Plano Independent School District
Campus Improvement Plan

Meadows Elementary

2800 18th Street

Plano, TX 75074

2018-2019

Table of Contents

Vision and Mission Statements for District and Campus

Plano ISD Vision Statement

Plano ISD schools empower students to be able to adapt to new learning and career opportunities throughout their lives, collaborate with, and contribute to, the global community and to be disciplined and creative in their thinking.

Plano ISD Mission Statement

The mission of the Plano Independent School District is to provide an excellent education for each student.

District Goals

Plano ISD has two major ongoing district goals:
- Ensure continued improvement in student learning.
- Ensure efficient use of resources.

Campus Mission Statement

The mission of Meadows Elementary is to ensure high levels of student success by developing students who are successful in school and life.

Campus Information

Administration Team

Principal, Kathy Foster

Assistant Principal, Scott Schweikhard

Assistant Principal, Jennifer Wells

About Us

Meadows opened in 1964 on land donated by Dallas oilman and philanthropist Algur Hurtle Meadows, founder of what eventually became General American Oil Company and donor of SMU's Meadows Museum of Spanish Art. Constructed at a cost of $265,000, the school had additions in 1965 and 1973 and a thorough renovation with additions from 1990 to 1992.

Campus Status

Non-Title I Campus

X Title I School-wide Campus

Site-Based Improvement Committee Meeting Dates

Meeting 1: SBIC approves the improvement plan – 08/29/2018 03:15 am

Meeting 2: Progress monitoring and review of strategic plan - 01/28/2019 03:15 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/20/2019 03:15 pm

State Goals and Objectives

The State of Texas Public Education Mission

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Objectives

Objective #1 - Parents will be full partners with educators in the education of their children.
Objective #2 - Students will be encouraged and challenged to meet their full educational potential.
Objective #3 - Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
Objective #4 - A well-balanced and appropriate curriculum will be provided to all students.
Objective #5 - Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #6 - The state's students will demonstrate exemplary performance in the comparison to national and international standards.
Objective #7 - School campuses will maintain a safe and disciplined environment conducive to student learning.
Objective #8 - Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
Objective #9 - Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA Strategic Priorities

Goal #1 - **Recruit**, **support**, and **retain** Teachers and Principals.

Goal #2 - Build a **foundation** of **reading** and **mathematics**.

Goal #3 - Connect high school to **career** and **college**.

Goal #4 - **Improve** low-performing schools.

Information regarding the TEA Strategic Plan may be accessed here: http://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/

Site-Based Improvement Committee Members

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Melissa Svec	Faculty Member	2018 - 2019	X	X	X
Ebonie Walls	Faculty Member	2017 - 2018		X	X
Tricia Harvey	Faculty Member	2018 - 2019	X		X
Roslyn Jones	Faculty Member	2018 - 2019	X		
Jennifer Meadows	Faculty Member	2017 - 2018	X		
Stacey Cale	Faculty Member, Special Ed	2018 - 2019	X	X	X
Kathy Foster	Principal	2017 - 2018	X		X
Jeanette Aguirre, Bilingual Representative	District Professional	2016 - 2017			
Scott Schweikhard	Campus Professional, Non-teaching	2018 - 2019	X	X	
Bryce Kennaugh	Support Staff Member	2018 - 2019	X	X	
Tiffany Tepper	Parent-Selected by PTA	2018 - 2019	X	X	X
Letitia Mitchell	Parent-Selected by Principal	2016 - 2017	X		
Donna Meza, Bilingual Representative	Parent	2018 - 2019			
Megan Livengood	Parent	2018-2019			
Bonnie Clark	Community Member	2017-2018			
Kelly Reed	Community Member	2018-2019			
Peggy Dickerson	Business Representative	2018 - 2019	X		X
Frank Loza	Business Representative	2018-2019			
Monica McCaffery, Bilingual Representative	Support Staff Member	2017 - 2018	X		X
Stephanie Ketcham	Faculty Member, Special Ed	2018 - 2019	X	X	X

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Dallas Gutierrez, Bilingual Classroom	Faculty Member	2018 - 2019	X	X	X
Clara Franz, Bilingual Classroom	Faculty Member	2018 - 2019	X	X	
Janet Rameriz	Faculty Member	2018 - 2019	X	X	

State Compensatory Education Program Information

Compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose of the PISD State Compensatory Education (SCE) program is to supplement the regular or basic education program with compensatory, intensive, and/or accelerated instruction. The goal of Plano ISD's compensatory education program is to reduce any disparity in performance on assessments or in rates of high school completion between students at risk of dropping out of school and all other district students. Funding allocated for compensatory education programs and/or services is based on the number of educationally disadvantaged students in a district. The number of educationally disadvantaged students is determined by averaging the highest six months of student enrollment in the National School Lunch Program (NSLP) for free or reduced-price lunches or in the School Breakfast Program (SBP) for the prior federal fiscal year. The state's eligibility criteria for identifying students at risk of dropping out of school include a student who is under the 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

SCE Program Funding

SCE Total	$$277,994.71	State Compensatory Ed funds allocated for allowable supplemental resources and 4 staff.

Title I Program Information

Title I - Schoolwide Components

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).

2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.

3. Instruction by state certified qualified teachers.

4. In accordance with section 1119 and subsection (a)(4), high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

5. Strategies to attract state certified high-quality teachers to high-need schools.

6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Title I, Part A Program Funding

Staffing	$283,200.00	Total Funding for 283,200.00 Title I Support Teachers (including tutoring, adult temp staff) and for Paraprofessionals.
Professional and Consulting Services	$	Campus contracts a consultant to train staff on instructional strategies.
Supplies and Materials	$	Instructional supplies (i.e. software) used to enrich student learning, training materials used to support on-going professional learning.
Other Operating	$	Additional Title I Funding used to increase student and campus capacity (i.e. educational student field trip opportunities, registration for staff professional development, student snacks, student enrichment opportunities).
Parental Engagement	$2645.00	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)

Comprehensive Needs Assessment Summary

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	Campus attendance rate is higher than district and state average Small class size in grades K-3 Communication sent home to families is in English and Spanish Front office staff is bilingual to help assist parents	High mobility rate Improve events that celebrate the families and cultures at Meadows Reintegrating students who have been removed from campus for behavior	Improve events that celebrate the families and cultures at Meadows
Student Achievement	Bilingual students showed larger than anticipated growth on STAAR and outperformed their peers across the district. We had a higher percentage of 5th Grade students who showed accelerated growth Math and Reading scores as compared to the district average.	4th Grade STAAR Reading scores for SPED students were 20 below the district average in RC #2. Students scoring at the Approaches Level or higher in Writing have dropped over the last 3 years (15-16 40%, 16-17 32%, 17-18 29%) Fluency is a concern for all grades - especially K-2 High percentage of 4th graders (55% Reading and 42% Math) showed limited progress in their STAAR scores from 3rd to 4th grade.	Students scoring at the Approaches Level or higher in Writing have dropped over the last 3 years (15-16 40%, 16-17 32%, 17-18 29%) Fluency is a concern for all grades - especially K-2 Targeted intervention to continue increasing student performance in all grade levels.

