Plano Independent School District
Campus Improvement Plan

Shepard Elementary School

1000 Wilson Drive

Plano, TX 75075

2018-2019

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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

Shepard Elementary will cultivate a positive and meaningful learning community to ensure academic, social, and emotional success for students.

Campus Information

Administration Team

Principal, Kristin Bishop

Assistant Principal, Kate Forisha

About Us

Achievements
National Blue Ribbon (1992, 2008); Redbook School of Excellence award (1992); TEA School Ratings: Exemplary (1994-00, 2005-07, 2009-10); Recognized (1993, 1996, 2001, 2003-05, 2008); repeated Gold Performance Acknowledgements for Commended Performance in reading, math, writing and science; TEA award for Inclusion (1992); three Plano ISD Perot winners; two Region X Teachers of the Year; Plano ISD Beginning Teacher of the Year; Superintendent Service award winner (2006-07); Odyssey of the Mind team - Third in World (1997); Shepard chess team placed 22nd in the Super Nationals (1997); 2015 North Texas Regional Science Fair - two finalists; McGruff Exemplary Safe School award; Mockingbird Poetry Contest winners - second and third place (2008-09) and first, third and Honorable Mention (2015); second place in Young Lone Stars Writing contest (2005); City of Plano Recycling award; three time winner of City of Plano Outstanding Beautification award; two Education Foundation Grants to Educators winners (2015); Niche.com - Ranked 25 out of all public elementary schools on the Best Public Schools in Texas list.

Campus Programs
Campus Monitoring & Intervention Team (CMIT); Accelerated Reader; English as Second Language (ESL); Plano Academic Creative Education (PACE) for identified gifted and talented students; special education; speech therapy; Plano Accelerated Reading (PAR); Accelerated Instruction in Math (AIM); Pacesetters - leadership for students; mentor program; Literacy Links; PASAR after-school childcare; forth- and fifth-grade choir; Principal's Cabinet; Pee Wee Patriots; PTA sponsored after-school programs include Earthsavers and chess club.

Parent Involvement Opportunities
Parent Teacher Association (PTA); School-Based Improvement Committee (SBIC); Dad's club; practical parenting; library volunteers; Literacy Links; Earthsavers; after-school extension programs and volunteers for each grade level.

Community/Business Partnerships
Central Market; Chick-fil-A; CiCi's Pizza; and Environmental Test Solutions, North America.

History of Shepard

Shepard Elementary honors Joseph William Shepard, born on November 19, 1856, in Louisville, KY. The Shepard family moved to Plano while J.W. was still a child. He married Mary Catherine Haggard, daughter of C.S. and Nannie Kate Haggard, on December 23, 1881.

J.W. Shepard owned a 2,200 acre cattle ranch and farm site in Plano, which is now a modern housing development. Internationally known for his fine livestock, including mules, he also owned 11 cotton gins, a cottonseed oil mill, and a flour mill. He served on the first PISD board from 1899 until 1911 and on the Plano City Council. Mr. Shepard died in 1946 after leading a very full and active life on 90 years. Shepard Elementary opened in 1971 in Wilson Middle School, then moved to its new facility the next year at a cost of $1 million.

Campus Status

X   Non-Title I Campus

Title I School-wide Campus

Site-Based Improvement Committee Meeting Dates

Meeting 1: SBIC approves the improvement plan – 09/04/2018 03:00 pm

Meeting 2: Progress monitoring and review of strategic plan - 01/29/2019 03:00 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/21/2019 03:00 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
Tamara Whitmire	Faculty Member		X		
Christina Ferenschuetz	Faculty Member	Yes	X	X	X
Heather Hall	Faculty Member	Yes	X	X	X
Dolores Kotara	Faculty Member		X	X	X
Brittney Diamond-Muns	Faculty Member	Yes	X	X	X
Doris Dale	Faculty Member, Special Ed	Yes	X	X	X
Kristin Bishop	Principal			X	X
M'cheyl Herrera	District Professional			X	X
Erin Christenson	Campus Professional, Non-teaching	Yes	X	X	X
Elizabeth Grego	Support Staff Member	Yes	X	X	X
Tracy Dry	Parent-Selected by PTA	Yes		X	
Nicholas Clayton	Parent-Selected by Principal	Yes	X		
Olga Handal	Parent			X	X
Tommie Whitfield	Parent	Yes	X	X	X
Kelly Vernon-Hart	Parent	Yes	X		
Anna Morgan	Parent	Yes	X		
Michael Herrera	Community Member				
Carol Empson	Community Member	Yes			
Hiram Garza	Business Representative				
Katherine Forisha	Faculty Member	Yes		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	$34,832.00	State Compensatory Ed funds allocated for allowable supplemental resources and .5 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	$	Total Funding for 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	$	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	4th and 5th grade ESL gap 3rd grade Economically Disadvantaged math and reading gap 4th grade ESL masters in writing gap	3rd grade ESL math and reading gap 4th grade Economically Disadvantaged gap across subject area	Class size averages Closing achievement gaps for Economically Disadvantaged students
Student Achievement	ESL/LEP above district (Masters/Meets) in 4th grade math Special Education reading above district average in 4th Monitored 1 and 2 above district in 3rd grade reading/math 5th math LEP above district in Approaches and Meets Expectations 5th reading Special Education above district average in Approaches, Meets Expectations and Masters	5th grade math at approaching level Gap in all categories for 4th grade writing Economically Disadvantaged in 4th and 5th grades math lower than district average	Closing gap between Economically Disadvantaged in 4th and 5th math
School Culture and Climate	Students feel safe and love coming to school. Overall staff feel physically safe. Parents are involved in school and student activities. Communication Teacher and parent input	Community outreach Fun and engaging staff activities More after school activities sponsored by PTA or parents Accepting and supporting changes	Mentors for students Growth Mindset Teacher check-in

