will increase from 61% in 2022 to 63% in 2023.

**Evaluation Data Sources:** 2023 STAAR Science

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The grade level teachers and specialists will design and analyze common formative assessments in science throughout the year. Teachers will reflect on student performance and teaching strategy effectiveness to revise planning and provide reteaching and/or intervention as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Through this process, the fifth grade team will have frequent data collection to assist with STAAR growth.</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Teams and Specialists Administration</p> <p><b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize the collaborative team planning protocol campus-wide with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> With the intentional focus towards the stages of planning, the unit assessments, MAP and STAAR assessments will show growth.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Monitoring Team Instructional Specialists Administration</p> <p><b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Grade 5 will utilize district materials and alternative materials like the Mentoring Minds Think Up Science to assist with closing learning gaps and drive extended learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Through the use of these resources, the students will show growth on Science STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist Title I Specialist Administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Mentoring Minds Science Resource: Grade 5 - 211 Title I, Part A</p>	Formative		
	Nov	Feb	June
			
<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>			

# McCall SBIC

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Stacy Kimbriel	Principal
Administrator	Alexander Casado	Assistant Principal
District-level Professional	Scott Scarbrough	District Specialist
Classroom Teacher	Mindy Molina	Title I Specialist
Classroom Teacher	Michael Thibodeaux	Teacher
Classroom Teacher	Jason Lee	Teacher
Classroom Teacher	Jessica Spiel	Teacher
Classroom Teacher	Theresa Jack	Teacher
Classroom Teacher	Jonathan Etibo	Teacher
Paraprofessional	Kendra Nzegwu	Office Manager
Community Representative	Rubina Azhar	Community Member
Community Representative	Robert Aasen	Community Member
Non-classroom Professional	Rebecca Colquitt	Counselor
Business Representative	Bulmaro Jr.	Business Representative
Business Representative	Shelby Davis	Business Representative
Business Representative	Alexis Mest	Business Representative
Parent	Deanna Minium	PTA Representative / Parent
Parent	Neil Bajaj	Parent
Parent	Cealee Thomas	Parent
Parent	Mohammad Rahman	Parent
Parent	Catrina Monroe	Parent
Parent	Natasha Pervez	Parent
Parent	Tibletz Tesfamariam	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>					\$2,190.00
<b>+/- Difference</b>					\$2,190.00
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>					\$786.00
<b>+/- Difference</b>					\$786.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Title I Instructional Teacher		\$0.00
1	2	6	Mentoring Minds Math Resource: Grades 3-5		\$0.00
1	2	7			\$0.00
1	2	9	Read to Them		\$3,000.00
2	2	3	Mentoring Minds Math Resource: Grades 3-5		\$0.00
2	2	4			\$0.00
3	1	3	Mentoring Minds Science Resource: Grade 5		\$0.00
<b>Sub-Total</b>					\$3,000.00
<b>Budgeted Fund Source Amount</b>					\$110,160.00
<b>+/- Difference</b>					\$107,160.00
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>					\$3,685.00



282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	\$3,685.00
				Grand Total Budgeted	\$116,821.00
				Grand Total Spent	\$3,000.00
				+/- Difference	\$113,821.00

# Addendums

# HB3 Campus Goals - All Grades STAAR at Meets Standard

McCall

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

## Grade 3

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>	15	15	30	0	21	0	8	28	2	28	70	11	81
<b>2022</b>	60	53	57		86		38	50	100	50	66	55	64
<b>2023</b>	62	55	58		87		41	52	100	52	67	56	65
<b>2024</b>	64	57	58		87		44	54	100	54	67	58	65
<b>2025</b>	66	59	59		88		48	56	100	57	68	60	66
<b>2026</b>	70	63	61		90		54	60	100	61	70	63	68
<b>2027</b>	74	67	62		91		61	64	100	66	71	66	69

# HB3 Campus Goals - All Grades STAAR at Meets Standard

McCall

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												Grade 4	
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>	15	8	24	1	23	0	6	18	2	24	56	19	75
<b>2022</b>	73	75	50	100	74		0	39	50	50	71	58	68
<b>2023</b>	75	77	51	100	75		3	41	51	52	72	59	69
<b>2024</b>	77	79	51	100	75		6	43	51	54	72	61	69
<b>2025</b>	79	81	52	100	76		10	45	52	57	73	63	70
<b>2026</b>	83	85	54	100	78		16	49	54	61	75	66	72
<b>2027</b>	87	89	55	100	79		23	53	55	66	76	69	73