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
School Culture and Climate	Relationships built between staff and students Relationships built among staff Focus on addressing all needs students have - academic and social/emotional	Need for more clubs for increased student involvement Clear and consistent behavior expectations and management Curriculum Nights that involve parents	Clear and consistent behavior expectations and management Parent involvement
Staff Quality/ Professional Development	Professional development related to areas of need based on data Staff willing to work hard and improve their practices	Retention of staff Staff absences due to training Need for more feedback and appreciation More support for the initiatives that have been started	Need for more feedback and appreciation More support for the initiatives that have been started
Curriculum, Instruction, Assessment	Analyzing and unpacking the standards Utilizing pre-assessments to determine the needs of students Utilizing common formative assessments to determine what has been learned and what still needs to be learned Small group instruction for intervention	RTI documentation Observing distinguished educators Aligning instructions to the learning standards PACE and high achieving students	Writing in all grade levels - with an emphasis on editing and revising
Family and Community Involvement	Some after-school events that encourage parental involvement Providing resources to families in need	Need more (monthly) meetings with parents to assist with academics Better or more forms of communication with families	Getting families more involved Getting community and business stakeholders more involved

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
		Educating all staff on the resources we have to help families Giving advanced notice of events at school to the community	A coordinated service plan for families
School Context and Organization	Push-in intervention time and curriculum support in every grade level Surveys to teaches to get feedback and input All grade level teachers on recess duty Positive community perceptions District support and resources	Continue to build on push-in intervention time Feedback to staff on survey results Value more teacher input	More time and better communication between all collaborative teams
Technology	Campus has an abundance of technology resources (Ex: 1:1 Chromebooks) Campus Technology Assistant responds quickly to needs Technology utilized in multiple content areas	Increase in training for the many tech resources we currently have Improve Digital Citizenship for students More focused and intentional use of technology	Increase in training for the many tech resources we currently have More focused and intentional use of technology

Critical Action #1

Problem Statement	Overall there has been a decrease in the percent of students performing at the Approaching, Meets, and Mastery level standards in 4th-grade STAAR Writing.
Root Cause and Strategy	Root Cause - Effective writing instruction K-5. Strategies: (a) We will address the need for effective instruction through implementation of Writers Workshop K-5. (b) We will address the need for accountability by collecting and reporting student performance, regarding editing and revising skills, every three weeks. (c) we will address the need for shared accountability and expectations for student writing through quarterly holistic scoring of student writing K-5.
Goal	Increase the percentage of students performing at the Approaches, Meets and Masters grade level standard to decrease the gap between the campus and district performance on 4th grade STAAR Writing.
Project Lead	Campus Administration, Campus Instructional Coaches, PISD Elementary Content Coordinators and Specialists
Staff, Title I Staff	Grade Level Collaborative Teams, Specials Collaborative Team, Special Education Collaborative Team and Instructional Support Team
Materials and Resources	District curriculum, student performance data (STAAR Summary, Gap Analysis and Item Analysis, MAP data) HRS data - Level 1

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
(a) Collaborative Grade Level Teams will implement district and campus expectations for Writing Workshop K-5. 1. Mini Lesson 2. Guided Practice 3. Independent Practice, Teacher Conferencing				September 2018 to begin implementing Writing Workshop, and academic language and literacy strategies	Weekly Lesson plans outline writing instruction using the Writing Workshop Framework: Mini Lesson Guided Practice Independent Practice and teacher conferring.	Increased academic performance in writing as measured by formative, summative and state assessments.	No Progress It was determined that more work needed to be done to understand the writing standards - especially how they progress vertically through the grade levels. This work proved to be foundational in helping teachers	No Progress All instructional staff worked together to determine "Essential Standards" for all students K-5. This was accomplished through professional development that allowed teachers	Some Progress Collaborative teams tracked data on writing conventions over the year to determine whether or not students were able to implement the skills that had been taught. Most grades showed a	1,2,3,8,9

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
					Lesson plans will highlight writing integration and accountability across content areas. Academic Language and Literacy Strategies will be incorporated into daily classroom routines observed through classroom walk-through and observations. Quick data will be used to collect teacher feedback regarding implementation of writing workshop successes and needs.		understand prerequisite skills that need to be taught in order for students to be successful in writing by the time they get to 4th grade.	to have conversations with both teachers on their own team as well as teachers from other grade levels to determine what standards are essential for students to be successful writers.	significant improvement in students ability to utilize proper conventions (i.e. capitalization, punctuation, etc.) both in writing specific assignments as well as assignments in other content areas in which students needed to write their response.	
(b) Grade Level Collaborative Teams will develop and administer assessments every three weeks to measure student progress on editing and revising skills. Collaborative Grade Level Teams will analyze data to identify strengths, areas for improvement and instructional plans to address areas of need. Students will track their progress on editing and revising assessments.				Common editing and revising assessments will be developed and administered three times in a 9-weeks beginning in September. Following the assessment, grade level teams will meet to review the data and plan accordingly.	Grade level editing and revising data will be posted and shared across the campus to monitor progress, celebrate successes, and identify areas in need of instructional support. Team Data Analysis forms will be used to record and analyze data to identify strengths, areas	Increased academic performance in writing as measured by formative, summative and state assessments.	Some Progress Most grade level collaborative teams administered and analyzed common formative assessments to determine students' mastery of revising and editing. Teams met together monthly to discuss trends they observed in their grade level.	Some Progress A new system was established in the middle of the year to determine trends in students' writing near the middle of the year. All teachers (including Art, Music, PE, Fitness) turned in writing samples every other week. The writing samples were submitted to the administrators and instructional	Some Progress Writing samples continued to be collected by administrators and instructional coaches for the remainder of the year. Teachers responded to the feedback that was shared with them regarding trends that were observed by adjusting instruction in areas	1,2,3,8,9

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
					for improvement and instructional plans to address areas of need. Grade level teachers will develop and use a tool for students to use to track their own data to monitor progress. Quick data will be used to collect teacher feedback regarding editing and revising assessment successes and needs.		The majority of grades did not have a system developed for students to track their own progress on revising and editing.	coaches. Teachers would indicate on a cover sheet what convention skills they had been working on in class and also mention trends that they, the teacher, noticed. Once samples were submitted, administrators and instructional coaches would read the samples and provide feedback based on trends that were observed and returned to the teacher to review.	that needed more work. Grade levels continued to develop common formative writing assessments throughout the year, but there was a lack of consistency across all grade levels in how the assessments were utilized. As we continue this work next year, a few of the areas that will be improved upon are consistency on writing expectations, organizing the data in a common format so that it can be shared and utilized by other grades, developing/utilizing writing convention rubrics to allow for more consistency in assessing writing, and developing systems for students to monitor their own mastery in writing conventions.	