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?
Staff Quality/ Professional Development	We have mentors assigned to new teachers We are constantly reviewing data which helps new teachers understand the data but new teachers need assistance in many other areas.	first year support for teachers - systematic process is started but not as much follow through as in past years. Need structured plan and scheduled meetings.	Help with goal setting and navigating through challenges Follow up in year 2 because new needs will arise for teachers (many teachers burn out so we need to help each other!)
Curriculum, Instruction, Assessment	Campus reading MAP scores Campus reading Quintile 1 Science Campus Attendance	Campus math Reading scores - Quintile 5	Math Economically disadvantaged - STAAR Reading and Math
Family and Community Involvement	Storybook night Stream night field day/color run/family picnic PTA/Volunteer Book fair social media! Sock hop Choir/theatre performance	Social media connection Technology access Parent involvement from non - typical/non - traditional	Technology access at home for all kids access to student outside the scheduled school day
School Context and Organization	Support from district and community Technology	More rigorous formative and summative assessments Closing gaps	Use time meaningfully to balance academic time allotments with other things
Technology	1:1 use; starting technology at an early age Use across all subject areas Games for review	we don't what is available by subject area interactive presentation systems for teachers	Technology professional development; not enough support available when we need it

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?
	Research, creation, and check for understanding		

Critical Action #1

Problem Statement	The collaborative teams are operating at varying levels of autonomy compared to the collaborative teams that transform PLC process (policies and practices.)
Root Cause and Strategy	We will address the need for clarity of the relationship between collaborative teams and a PLC as a function of a High Reliability Schools.
Goal	To build a shared understanding around how planning conversations and behaviors strengthen collaborative teams in order to create an effective campus PLC.
Project Lead	Campus Administrators
Staff, Title I Staff	Grade level teachers, ESL teacher, Counselor
Materials and Resources	PLC training provided by the district and campus administrators

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 #)
1. Clearly define school vision, mission, goals and values through teacher professional learning- (Specific and intentional redesign and ….PDH) 2. Train and model the three foundational ideas of PLC: focus on learning, build a collaborative culture, and focus on results- (Teacher professional learning, collaborative team planning, Campus data analysis meetings) 3. Collaborative teams will embed the PLC process in their district provided extended planning opportunities (exit tickets, agendas with summative notes, schedule of extended team planning, lesson plan)				1. Professional development meeting to review mission statement; write vision and goals 2. Monthly professional development meetings 3. Extended planning times occurring 2-3 times per year	1.MLP Logs, agendas, vision and goals documentation 2. Monthly professional development agendas 3. Schedule of extended team plan meeting times and agendas from meetings	Increase staff capacity for collaboration and planning to ultimately drive improvement in academic performance	Provide initial training and expect that collaborative teams will utilize two of the three "big ideas" (focus statements) that drive the work of the campus PLC.	Follow up and reflect on the top two big ideas and where the campus currently is standing.	Reflect with the use of stop, continue, start on the big ideas and where we are headed to continue maximizing collaboration and planning. The use of PLC's for both academic (Reading, Writing, Math and Science) and non-academic (SEL, AVID and technology) areas increased our vertical and horizontal alignment throughout the school.	

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 #)
									Grade level teams utilized extended planning time in order to plan differentiated instruction to reach each student at their academic level and utilized data in order to evaluate the effectiveness of instructional strategies.	

