

Plano Independent School District

Wyatt Elementary

2022-2023



Board Approval Date: September 20, 2022

Mission Statement

A caring community dedicated to academic excellence for all learners in a challenging and nurturing environment.

Vision

Future Driven
Global Citizens

Students prepared for the journey ahead.

Creative Thinkers

PASSIONATE LEARNERS

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Comprehensive Needs Assessment

Revised/Approved: August 24, 2022

Priority Problem Statements

Problem Statement 2: Percentage of students achieving at DNM and Approaching is greater than expected.

Root Cause 2: - Many students have gaps in learning. -Approximately 50 students have not been present in the face to face classroom since March 2020. -Some students have not had the exposure to grade level TEKS and rigorous instruction and expectations -Significant number of students needed to grow more than one year during the past school year -Students need to be taught or reintroduced to organizational skill

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 1: All ELL students should advance to the next level in Reading, Writing, Listening and Speaking as measured on TELPAS each spring, but our data indicates that fewer than expected are exiting.

Root Cause 1: Our data indicates that our ELL students need more support in developing listening and speaking skills. Teachers do not know and understand what criteria is needed in order for students to be successful in the Listening and Speaking domains Teachers need additional training beyond providing sentence stems

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

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 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Running Records results
- 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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback

- School safety data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data



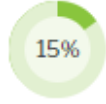
Goals


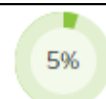




Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2022 to 2023.

Performance Objective 1: HB3 - The percent of Wyatt 3rd grade students that score meets grade level or above on STAAR Reading will increase from 81% in 2022 to 82% by June 2023. The EL student group performance will increase from 82% in 2022 to 84% in 2023. The SPED student group will increase from 47% in 2022 to 50% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 STAAR Assessment



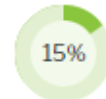
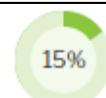
Strategy 1 Details	Formative Reviews		
Strategy 1: Data Review Meetings Strategy's Expected Result/Impact: Using established team protocols and following the campus data analysis calendar, staff will utilize multiple sources of data, as they identify the strengths and needs of their students, so that they can provide targeted instruction. Staff Responsible for Monitoring: Administrators, Teachers	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Daily Intervention/Enrichment Block added to Master Schedule Strategy's Expected Result/Impact: The Master Calendar has been restructured to include an Intervention/Enrichment block that occurs daily from 8:00 - 8:30. This designated time in the daily schedule is intended to close the gaps as teachers intentionally plan for targeted instruction based on district assessments such as MAP, mClass, and IRI's. Staff Responsible for Monitoring: Administrators, Teachers	Formative		
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Strategy 3 Details	Formative Reviews		
Strategy 3: Teacher professional goal alignment with campus goals and connected to PISD Instructional Model. Strategy's Expected Result/Impact: Each teacher has designed a Performance Goal that aligns with our campus goals and is connected to a category on the PISD Instructional Model and has been determined to be a highly effective strategy for student growth. Staff Responsible for Monitoring: Administrators, Teachers	Formative		
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Strategy 4 Details	Formative Reviews		
Strategy 4: ELD Best Practices Coaching Strategy's Expected Result/Impact: Training and coaching will be provided to enhance teacher awareness of what ELL students need in order to advance their listening and speaking skills. Staff Responsible for Monitoring: Administrators; ESL teacher	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Classroom teachers will utilize extended planning at least twice this year in order to analyze student data and plan with their collaborative team. Strategy's Expected Result/Impact: Teachers will have better knowledge of their students' strengths and needs, which will lead to high level Tier 1 instruction as well as planning for differentiation. Staff Responsible for Monitoring: Administrators	Formative		
	Nov	Feb	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 and STAAR Writing from 2022 to 2023.

Performance Objective 2: The percent of Wyatt students that score Meets grade level or above on STAAR Reading 3-5 will increase from 83% in 2022 to 84% by June 2023. The SPED student group performance will increase from 43% in 2022 to 46% in 2023. The EL student group performance will increase from 83% in 2022 to 85% in 2023.

Evaluation Data Sources: 2023 STAAR Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Data Review Meetings Strategy's Expected Result/Impact: Using established team protocols and following the campus data analysis calendar, staff will utilize multiple sources of data, as they identify the strengths and needs of their students, so that they can provide targeted instruction. Staff Responsible for Monitoring: Administrators, Teachers	Formative		
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Strategy 5 Details		Formative Reviews		
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Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2022 to 2023.

Performance Objective 1: HB3 - The percent of Wyatt 3rd grade students that score meets grade level or above on STAAR Math will increase to from 76% in 2022 to 77% by June 2023. The EL student group performance will increase from 82% in 2022 to 84% in 2023. The SPED student group will increase from 40% in 2022 to 43% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 STAAR Assessment



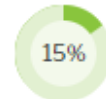
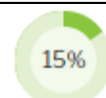
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Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2022 to 2023.