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
(c) Grade Level Collaborative Teams will collaboratively score one piece of student writing each nine-weeks to calibrate scoring and chart progress of student writing. Collaborative Grade Level Teams will analyze data to identify strengths, areas for improvement and instructional plans to address areas of need. Students will track their progress on holistic writing assessments.				Quarterly - October, January, March and May	Collaborative Grade Level Teams will record collaborative scoring results to calibrate teacher use of the writing rubric. Collaborative Grade Level Teams will meet with the administrative team and instructional coaches to discuss any discrepancies in teacher rubric scores and address needs. Team Data Analysis forms will be used to record and analyze writing rubric data to identify strengths, areas for improvement and instructional plans to address areas of need. Collaborative Grade Level Teams will post results, identify patterns and trends across grade levels and adjust instruction to ensure student progress across the grade levels. Grade level teachers will	Increased academic performance in writing as measured by formative, summative and state assessments.	Some Progress Some grade level collaborative teams met each nine weeks to calibrate students' writing, but this practice was not done with fidelity across the entire campus. The majority of grades did not have a system developed for students to track their own progress on holistic writing assessments.	Some Progress There continued to be a lack of consistency in teams calibrating scoring of students holistic writing. A new system was established in the middle of the year to determine trends in students' writing near the middle of the year. All teachers (including Art, Music, PE, Fitness) turned in writing samples every other week. The writing samples were submitted to the administrators and instructional coaches. Teachers would indicate on a cover sheet what convention skills they had been working on in class and also mention trends that they, the teacher, noticed. Once samples were submitted, administrators and instructional coaches would read the samples and provide feedback based on trends that were observed and	Some Progress Writing samples continued to be collected by administrators and instructional coaches for the remainder of the year. Teachers responded to the feedback that was shared with them regarding trends that were observed by adjusting instruction in areas that needed more work. Grade levels continued to develop common formative writing assessments throughout the year, but there was a lack of consistency across all grade levels in how the assessments were utilized. As we continue this work next year, a few of the areas that will be improved upon are consistency on writing expectations, organizing the data in a common format so that it can be shared and	1,2,3,8,9

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
					develop and use a tool for students to use to track their own data to monitor progress. Quick data will be used to collect teacher feedback regarding collaborative scoring to identify successes and needs.			returned to the teacher to review.	utilized by other grades, developing/utilizing writing convention rubrics to allow for more consistency in assessing writing, and developing systems for students to monitor their own mastery in writing conventions.	
(a,b,c) The administrative team, district staff and campus staff will provide professional learning opportunities to increase staff capacity in teaching writing and incorporating academic language and literacy strategies into daily instruction.	Professional Learning Opportunities : consultants or onferences	6200 – Professional and Consulting Services	5000.00	Professional learning opportunities will be made available every 4-6 weeks on either Monday or Wednesday afternoons.	A schedule of professional learning opportunities will be planned for each month, sign in sheets, and evidence of implementing new strategies through walk-throughs and observations. Quick data will be used to collect teacher feedback regarding professional learning opportunity successes and needs.	Increased academic performance in writing as measured by formative, summative and state assessments.	Some Progress All staff attended an AVID writing strategies professional development on 10/1.	Some Progress 4th grade teachers attended a Barry Lane writing workshop on 2/29. Teachers, instructional coaches and administrators attended Gretchen Bernabei writing workshop in Houston on 1/28.	Some Progress Instructioanl coaches and teachers that attended the writing workshops shared their learning with all teachers in grades 2 - 5 at professional learning sessions on February 27 and March 20.	1,2,3,8,9
	Professional Resources for teachers to use for writing planning	6329 – Supplies and Materials (Teacher Materials)	2000.00							
(d) Saturday school will be offered to target students in need of writing, reading and math support.	Extra Duty Pay for Saturday School teachers	6118 – Professional Salaries (Extra Duty)	12,000.00	February-April 2019	Lesson plans and teacher monitoring notes regarding student progress	Increased performance on formative assessments, unit assessments and STAAR.	No Progress Saturday School did not take place during the first semester of the 18-19 school year.	Some Progress 4th and 5th grade began tutoring in the second semester - 4th grade began Saturday School on 3/6 and held a	Some Progress During the Spring semester, 4th and 5th grade students were able to utilize Saturday School sessions to have extra time to work	

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
								total of 4 sessions. 5th grade began Saturday School on 2/6 and held a total of 5 sessions.	on important skills and concepts that had not yet been mastered.	

Critical Action #2

Problem Statement	Collaborative teams are operating at varying levels of autonomy compared to the Collaborative Teams that Transform the PLC process (policies and practices).
Root Cause and Strategy	Root Cause: Increase operating levels of Collaborative Teams is response to the four guiding questions: What is it we want student to know? How will we know if students are learning? How will we respond when students do not learn? How will we enrich and extend the learning of students who are proficient? Strategies: (a) We will address the need for effective planning by ensuring PISD Planning Protocols are implemented in all grade levels. (b) We will address the need for effective data analysis by ensuring SMART Goals, data meetings and formative and summative assessments are used to monitor student improvement. (C) We will address the responsiveness to student needs by ensuring that structures are in place to support students in need of intervention and enrichment.
Goal	Increase operating levels of collaborative teams.
Project Lead	Campus Administration, Campus Instructional Coaches, Counselors, and PISD Elementary Content Coordinators and Specialists
Staff, Title I Staff	Grade Level Collaborative Teams, Specials Collaborative Team, Special Education Collaborative Team and Instructional Support Team
Materials and Resources	Student performance data (STAAR Summary, Gap Analysis and Item Analysis, MAP data) HRS data - Level 1, Collaborative Teams that Transform Schools

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
(a) Extended Planning and Team Planning: Grade Level teams will use the Planning Protocols to unpack standards and develop formative and summative assessments for upcoming units. Back to Back planning will be scheduled monthly to provide teachers additional time to implement the planning protocols.	Sub Codes Provided by district funds	6411 – Other Operating (Staff Training - Registration, etc.)	4600.00	Extended Planning: August, October-November, December-January, and March-April. Back to Back Planning - Monthly except for December and May.	Planning Protocols document completed in Google for instructional units of learning. Teacher quick data feedback on planning opportunities and needs.	Tier I instruction will align with state standards and district curriculum resources. Common Formative and Summative assessments will be developed for units of instruction and aligned to the standards. Dates will be scheduled to administer the assessments and review results as a team.	On Track to Make Progress Data section was added to our Extended Planning Protocol form so teams could reference both formative and summative data used to make instructional decisions. (Grade Level Collaborative Team folders in Google Drive)	On Track to Make Progress Members of Elementary Academic Services continued to be invited to and joined grade level extended planning sessions.	Some Progress Extended and back to back planning sessions were effective in allowing teachers more time to analyze in more depth the 4 essential questions that drive student learning. Collaborative teams were able to develop plans for instruction and schedule assessments into every unit to ensure all students were learning key concepts. Over the course of the 18-19 school year, collaborative teams met the following number of times for Extended Planning sessions: Kindergarten - 4, 1st - 4, 2nd - 4, 3rd - 8, 4th ELAR - 5, 4th Math/Science - 5, 5th ELAR - 4, 5th Math/Science - 4 Over the course of the 18-19 school year, collaborative teams met the following number of times for Back to Back planning sessions:	1,2,3,4,5,8,10
	Sub codes provided by CIP funds for Tier III schools	6411 – Other Operating (Staff Training - Registration, etc.)	3500.00							