Critical Action #2

Problem Statement	The percentage of students meeting the Approaches, Meets and Masters Grade Level standard is below the district average in the following groups: All Students: Grade 4 Math Campus: 79%, 49%, 27% District: 83%, 59%, 39%, Grade 5 Math Campus: 84%, N/A, 38% District: 89%, N/A, 44% Economically Disadvantaged: Grade 4 Math Campus ED: 50%, 13%, 6% District ED: 67%, 33%, 17% Grade 5 Math Campus ED: 58%, N/A, 8% District ED: 78%, N/A, 20%
Root Cause and Strategy	(a) We will address the need to increase teacher knowledge regarding how to analyze, comprehend and effectively utilize data in order to improve student achievement. (b) We will address the need for time for intervention and enrichment through daily, structured intervention and enrichment time.
Goal	Increase the percentage of students performing at the Approaches, Meets and Masters grade level standard to decrease the gap between campus and district average performance.
Project Lead	Campus Administrators
Staff, Title I Staff	Grade level teachers, ESL teacher, Counselor
Materials and Resources	District curriculum, Edugence data (PES Growth Roster, STAAR Roster, MAP Data), Eduphoria, Gradebook

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 #)
Root Cause: Data Analysis 1. Provide training for all grade level teachers, ESL specialist, special education staff and intervention specialist on the purpose and use of formative assessments. 2. Administration will attend planning meetings at least				1. Professional Development from C & I 2. Weekly planning meetings 3. Extended planning time 2-3 times per year	1. MLP training log, agendas and materials 2. Planning meeting notes, feedback, 3. Schedule of extended planning time meetings	Increase academic performance by implementing data analysis	Lesson plans will begin to include both formative and summative assessments	Lesson plans will continue to include formative and summative assessments to monitor and adjust student learning	Weekly instruction, aligned with the district curriculum will include formative and summative assessments so that teachers	

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 #)
biweekly in order to facilitate data analysis 3. Extended time will be provided for teams to implement the planning protocols for instructional planning and data analysis									analyze data to develop instruction to meet student learning needs. Teacher utilized formative assessments on a regular basis (weekly or bi-weekly) in order to adjust instruction with more immediacy.	
Root Cause: Intervention and Enrichment 1. Provide training on effective use of intervention and enrichment time 2. Teachers will create lesson plans for intervention and enrichment time in order to best meet the current needs of students 3. Teachers will group and regroup students for intervention and enrichment time every 2-3 weeks				1. Professional development from instructional specialist prior to 2018-2019 school year 2. Daily IE time to best meet the needs of all students 3. Analysis of formative and summative assessment data every 2-3 weeks to group students most effectively	1. MLP training log, agendas and materials 2. Lesson plans for structured IE time 3. Rotating IE group lists	Increase in student learning time and engagement through targeted instruction to meet student needs	Schoolwide use of intervention and enrichment time on a daily basis.	Continued, schoolwide use of intervention and enrichment time on a daily basis	Collaboration amongst grade levels regarding strategies that might work for various levels of intervention and enrichment groups. Each grade level created a daily intervention and enrichment time block during the school day. The grade levels utilized formative data in order to create targeted groups that were flexible based on student needs.	

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	August 2018	Set meetings, set goals	CPR Training, walkaholics, Fitnessgram goal
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	September 2018	Recruit parent	Parent input
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	Daily	Follow school health curriculum	Assess effectiveness of school health curriculum and make any necessary updates
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	Rotating every 9 weeks	Bulletin board in gym	Four wellness boards throughout the year
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	October 2019	Planning for Halloween Fun Run	Halloween Fun run - families notified via email, newsletter, sign up online, etc...

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	Fall and Spring	Prepare students for FitnessGram	Continue Fitness throughout year to improve scores by spring
4th & 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.	P.E. Teacher	Fitnessgram Student Report	Fall and Spring	3-5 will be tested in the Fall and Spring	4th grade results will be put in the Fitness report cards

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	150 minutes per week/all year	Create lessons that integrate moderate to vigorous physical activity	Assess lessons plans and modify to best fit needs of students
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	August 2018-May 2019 (according to weather)	EZ Scan - to track miles in jogging club	Track total miles achieved
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	Follow yearly TEKS and curriculum	FitnessGram assessment to gather data (3-5); Observations of student

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
						performance (K-2)
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Lesson Plans Visible During Class Time	Daily	Create list of unstructured sample activities that students can participate in	Assess any equipment or space needs for recess
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Observation	Daily	Share brain break resources with teachers	Data from teachers regardnig brain break usage and effectiveness

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 report	Teacher contact parent via phone at 3 absences.	Letter sent home and Attendance Improvement Plan created at 7 absences to help students get back on track with attendance issues.