Performance Objective 2: The percent of Wyatt students that score Meets grade level or above on STAAR Math 3-5 will increase to from 77% in 2022 to 78% by June 2023. The SPED student group performance will increase from 47% in 2022 to 50% in 2022. The EL student group performance will increase from 80% in 2022 to 82% in 2023.

Evaluation Data Sources: 2023 STAAR Assessment



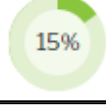
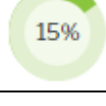
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	Nov	Feb	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 Wyatt students that score Meets grade level or above on STAAR Science 5 will increase from 65% in 2022 to 66% by June 2023. The Economically Disadvantaged student group performance will increase from 9% in 2022 to 11% in 2023. The EL student group performance will increase from 65% in 2022 to 67% in 2023.

Evaluation Data Sources: 2023 STAAR Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Data Review Meetings Strategy's Expected Result/Impact: Using established team protocols and following the campus data analysis calendar, staff will utilize multiple sources of data, as they identify the strengths and needs of their students, so that they can provide targeted instruction. Staff Responsible for Monitoring: Administrators, Teachers	Formative		
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	Nov	Feb	June
			
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	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: ELD Best Practices Coaching Strategy's Expected Result/Impact: Training and coaching will be provided to enhance teacher awareness of what ELL students need in order to advance their listening and speaking skills. Staff Responsible for Monitoring: Administrators and ESL Teacher	Formative		
	Nov	Feb	June
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Each grade level team will utilize Extended Planning in order to analyze student data and do in-depth planning with their collaborative team. Strategy's Expected Result/Impact: Teachers will have better understanding of their students strengths and needs which will directly impact Tier 1 instruction and differentiation that may be needed. Staff Responsible for Monitoring: Administrators	Formative		
	Nov	Feb	June
			
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22-23 SBIC

Committee Role	Name	Position
Administrator	Cynthia Hentges	Principal
Administrator	James Fossier	Assistant Principal
Non-classroom Professional	Allison Smith	Counselor
Non-classroom Professional	Mary Lee Grounds	Instructional Specialist
Special Education Teacher	Cynthia Merritt	Special Education Teacher
ESL Teacher	Tiffany Richardson	ESL Teacher
Classroom Teacher	Deanna Viera	1st grade teacher
Classroom Teacher	Tiffany Peng Lo	4th Grade Teacher
Music Teacher	Jennifer Quinones	Music Teacher
District-level Professional	Chris Lillie	District Representative
Community Representative	Phylis Stoup	Community Representative
Community Representative	Kyle Randazzo	Community Representative
Business Representative	Julie Brewton	Business Representative
Business Representative	Charles Jacoel	Business Representative
Parent	Li sun	Parent
Parent	Rima modi	Parent
Parent	Hema Sunder	Parent
Parent	Martin LI	Parent
Parent	Sarah Sollars	Parent
Parent	Sarah St. Louis	Parent
Parent	Molly Huang	Parent

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					\$1,370.00
+/- Difference					\$1,370.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$330.00
+/- Difference					\$330.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$660.00
+/- Difference					\$660.00
Grand Total Budgeted					\$2,360.00
Grand Total Spent					\$0.00
+/- Difference					\$2,360.00

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Wyatt

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
2022 # of Students	6	8	12	0	25	0	15	8	0	11	46	12	58
2022	50	62	92		92		47	50		82	83	75	81
2023	52	64	93		93		50	52		84	84	76	82
2024	54	66	93		93		53	54		86	84	78	82
2025	56	68	94		94		57	56		89	85	80	83
2026	60	72	96		96		63	60		93	87	83	85
2027	64	76	97		97		70	64		98	88	86	86

HB3 Campus Goals - All Grades STAAR at Meets Standard

Wyatt

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

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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
2022 # of Students	5	3	13	0	38	0	7	4	2	21	41	21	62
2022	60	67	69		95		57	25	100	86	85	76	82
2023	62	69	70		96		60	27	100	88	86	77	83
2024	64	71	70		96		63	29	100	90	86	79	83
2025	66	73	71		97		67	31	100	93	87	81	84
2026	70	77	73		99		73	35	100	97	89	84	86
2027	74	81	74		100		80	39	100	100	90	87	87

HB3 Campus Goals - All Grades STAAR at Meets Standard

Wyatt

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
2022 # of Students	6	11	16	1	42	0	8	11	2	34	61	17	78
2022	33	91	81	100	93		25	55	100	82	90	71	86
2023	35	93	82	100	94		28	57	100	84	91	72	87
2024	37	95	82	100	94		31	59	100	86	91	74	87
2025	39	97	83	100	95		35	61	100	89	92	76	88
2026	43	100	85	100	97		41	65	100	93	94	79	90
2027	47	100	86	100	98		48	69	100	98	95	82	91