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
									Kindergarten - 5, 1st - 6, 2nd - 5, 3rd - 5, 4th - 5, 5th - 2	
(a) Weekly Planning: Grade Level Teams will meet weekly to design student learning using the Planning Protocols document, and district curriculum resources. Grade level teams will utilize meeting agendas to guide and document their work related to the key questions that guide collaborative teams: What is it we want student to know? How will we know if students are learning? How will we respond when students do not learn? How will we enrich and extend the learning of students who are proficient? Campus Administrative Team and Instructional Coaches will participate in weekly team planning to provide support implementing the planning protocols and responding to the four questions essential to high performing collaborative teams.	District Title I funds - Professional Learning opportunities : Assessment and RtI Conferences Professional Learning Opportunities - PLC Conference	6411 – Other Operating (Staff Training - Registration, etc.) 6411 – Other Operating (Staff Training - Registration, etc.)	2000.00 14000.00	Weekly team planning meetings All teams will consistently use meeting agendas by the end of September 2018.	Team meeting agendas will be maintained in the collaborative team planning folder in Google Drive. Weekly Planning will focus on answering the four key questions that guide the work of collaborative teams. Administrative team will provide bi-weekly feedback to teams regarding the implementation of agendas to support the work of high performing collaborative teams. Quick data will be used to gather teacher feedback regarding planning protocols and needs to ensure successful planning.	Increased academic performance by implementing planning and instruction protocols focusing on the four key questions of collaborative teams. Aligned instructional strategies K-5.	On Track to Make Progress Administrators started to provide feedback following weekly collaborative planning sessions to ensure teams remained focused on the 4 critical questions. (Grade Level Collaborative Team folders in Google Drive)	Some Progress Administrators calibrated with team leaders to determine if there was alignment in the effectiveness of weekly collaborative planning sessions. Administrators and team leaders separately rated collaborative sessions based in the following areas: Agenda Prepared ahead of time Knows the focus and have whatever is needed ready to go All members contribute Work from Ext. Planning Protocols is referenced Formative Data Analysis Summative Data Analysis Interim Data Analysis Differentiation	Some Progress At least one administrator was present in in >90% of weekly collaborative team planning sessions. Collaborative teams utilized the Collaborative Team Agenda in 88% of their meetings. Administrators and collaborative teams had discussions about the discrepancies between the ratings in the effectiveness of weekly collaborative team meetings.	1,2,3,8,9

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
(b) Data Analysis: (Extended Planning and Weekly Planning) Collaborative Teams will develop and monitor SMART Goals to target student improvement. Collaborative teams will develop an assessment calendar for common formative, summative and interim assessments as well as specific dates to review and analyze data. Collaborative teams will complete a data analysis form to analyze common formative, summative and interim data to identify strengths, areas in need of improvement and outline plan to address targeted needs.				SMART Goal training will be provided during a staff meeting in September 2018 Teams will create and share grade level goals for each nine-weeks. Grade Level Collaborative Teams will develop an assessment calendar during Extended Planning and continue to add to it throughout each nine weeks. Grade Level Collaborative Teams will schedule a data meeting with the administrative team and instructional coaches to review data analysis of summative and interim data.	Team goals will be posted in Google and on the walls of the front office. Progress on goals will be monitored and shared campus-wide each nine-weeks. Grade Level Collaborative Team assessment calendars. including dates to administer the assessments and review results as a team and administration. Completion of data analysis forms for formative and summative data. .	Increased academic performance by implementing planning and instruction protocols focusing on the four key questions of collaborative teams.	On Track to Make Progress Collaborative teams determined team goals (based on data analysis) and posted theses goals on "Data Dots" that were posted in the hallway in the front office. The "Data Dots" were revisited and updated with current data multiple times throughout the year.	Some Progress A meeting was held in January to examine the data tracking system All In Learning and determine if purchasing it would assist teams in allowing data to drive instruction. (It was ultimately decided to not purchase All In Learning at this point in the year, but it will be considered in years to come)	Some Progress Collaborative teams planned for, administered and then utilized the data from common formative and interim assessments throughout the 18-19 school year. Links will be added to the Extended Planning Document for teams to be able to add their assessments as well as their calendar that maps out their plan for students to master the information. As we move forward, a more explicit plan for when teams will analyze data will be developed. "Data Dots" will be continued as we move forward and will be utilized more equitably by all teams in the future.	1,2,3,8,9
(c) Weekly lesson plans will include station activities that provide reinforcement or extension opportunities based on student needs identified				Grade Level Collaborative Team lesson plans will include	Grade Level Collaborative Team planning agendas and grade level lesson plans.	Increased academic performance by implementing planning and	Some Progress Some grade level collaborative teams entered specific	No Progress There is a lack of fidelity in all collaborative teams entering	No Progress Over the course of the year, there was a lack of consistency and	1,2,3,8,9

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
through formative and summative assessments.				differentiated station activities.		instruction protocols focusing on the four key questions of collaborative teams (How will we respond when students do not learn? How will we enrich and extend the learning for students who are proficient?).	differentiated activities students would complete during independent stations. (Grade Level Collaborative Team folders in Google Drive)	differentiated activities in their lesson plans.	fidelity in terms of grade level collaborative teams entering differentiated activities in their lesson plans. This will be an area that administrators and teachers focus on and reinforce moving into the 19-20 school year.	
(c) Teachers will develop small group plans that target reinforcement or extension opportunities based on student needs identified through formative and summative assessments.	Outside of the day tutoring extra duty pay: Saturday School	6118 – Professional Salaries (Extra Duty)	10,000.00	PACE Teacher will meet with grade level teams to extend the learning for students who already comprehend the learning objective. Teachers will develop small group lesson plans and monitor student performance weekly.	Grade Level Collaborative Team meeting agendas and small group lesson plans.	Increased academic performance by implementing planning and instruction protocols focusing on the four key questions of collaborative teams (How will we respond when students do not learn? How will we enrich and extend the learning for students who are proficient?).	Some Progress Some grade level collaborative teams entered small group lesson plans. (Grade Level Collaborative Team folders in Google Drive)	No Progress There is a lack of fidelity in all collaborative teams entering differentiated small group lesson plans.	No Progress Over the course of the year, there was a lack of consistency and fidelity in terms of grade level collaborative teams entering differentiated small group lesson plans. This will be an area that administrators and teachers focus on and reinforce moving into the 19-20 school year	1,2,3,8,9
	Professional Resource for GT Book Study:	6329 – Supplies and Materials (Teacher Materials)	304.00							
(c) Campus Administrative Team, Counselors, and Instructional Coaches, and staff will develop a system for identifying students in need of Tier II and Tier III intervention and structures and systems to document student progress. Staff representatives will attend RtI conference in November 2018 Campus-wide student interventions will be	Professional Learning opportunities	6411 – Other Operating (Staff Training - Registration, etc.)	2000.00	Initial staff training September/October 2018, followed by additional professional learning support every 4-6 weeks.	Teachers will use data to identify students in need of Tier II and Tier III intervention and design and monitor intervention plans. Student achievement data (formative, summative, interim, and MAP assessments) will	Increased academic performance by implementing planning and instruction protocols focusing on the four key questions of collaborative teams (How will we respond when students do not learn?)	Some Progress 4 staff members attended the Solution Tree conference called RTI At Work in November.	Some Progress Grade level collaborative teams meet together with administrators and counselors to look at data, discuss students who are struggling (academically, behaviorally or both) and discuss interventions that have been tried or	Some Progress While some progress has been made this year in terms of identifying students in need of Tier II or III interventions, as a campus we still need to improve in our ability monitor and document students' progress	1,2,3,8.9

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
developed to ensure student mastery of grade level TEKS K-5.					be tracked to measure the effectiveness of student interventions. Teacher quick data feedback will be collected on effectiveness of push in intervention and additional intervention plans determined by staff.			interventions that should be implemented. Administrators began checking to ensure goals for tier II and III students were being entered in Edgence every week - two weeks depending on the tier level. (Kid Talk meetings - monthly)	towards their academic goals. Another area of growth for us moving into the 19-20 school year is the ability to make connections between academic goals and the accommodations students receive.	