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	August 2018	Address high risk areas from HRS survey data	Teacher and student data taken regarding high risk areas at the end of the school year
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	Daily throughout the year	Create duty roster for high risk areas, especially during high traffic times such as arrival and dismissal	Assess effectiveness of duty stations and revamp schedule based on need
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Daily throughout the year	Parents and students can access print or online version of student code of conduct	Keep updated copy of Student Code of Conduct in main office for parent, student and teacher reference

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	August 2018	Monitor bullying/sexual harassment on campus	Track data regarding bullying/sexual harassment and identify any data patterns
Review referral process.	Principal or designee	Campus referral plan	August 2018	Professional development on referral process and explanation regarding Restorative Practices	Track office referral data by grade level - identify any data patterns

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	August 2018	Professional development for all teaching staff to discuss best practices for intervention strategies; three pronged approach	Assess effectiveness of intervention strategies and add additional strategies as needed
Implement campus referral plan.	Principal or designee	Campus Referral Plan	Daily throughout the year	Professional development on referral process and explanation	Track office referral data by grade level -

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
				regarding Restorative Practices	identify any data patterns
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Daily throughout the year	Review discipline management plan	Review discipline management plan and make updates based on feedback

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	August 2018 and as needed throughout the year	Teachers will introduce campus expectations during the first 5 days of school.	Staff will work to continue to teach and enforce expectations across the campus.
Monitor high risk areas.	All staff	Schedule (if necessary)	Daily throughout the year	Teachers will be assigned to monitor high risk areas, such as cafeteria, hallways and carpool during high arrival and dismissal.	Meet with teachers to assess monitoring and new strategies.

STUDENT EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
Explain referral process/contacts.	All teachers	Referral Plan	August 2018 and as needed throughout the school year	Staff members will receive initial training on the office referral process and on approaches to utilize to address behavior prior to writing an office referral.	Work with staff members throughout the year to refine referral process and identify behavior concerns/solutions as early as possible.

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
Apply classroom interventions.	All teachers		Daily throughout the year	Teachers will employ both whole class and individual student interventions to encourage on task and appropriate behavior	Track data on effectiveness of classroom interventions and add additional interventions as necessary
Employ discipline interventions.	Designated staff		Daily throughout the year	Staff will follow the Shepard Student Behavior Flow Chart	Review Shepard Student Behavior Flow Chart and make updates as necessary
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors		Daily throughout the year	Staff will utilize PBIS strategies	Create a database of intervention

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
				and utilize individual strategies for students who need extra support	strategies and assess what has worked with both whole class and individual students
Conference with parents/students.	Teachers or other staff		2018-2019 School Year; Academic conferences in October, February and May	Meet with parents as needed throughout the school year	Track yearly data on number of 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**	Administration and school secretary	All classroom teachers	August 2018 for initial rollout	Administration will share with parents how to access Parent Portal	Administration and school secretary will contact families who filled out paper back to school paperwork and explain how to access parent portal.
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**	Administration	All classroom teachers	August 2018	Create list of parents who filled out paper back to school paperwork	Offer parents assistance through the mobile computer lab
Upgrade and maintain the campus website for easy access and increased communication with the community. **Funding source: State and Local**	CTA	CTA	August 2018 and monthly throughout the yaer	Update new staff roster and biographies	Update website with events and other information throughout the school year
Communicate information through eNews and through hard copies when internet access Is not available. **Funding source: State and Local**	Administration	Administration, school secretary and office manager	At dates for each ENews release	Run hard copies of eNews at parent request when no internet is available	Keep hard copy of eNews in front office for parent access

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Utilize social media to keep parents and community informed. **Funding source: State and Local**	Administration and Social Media Coorindator	All staff	Weekly throughout the school year	Keep school Facebook page updated with events/photos/etc...	Gain community feedback regarding best mode of social media to keep parents informed
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. **Funding source: State and Local**	Administration	Administration and campus representatives	Monthly throughout the school year	Meet with PTA representative	End of year meeting with PTA representative - discuss year and ways to improve for the new school year
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). **Funding source: State and Local**	Administration/Counselor	Administration/Counselor	4 times per year - parent education classes offered	Sign in sheets for individual parenting classes	Track annual attendance

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**	Counselor	Counselor	August 2018 - May 2019	Pre and post assessments on certain topics	Annual curriculum usage
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	N/A	N/A	N/A	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. 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**	N/A	N/A	N/A	N/A	N/A
Elementary Campuses with full day Pre-K – Pre-K students visit kindergarten classes to allow Pre-K students to familiarize	N/A	N/A	N/A	N/A	N/A

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
themselves with the kindergarten staff and environment. **Title I Components: 7** **Funding source: State and Local**					

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	All staff	Monthly faculty meetings as vertical/collaborative teams	Teachers will work on their vertical teams in the core subject areas in order to identify professional development that would benefit the entire campus	Vertical teams in the core subject areas will create mini professional development ideas to be presented at monthly faculty meetings