HB3 Campus Goals - All Grades STAAR at Meets Standard

Wyatt

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	17	22	41	1	105	0	30	23	4	66	148	50	198
2022	47	77	80	100	93		43	48	100	83	86	74	83
2023	49	79	81	100	94		46	50	100	85	87	75	84
2024	51	81	81	100	94		49	52	100	87	87	77	84
2025	53	83	82	100	95		53	54	100	90	88	79	85
2026	57	87	84	100	97		59	58	100	94	90	82	87
2027	61	91	85	100	98		66	62	100	99	91	85	88

HB3 Campus Goals - All Grades STAAR at Meets Standard

Wyatt

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
2022 # of Students	6	8	12	0	25	0	15	8	0	11	46	12	58
2022	67	62	75		92		40	50		82	80	58	76
2023	70	64	76		93		43	52		84	81	60	77
2024	73	67	78		95		46	55		86	83	62	79
2025	76	71	80		97		50	59		89	85	65	81
2026	82	75	82		99		55	63		93	87	69	83
2027	88	81	85		100		62	69		98	90	74	86

HB3 Campus Goals - All Grades STAAR at Meets Standard

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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
2022 # of Students	5	3	13	0	38	0	7	4	2	21	41	21	62
2022	40	67	77		89		86	0	50	81	80	76	79
2023	43	69	78		90		89	2	51	83	81	78	80
2024	46	72	80		92		92	5	53	85	83	80	82
2025	49	76	82		94		96	9	55	88	85	83	84
2026	55	80	84		96		100	13	57	92	87	87	86
2027	61	86	87		99		100	19	60	97	90	92	89

HB3 Campus Goals - All Grades STAAR at Meets Standard

Wyatt

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
2022 # of Students	6	11	16	1	42	0	8	11	2	34	61	17	78
2022	17	91	75	0	86		25	36	100	79	80	65	77
2023	20	93	76	1	87		28	38	100	81	81	67	78
2024	23	96	78	3	89		31	41	100	83	83	69	80
2025	26	100	80	5	91		35	45	100	86	85	72	82
2026	32	100	82	7	93		40	49	100	90	87	76	84
2027	38	100	85	10	96		47	55	100	95	90	81	87

HB3 Campus Goals - All Grades STAAR at Meets Standard

Wyatt

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	17	22	41	1	105	0	30	23	4	66	148	50	198
2022	41	77	76	0	89		47	35	75	80	80	68	77
2023	44	79	77	1	90		50	37	76	82	81	70	78
2024	47	82	79	3	92		53	40	78	84	83	72	80
2025	50	86	81	5	94		57	44	80	87	85	75	82
2026	56	90	83	7	96		62	48	82	91	87	79	84
2027	62	96	86	10	99		69	54	85	96	90	84	87

HB3 Campus Goals - All Grades STAAR at Meets Standard

Wyatt

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
2022 # of Students	6	11	16	1	42	0	8	11	2	34	61	17	78
2022	17	64	62	0	76		12	9	100	65	70	47	65
2023	20	66	63	1	77		15	11	100	67	71	49	66
2024	23	69	65	3	79		18	14	100	69	73	51	68
2025	26	73	67	5	81		22	18	100	72	75	54	70
2026	32	78	69	7	83		27	23	100	76	77	58	72
2027	38	84	72	10	86		34	29	100	81	80	62	75

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 <ul style="list-style-type: none"> Identify high risk areas Monitor high risk areas Follow campus rules/expectations Staff Education <ul style="list-style-type: none"> Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking Review referral process Staff Intervention <ul style="list-style-type: none"> Establish recommended intervention strategies for classroom/campus Implement campus referral plan Utilize Discipline Management strategies Student Prevention <ul style="list-style-type: none"> Clearly state student expectations/campus rules/citizenship Monitor high risk areas Student Education <ul style="list-style-type: none"> Explain referral process/contacts Anonymous Tip Line Student Intervention <ul style="list-style-type: none"> Apply classroom interventions 	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	<ul style="list-style-type: none"> • Employ discipline interventions • Use other intervention strategies as necessary/appropriate • Conference with parents/students 		
Principal, District Coordinator K-12 Health and Physical Education, District Health Services	<p>Coordinated Health Program</p> <p>Coordinated School Health</p> <ul style="list-style-type: none"> • K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. Campus Wellness Plan • K-8 Include at least one Parent on Campus Wellness Team. • K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. • K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. • K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> • 3-8 Pre and Post Assess all eligible students using fitness test components. • 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> • K-8 Campuses Only: Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<ul style="list-style-type: none"> • K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. • K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. • K-5 Ensure students are receiving daily unstructured play during recess. • K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> • K-8 Monitor attendance of students and follow up on prominent and chronic absences. 		
Principal, Human Resources	<p>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> • Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. • Funding source: State and Local 	ESSA	
Principal, Executive Director for Student and Family Services	<p>Parent Involvement</p> <ul style="list-style-type: none"> • Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local • Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local • Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local • Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local 		

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