Critical Action #3

Problem Statement	Assessment data indicates students are not reading independently or fluently at grade level standards.
Root Cause and Strategy	Root Cause - Effective reading instruction K-3 Strategies: (a) We will address the need for effective reading instruction by implementing with fidelity the Reading TEKS for Reading/Beginning Reading Skills/Phonics. (b) We will address the need for accountability by collecting and reporting student performance, regarding reading fluency, every three weeks. (c) we will address the need for increased parent involvement through the implementation of parent involvement activities designed to support student reading at home and school.
Goal	Increase the number of students reading independently and fluently at grade level standards.
Project Lead	Campus Administration, Campus Instructional Coaches, PISD Elementary Content Coordinators and Specialists
Staff, Title I Staff	Grade Level Collaborative Teams, Specials Collaborative Team, Special Education Collaborative Team and Instructional Support Team
Materials and Resources	District curriculum, student performance data (STAAR Summary, Gap Analysis and Item Analysis, MAP data) HRS data - Level 1

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
(a) K-3 teachers will develop weekly plans targeting Tier I TEKS for Reading/Beginning Reading Skills/Phonics as outlined in the ELAR Vertical TEKS document - including: Phonics Skills -Whole group and small group - guided reading lessons and assessment Word Work: Words Their Way differentiated practice and assessment High Frequency Words- instructing and assessing from a common list	Professional Resources	6399 – Supplies and Materials (Instructional Supplies)	2000.00	Grade Level Collaborative Team will meet weekly to develop lesson plans for Tier I Instruction and assessment.	K-3 lesson plans and formative and summative assessments.	Increased performance in student independent reading and fluency levels measured each nine weeks and displayed on data walls in the office.	No Progress This goal was canceled in the Fall. It was determined that we would not be able to complete this goal with fidelity.	No Progress This goal was canceled in the Fall. It was determined that we would not be able to complete this goal with fidelity.	No Progress This goal was canceled in the Fall. It was determined that we would not be able to complete this goal with fidelity.	1,2,3

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Teacher Read Alouds to model fluent reading										
(b) K-2 Grade Level Collaborative Teams will assess student fluency every three weeks to measure student progress. Grade Level Collaborative Teams will analyze data to identify strengths, areas for improvement and instructional plans to address areas of need. Students will track their progress on fluency.				Fluency Probes will be administered three times in a 9-weeks beginning in September. Following the assessment, grade level teams will meet to review the data and plan accordingly.	Grade level editing and revising data will be posted and shared across the campus to monitor progress, celebrate successes, and identify areas in need of instructional support. Team Data Analysis forms will be used to record and analyze data to identify strengths, areas for improvement and instructional plans to address areas of need. Grade level teachers will develop and use a tool for students to use to track their own data to monitor progress. Quick data will be used to collect teacher feedback regarding editing and revising assessment successes and needs.	Increased performance in student independent reading and fluency levels measured each nine weeks and displayed on data walls in the office.	No Progress This goal was canceled in the Fall. It was determined that we would not be able to complete this goal with fidelity.	No Progress This goal was canceled in the Fall. It was determined that we would not be able to complete this goal with fidelity.	No Progress This goal was canceled in the Fall. It was determined that we would not be able to complete this goal with fidelity.	1,2,3,8,9

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
(a, c) K-5 teachers will implement daily sustained silent reading time for students. Parent Involvement event and strategies will be planned to build connections between reading at school and reading at home.	Parent Engagement Resources	61.6399 – Parent Engagement (Supplies)	1000.00	Students will begin SSR routine by the end of September. Grade level lesson plans will include daily SSR time for students. A parent event will be planned for each semester to provide opportunities for parents to learn ways to support their child's reading development at home.	Student reading logs will document daily reading at school. Sign in sheets for parent involvement activities.	Increased performance in student independent reading and fluency levels measured each nine weeks and displayed on data walls in the office.	No Progress This goal was canceled in the Fall. It was determined that we would not be able to complete this goal with fidelity.	No Progress This goal was canceled in the Fall. It was determined that we would not be able to complete this goal with fidelity.	No Progress This goal was canceled in the Fall. It was determined that we would not be able to complete this goal with fidelity.	1,2,3,4
	Parent Involvement snacks	6499 – Other Operating (Student Snacks)	500.00							
(a,b,c)The administrative team, district staff and campus staff will provide professional learning opportunities to to increase staff capacity in teaching reading and fluency as well as incorporating academic language and literacy strategies into daily instruction.	Professional Learning	6200 – Professional and Consulting Services	5000.00	Professional learning opportunities will be made available every 4-6 weeks on either Monday or Wednesday afternoons.	A schedule of professional learning opportunities will be planned for each month, sign in sheets, and evidence of implementing new strategies through walk-throughs and observations. Quick data will be used to collect teacher feedback regarding professional learning opportunity successes and needs.	Increased performance in student independent reading and fluency levels measured each nine weeks and displayed on data walls in the office.	No Progress This goal was canceled in the Fall. It was determined that we would not be able to complete this goal with fidelity.	No Progress This goal was canceled in the Fall. It was determined that we would not be able to complete this goal with fidelity.	No Progress This goal was canceled in the Fall. It was determined that we would not be able to complete this goal with fidelity.	1,2,4,5,10

Health, Fitness and Attendance

The campus will utilize their coordinated school health program and analyze their student fitness data to set goals and objectives to encourage the HEALTH, FITNESS and ATTENDANCE of their students. (Required Action Steps per SB 892; Education Code 11.253(d); BQ LEGAL)

COORDINATED SCHOOL HEALTH

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	**Long Term**
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.	Principal	Campus Wellness Plan	Wellness Team Captains are our PE Coach and Fitness Teacher. Action Step completed on October 5, 2018	March 1, Walk Across Texas competition	Our campus is exploring ways that we can work together to improve our wellness moving into the 19-20 school year.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	October 5, 2018	Tania Salamanca served as the parent on our Wellness Committee this year.	Tania Salamanca served as the parent on our Wellness Committee this year.
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.	Principal	Coordinated School Health Curriculum	March 18, 2019	Health Curriculum was delivered in Fitness Class.	Health Curriculum was delivered in Fitness Class.
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.	P.E. Teacher/ Staff	Coordinated School Health Curriculum	Bulletin Board is completed one per 9-weeks. First one	Bulletin board in Fitness Room and in main	Bulletin board in Fitness Room and in main

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	**Long Term**
				completed on August 10, 2018	hallway where it is viewed daily by all students.	hallway where it is viewed daily by all students.
K-8	Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.	Campus Wellness Captain/Principal	Campus Wellness Plan	Family PIcnic Night is September 20, 2018; Campus Fun Run is schedule the following 9-weeks. February 2019 Family Dance	Family events were advertised through email, flyers, marquee, phone messenger, and through grade level newsletters and messaging apps.	Family events were advertised through email, flyers, marquee, phone messenger, and through grade level newsletters and messaging apps.