# HB3 Campus Goals - All Grades STAAR at Meets Standard

McCall

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

## Grade 5

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>	14	24	17	0	27	0	9	30	1	33	69	19	88
<b>2022</b>	79	79	94		85		56	67	0	76	90	68	85
<b>2023</b>	81	81	95		86		59	69	1	78	91	69	86
<b>2024</b>	83	83	95		86		62	71	1	80	91	71	86
<b>2025</b>	85	85	96		87		66	73	2	83	92	73	87
<b>2026</b>	89	89	98		89		72	77	4	87	94	76	89
<b>2027</b>	93	93	99		90		79	81	5	92	95	79	90

# HB3 Campus Goals - All Grades STAAR at Meets Standard

McCall

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</b> # of Students	44	47	71	1	71	0	23	76	5	85	195	49	244
<b>2022</b>	70	70	63	100	82		35	54	60	60	76	61	73
<b>2023</b>	72	72	64	100	83		38	56	61	62	77	62	74
<b>2024</b>	74	74	64	100	83		41	58	61	64	77	64	74
<b>2025</b>	76	76	65	100	84		45	60	62	67	78	66	75
<b>2026</b>	80	80	67	100	86		51	64	64	71	80	69	77
<b>2027</b>	84	84	68	100	87		58	68	65	76	81	72	78

# HB3 Campus Goals - All Grades STAAR at Meets Standard

McCall

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

## Grade 3

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>	15	15	30	0	21	0	8	28	2	28	70	11	81
<b>2022</b>	60	40	57		81		38	43	100	39	63	45	60
<b>2023</b>	63	42	58		82		41	45	100	41	64	47	61
<b>2024</b>	66	45	60		84		44	48	100	43	66	49	63
<b>2025</b>	69	49	62		86		48	52	100	46	68	52	65
<b>2026</b>	75	53	64		88		53	56	100	50	70	56	67
<b>2027</b>	81	59	67		91		60	62	100	55	73	61	70

# HB3 Campus Goals - All Grades STAAR at Meets Standard

McCall

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											Grade 4		
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>	15	8	24	1	23	0	6	18	2	24	56	19	75
<b>2022</b>	27	25	46	0	57		17	11	0	25	48	26	43
<b>2023</b>	30	27	47	1	58		20	13	1	27	49	28	44
<b>2024</b>	33	30	49	3	60		23	16	3	29	51	30	46
<b>2025</b>	36	34	51	5	62		27	20	5	32	53	33	48
<b>2026</b>	42	38	53	7	64		32	24	7	36	55	37	50
<b>2027</b>	48	44	56	10	67		39	30	10	41	58	42	53



# HB3 Campus Goals - All Grades STAAR at Meets Standard

McCall

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

## Grade 5

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>	14	24	17	0	27	0	9	30	1	33	69	19	88
<b>2022</b>	71	79	82		89		56	57	0	76	87	68	83
<b>2023</b>	74	81	83		90		59	59	1	78	88	70	84
<b>2024</b>	77	84	85		92		62	62	3	80	90	72	86
<b>2025</b>	80	88	87		94		66	66	5	83	92	75	88
<b>2026</b>	86	92	89		96		71	70	7	87	94	79	90
<b>2027</b>	92	98	92		99		78	76	10	92	97	84	93

# HB3 Campus Goals - All Grades STAAR at Meets Standard

McCall

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</b> # of Students	44	47	71	1	71	0	23	76	5	85	195	49	244
<b>2022</b>	52	57	59	0	76		39	41	40	49	67	47	63
<b>2023</b>	55	59	60	1	77		42	43	41	51	68	49	64
<b>2024</b>	58	62	62	3	79		45	46	43	53	70	51	66
<b>2025</b>	61	66	64	5	81		49	50	45	56	72	54	68
<b>2026</b>	67	70	66	7	83		54	54	47	60	74	58	70
<b>2027</b>	73	76	69	10	86		61	60	50	65	77	63	73

# HB3 Campus Goals - All Grades STAAR at Meets Standard

McCall

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.

## Science 5

## Grade 5

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>	14	24	17	0	27	0	9	30	1	33	69	19	88
<b>2022</b>	57	67	94		89		56	53	0	61	83	63	78
<b>2023</b>	60	69	95		90		59	55	1	63	84	65	79
<b>2024</b>	63	72	97		92		62	58	3	65	86	67	81
<b>2025</b>	66	76	99		94		66	62	5	68	88	70	83
<b>2026</b>	72	81	100		96		71	67	8	72	90	74	85
<b>2027</b>	78	87	100		99		78	73	12	77	93	78	88

## 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>		
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--