FITNESS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	**Long Term**
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	First testing session is the week of September 17, 2018. The second week will be completed on March 29, 2019.	Fitnessgram testing completed for all 3rd, 4th, and 5th graders.	Fitnessgram testing completed for all 3rd, 4th, and 5th graders.
4th & 7th	Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th	P.E. Teacher	Fitnessgram Student Report	Data will be finalised by March 29, 2019.	Scores entered online in Fitnessgram.	Scores entered online in Fitnessgram.

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
	grade and 7th grade) and sent to parents or linked through myPISD.					

PHYSICAL ACTIVITY REQUIREMENTS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	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.	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	Daily lesson plans and observation will reflect required minutes and activity throughout the year.	PE- 50 mins x 2/week Fitness - 25 min x 2/week First 15 minutes of class - continuous movement with TABATA Run & Dynamic exercises/stretches and activity.	PE- 50 mins x 2/week Fitness - 25 min x 2/week First 15 minutes of class - continuous movement with TABATA Run & Dynamic exercises/stretches and activity.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Lesson plans will reflect use of pedometers and heart rate monitors.	Pedometers used in PE and Pulse bars in fitness.	Pedometers used in PE and Pulse bars in fitness.
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.	Principal	Yearly Plan Form	Daily lesson plans and observation will reflect required minutes and activity throughout the year.	PE students physically active for the entire class period except for instruction time between	PE students physically active for the entire class period except for instruction time between

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	**Long Term**
					warm-up and activity. Developmentally appropriate lessons from district curriculum	warm-up and activity. Developmentally appropriate lessons from district curriculum
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Lesson Plans Visible During Class Time	Master Schedule and observations will reflect daily unstructured play during recess.	All students receive recess time either before or after lunch.	All students receive recess time either before or after lunch.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Observation	Walk throughs, observations, and discussions in weekly planning meetings will encourage opportunities weekly.	Teachers utilized brain breaks including "Go Noodle" and "Adventure to Fitness" programs.	Teachers utilized brain breaks including "Go Noodle" and "Adventure to Fitness" programs.

ATTENDANCE

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	**Long Term**
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Weekly attendance reports printed and analyzed by attendance committee. Small	Attendance goals created in each classroom and monitored. Incentives	Attendance rate improved over the second half of the year by utilizing class

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	**Long Term**
				groups held as needed by Social Worker to address family needs and ways to remove roadblocks with attendance.	created by class and monitored with class. Daily announcements share % and encourage attendance.	and grade level incentives for perfect attendance and percentage of students who were on time.

Violence Prevention and Bullying

VIOLENCE PREVENTION and discipline management programs must provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment and other forms of BULLYING in school, on school grounds and in school vehicles. (Required Action Steps per HB 283)

STAFF PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	Data analyze in August will be shared and discussed with staff. In December, quick data will be taken to identify new areas of concern.	January survey conducted; uploaded; adjustments were made to restroom monitoring and recess.	Data was shared with staff that detailed when and were office referrals occurred over the course of the year. Adjustments will be made to improve areas where behavior issues frequently occurred.
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	All classroom teachers are at recess to monitor high risk area daily.	Survey reflected Recess; additional areas were evaluated.	Data was shared with staff that detailed when and were office referrals occurred over the course of the year. Adjustments will be made to improve areas where behavior issues frequently occurred.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	All handbooks are reviewed in August.	Campus expectations are recited daily on the morning announcements, and district procedures/policies are followed.	Campus expectations are recited daily on the morning announcements, and district procedures/policies are followed.

STAFF EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/ PowerPoint	All staff completed Safe School Training by Sept. 1. Wednesday Staff Meeting October	Annual staff training with counselor was completed.	Annual staff training with counselor was completed.
Review referral process.	Principal or designee	Campus referral plan	Wednesday Staff Meeting October.	Staff members were reminded of the referral process individually as well as in collaborative team settings.	Data was shared with staff that detailed when and were office referrals occurred over the course of the year. Adjustments will be made to improve areas where behavior issues frequently occurred.

STAFF INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	Wednesday Staff Meeting Novemeber	AVID strategies for transitions within and outside of the class were utilized by some grade levels.	AVID strategies for transitions within and outside of the class were utilized by some grade levels.
Implement campus referral plan.	Principal or designee	Campus Referral Plan	Wednesday Staff Meeting November	Proactive approach, relationship building and various other prevention strategies are utilized before referral.	Proactive approach, relationship building and various other prevention strategies are utilized before referral.
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Monday Book Studies November - January.	Various discipline management strategies were implemented including Lunch Buddies, Community Circles, and bi-weekly guidance.	Various discipline management strategies were implemented including Lunch Buddies, Community Circles, and bi-weekly guidance.

STUDENT PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	Daily morning announcements; Daily Classroom Community Circle, Beginning of Year Parent Information Night September.	Campus expectations are recited daily on the morning announcements, and district procedures/policies are followed.	4th and 5th grade Citizens of the Year were selected and honored at the Annual Rotary Club Citizenship Banquet.
Monitor high risk areas.	All staff	Schedule (if necessary)	All classroom teachers are at recess to monitor high risk area daily.	All grade level teachers have recess duty. Teachers spread out to monitor the entire playground area.	Some grade levels had support staff come out to monitor recess in addition to grade level teachers.

STUDENT EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan	Counselors with teachers provide guidance lessons on bullying and anonymous reporting by end of October.	Students were made aware of process to report-bullying concerns via guidance lessons.	Students were made aware of process to report-bullying concerns via guidance lessons.

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	"Better than Carrots or Sticks," Settle Your Glitter Kinder Curriculum, "Tribes,"	Monthly Kid Talk meetings, Monday Book Study November - January, Kinder Training August, First 5 Days training August	Kelsos Choice Wheel and Problem Thermometer was displayed in all classrooms and consistently implemented as a problem solving tool with the students. Momentous Institute strategies included use of calm down box/tools: Hoberman Sphere and other breathing techniques and glitter wand.	Kelsos Choice Wheel and Problem Thermometer was displayed in all classrooms and consistently implemented as a problem solving tool with the students. Momentous Institute strategies included use of calm down box/tools: Hoberman Sphere and other breathing techniques and glitter wand.
Employ discipline interventions.	Designated staff	CPI Training	August	A BASE classroom was utilized in collaboration with the district's ISS Team for children with significant behavioral challenges.	A BASE classroom was utilized in collaboration with the district's ISS Team for children with significant behavioral challenges.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
				Individualized student success charts were created to address specific behavioral needs.	Individualized student success charts were created to address specific behavioral needs.
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	"Better than Carrots or Sticks," Settle Your Glitter Kinder Curriculum, "Tribes,"	Monday Book Study November - January, Kinder Training August, First 5 Days training August	Staff utilized proactive and relationship building strategies.	Staff utilized proactive and relationship building strategies.
Conference with parents/students.	Teachers or other staff	August Meet the Teacher, September Parent INformation Night, October Parent Conferences	August Meet the Teacher, September Parent INformation Night, Parent Conferences 3 times a year.	Private discussions were held with students on an as needed basis to discuss behavioral concerns. Parents were informed of student behavior through phone calls, email, CMIT/504/ARD meetings, and parent conferences.	Private discussions were held with students on an as needed basis to discuss behavioral concerns. Parents were informed of student behavior through phone calls, email, CMIT/504/ARD meetings, and parent conferences.

Parent Involvement

The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. **Title I Components: 1, 6, 10** **Funding Sources: SCE, Title I and Local**	Principal, Asst Principal(s), Campus Secretary	Emails, Phone messages, and eNews reminding parents to sign-up and giving directions on how to sign-up	Families were notified starting July 30 and then reports were run every week to re-send the instructions to those still needing to sign-up	Messages were sent in English and Spanish.	Messages were sent in English and Spanish.
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access. **Title I Components: 1, 6, 10** **Funding Sources: SCE, Title I and Local**	Parent Liaison, Social Worker	Laptops setup in the front of the school to allow families who do not have internet access to register	Available starting 1 week before school started. Remained available through the first week of school.	Family needs, including a lack of internet access, were communicated to the Social Worker, counselors and administrators.	Family needs, including a lack of internet access, were communicated to the Social Worker, counselors and administrators.
Upgrade and maintain the campus website for easy access and increased communication with the community. **Funding source: State and Local**	Campus Technology Assistant, Librarian, PACE teacher	District website, Chromebooks, laptops, and desktop computers.	Monitored and updated throughout the year as changes arise	School librarian, PACE teacher and school CTA were responsible for maintaining the website for Meadows Elementary.	School librarian, PACE teacher and school CTA were responsible for maintaining the website for Meadows Elementary.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
Communicate information through eNews and through hard copies when internet access Is not available. **Funding source: State and Local**	Principal, Office Manager	Internet access, Chromebooks, laptops, and desktop computers	Monthly	Information was communicated to parents through eNews as well as grade level newsletters.	Information was communicated to parents through eNews as well as grade level newsletters.
Utilize social media to keep parents and community informed. **Funding source: State and Local**	Asst. Principal(s), PTA, PACE teacher	Facebook and Twitter	Events added each week	Posts were added to Facebook and Twitter throughout the year sharing information about events and news about Meadows.	Posts were added to Facebook and Twitter throughout the year sharing information about events and news about Meadows.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. **Funding source: State and Local**	PTA President, Principal	Conference Room, laptop computers	Monthly on the first Thursday of each month	Monthly meetings were held with the school's administration and PTA board.	Monthly meetings were held with the school's administration and PTA board.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc…). **Funding source: State and Local**	PTA, Principal, Counselors, SEL teacher	Library for meetings, emails, flyers, and phone messages to promote programs. Input was gathered from families at our Open House to determine topics for	At least one time per semester	Provided Christmas pictures for families in December. A Family Dance Night was held on February 8.	A Parent Partnership/Summer Send-off Night was held on May 16. Families completed a survey earlier in the Spring to have a voice in

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
		parental programs to offer.			what sessions would be presented. Families participated in sessions and received resources and supplies to help support learning at home for their child(ren).

Transition

The campus will assist students in making a successful transition between elementary school to middle school.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Elementary counselors deliver guidance lessons that support and promote the learning process. **Title I Components: 7** **Funding source: State and Local**	Counselors, SEL teacher	Elementary school counselor collection of lessons (pisd.edu);Expressive Arts Interventions for School Counseling; Kelso's Choices Program; Kids' Count Program-Collin County Advocacy Center; WHO program and Yello-Dyno (Anti-victimization programs), various school counselor websites with lessons,	Every other week for 30 minutes throughout the school year-18 lessons total	Bi-weekly guidance lessons are held to promote a positive learning experience for all. Counselors attend all events and have open communication with PTA board.	Bi-weekly guidance lessons are held to promote a positive learning experience for all. Counselors attend all events and have open communication with PTA board.
Elementary staff work collaboratively with Pre-K staff throughout the school year. (i.e. Transition ARDs and CMIT Transitions) **Title I Components: 7** **Funding source: State and Local**	N/A				
Elementary Title I Campuses – Parent workshops are offered to all parents enrolling children in kindergarten. During the workshop parents engage in pre-kindergarten activities and are encouraged to work with their children at home.	Counselors, SEL teacher, Social Worker	Plano Independent School District- Bird Center Parent Education Programs, Social Emotional	Offering three different parent workshops in the fall and spring based on parent needs, social and emotional learning engagement	A Kindergarten Round-Up event was held to meet incoming students and inform parents of	A Kindergarten Round-Up event was held to meet incoming students and inform parents of

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Participants will go home with a (Reading and Math program) RAMP Up for Kindergarten Kit, which includes directions, materials, and books for families to keep. **Title I Components: 7** **Funding source: State and Local**		Learning Engagement Series	series are being offered 5 times throughout the school year	expectations and procedures. Incoming kindergarten students were provided a pack of materials to work on during the summer.	expectations and procedures. Incoming kindergarten students were provided a pack of materials to work on during the summer.
Elementary Campuses with full day Pre-K – Pre-K students visit kindergarten classes to allow Pre-K students to familiarize themselves with the kindergarten staff and environment. **Title I Components: 7** **Funding source: State and Local**	N/A				

State Certified Teachers and Highly Qualified Paraprofessionals

The proficiency rate for STATE CERTIFIED teachers and HIGHLY QUALIFIED paraprofessional staff will meet the 100% target measure.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
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. by the **Title I Component 4 and 5 Funding source: State and Local**	Professional Learning Department, Curriculum Department, and Campus Administrators	HR Employee Recruitment & Retention Dept., HR Certification Officers, Curriculum Department, Campus Administrators Operating Fund, HR Budget, Campus/Curriculum Budget	July 2018 - May 2019	Teachers attended weekly training, utilized extended planning, and gained valuable learning through the PISD Planning Protocols.	Teachers attended weekly training, utilized extended planning, and gained valuable learning through the PISD Planning Protocols.

First Name	Last Name	The area that I feel has shown the most improvement in terms of student behavior is:	The area that I feel needs the most improvement in terms of student behavior is:	Please explain/provide more information, to your answer above. Suggestions welcome.
Patricia	Balderas	Hallways	Arrival Routine Areas	Certain classes do not meet halfway expectations when in the third grade hallway.
Judith	Cruzan	Hallways	Arrival Routine Areas	Fewer consistent tardies
Ana	Henriquez	Lunch	Arrival Routine Areas	More control
Irma	Santiago	Dismissal Routine Areas	Arrival Routine Areas	Less student tardies would be nice.
Meri	RIBO	Hallways	Arrival Routine Areas	No suggestions
Stacey	Cale	Dismissal Routine Areas	Bathroom	Kids playing in bathroom area.
Jeannette	Cardona	Hallways	Bathroom	Lots of problems with the boys bathroom
Brooke	Clark	Arrival Routine Areas	Bathroom	I walk the halls often and see lots of playing in the bathroom and hallway. Of course I remind them of expectations when I see the behavior.
Maria	De la Paz	Hallways	Bathroom	Students play in bathroom, and spend a long time there.
Alyson	Esch	Hallways	Bathroom	Our boys struggle with using the bathroom properly.
Clara	Franz	Recess	Bathroom	Is not too bad, but we still have to remember our students behavior in the bathroom
Alyssa	Hanna	Dismissal Routine Areas	Bathroom	4th bathroom
Tricia	Harvey	Dismissal Routine Areas	Bathroom	Boys
Roslyn	Jones	Lunch	Bathroom	Problems with bathroom between 4th & 5th
Nanci	Knight	Hallways	Bathroom	Too much playing aroubd
Kimberely	Manning	Lunch	Bathroom	Students are getting along during lunch.
Monica	Mccaffrey	Dismissal Routine Areas	Bathroom	Too many students in bathroom playing with bubbles.
Brenda	Myers	Arrival Routine Areas	Bathroom	There may need to be an adult at lunch bathroom during lunch and recesses.
Aleli	Nucum-Jones	Lunch	Bathroom	Students need constant reminders for bathroom expectations.
Janette	Stock	Hallways	Bathroom	Boys are in trouble
Sally	Thompson	Recess	Bathroom	???
Christina	Treffer	Dismissal Routine Areas	Bathroom	Students hang out at sinks to talk, seen in different grade levels.
Vickie	Vega	Recess	Bathroom	Some toilet issues this yesr
Jennifer	Wells	Recess	Bathroom	Better monitoring is needed.
Zach	Mitchell	Recess	Bathroom	Too many instances of bathroom vandalism.
Maria	Alvarez	Arrival Routine Areas	Dismissal Routine Areas	Have one more teacher helping
Alejandra	Castaneda	Recess	Dismissal Routine Areas	The cafeteria is a shared area at dismissal and that's understandable but sometimes it gets very loud in there and it's hard to hear the walkie.
Joey	Cobb	Hallways	Dismissal Routine Areas	Those r the areas I'm most familiar with and see.
Carrie	Davis	Arrival Routine Areas	Dismissal Routine Areas	Siblings in K-1 are loud and chaotic. I often have to recall students to come when their parents arrive because students are loud and can't hear. Sometimes, students are running around and playing in big centers. There are many adults present, but only one or two come to get the dismissal cards from me at the door.
Jeanne	Elizondo	Recess	Dismissal Routine Areas	Mainly just car pool dismissal

First Name	Last Name	The area that I feel has shown the most improvement in terms of student behavior is:	The area that I feel needs the most improvement in terms of student behavior is:	Please explain/provide more information, to your answer above. Suggestions welcome.
Stephanie	Garwood	Arrival Routine Areas	Dismissal Routine Areas	Class preference
Stephanie	Ketcham	Arrival Routine Areas	Dismissal Routine Areas	Only because I'm in 3rd grade during dismissal, I see that it is a bit loud. I don't know if it's the same for other grades.
Martha	Morgan	Recess	Dismissal Routine Areas	Sometimes the cafeteria is too loud at dismissal. The expectations don't seem consistent across grade levels.
Janet	Ramirez	Recess	Dismissal Routine Areas	1st Grade walkers are split between two categories. #1 students picked up by parents wait in line by Mrs. Franz classroom. #2 student who wait for a sibling wait in the KG big centers. This year we are short with teachers for dismissal, so I am by the doors with group #1. The students who are in group #2 are not being monitored by other teachers. They are supposed to be sitting down waiting, but they are standing, talking etc. Its hard for me to manage both areas.
Kristin	Simka	Hallways	Dismissal Routine Areas	It's still a little loud at dismissal time. Those are the two routines I'm most familiar with in terms of behavior.
Julie	bradley	Recess	Hallways	I'm not sure that Hallways actually need that much improvement, but I'm not really sure which needs the most improvement. I think all areas have improved a lot.
Shsrri	Callahan	Recess	Hallways	☐
Heather	Darr	Recess	Hallways	Students do not perform the expectation consistently when not prompted.
Amanda	Judd	Dismissal Routine Areas	Hallways	Sometimes students run when not monitored
Diana	Judd	Recess	Hallways	Teachers need to be more actively watching students and making sure the students are following the school rules.
Ellen	Nagoski	Recess	Hallways	The students are learning the rules.
Elsa	Olivares	Recess	Hallways	Students still trying to learn the rules
Melissa	Svec	Dismissal Routine Areas	Hallways	Kids are talkative
Plamena	Zaharieva	Recess	Hallways	Not all students follow the expectations.
Elsie	Chavez	Arrival Routine Areas	Hallways	Students are sitting and reading quietly in the gym
Jacob	Bartok	Bathroom	Lunch	I hear it's bad.
Alyson	Beckham	Recess	Lunch	There is always something happening- we need better communication.
Janice	Cruz	Dismissal Routine Areas	Lunch	Kids are very loud in the cafeteria.
Adriana	Durán	Arrival Routine Areas	Lunch	Follow directions and respect teachers
Nubia Patricia	Escobar	Bathroom	Lunch	Better communication with cafeteria monitors and more monitors. I know in second grade at times there is only one person.
Susan	Freasier	Lunch	Lunch	
Ruth	Gomez	Dismissal Routine Areas	Lunch	Lunch
Ivanna	Harding	Recess	Lunch	Issues overflow into recess, sometimes students brought back earlier
Stephani	Holguin	Recess	Lunch	Communication between lunch staff and teachers involving behavior, lining up kids after lunch, and student expectations.
Pollard	Lauren	Recess	Lunch	We're having a difficult time with communication between lunch staff and teacher is regards to behavior.
Ruth	Lopez	Bathroom	Lunch	There is a complaint about 5th grade behavior every week

First Name	Last Name	The area that I feel has shown the most improvement in terms of student behavior is:	The area that I feel needs the most improvement in terms of student behavior is:	Please explain/provide more information, to your answer above. Suggestions welcome.
Jennifer	Meadows	Dismissal Routine Areas	Lunch	Not related to monitors..I feel they are doing a good job monitoring but for some reason kids are loud and rowdy while eating. Maybe there need to be consequences or rewards that are more immediate.
Caroline	Muckey	Hallways	Lunch	Students need more immediate consequences and rewards because they are so wild at lunch
Richa	Nayak	Hallways	Lunch	For safety
Leslie	Nugent	Dismissal Routine Areas	Lunch	I have cafeteria duty, and notice there is improvement needed.
Ellyn	Reese-Fautsch	Arrival Routine Areas	Lunch	Bathroom issues too common
Mireya	Rodriguez	Lunch	Lunch	Lunch noise has been less
Amy	Stadheim	Bathroom	Lunch	Respect directions from adults
Melissa	Walker	Arrival Routine Areas	Lunch	Special needs students need case worker with them
Bryce	Dunnington	Dismissal Routine Areas	Recess	We have a high amount of peer conflict on the playground.
Kathy	Foster	Arrival Routine Areas	Recess	Referrals
Dallas	Gutierrez	Arrival Routine Areas	Recess	The boys are having problems with making a mess in the bathroom.
Stacy	Thomas	Hallways	Recess	There is a lot of student conflict on the playground.
Eboni	Walls	Bathroom	Recess	We are still working on improving students behavior at recess but can say that they have shown some improvements.
Revin	Mustafa	Hallways	Recess	Too many injuries when playing football/soccer