



Plano Independent School District Campus Improvement Plan

Barksdale Elementary School

2424 Midway Road

Plano, TX 75093

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

Where children feel safe, loved, and enjoy learning; where children see themselves as responsible lifelong learners; where respect and kindness define our Bronco spirit; where the commitment of school and community is celebrated.

Campus Information

Administration Team

Principal, Jennifer Caplinger

Assistant Principal, Carolina Armstrong

About Us

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 – 08/29/2018 03:15 pm

Meeting 2: Progress monitoring and review of strategic plan - 02/06/2019 03:15 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/08/2019 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
Lindsey Shellstrom	Faculty Member	Yes	X	X	X
Jennifer Salmon	Faculty Member	Yes	X	X	X
Christy Smith	Faculty Member	Yes	X	X	X
Cathy Ledsome	Faculty Member	Yes	X	X	X
Kelly Durrett	Faculty Member	Yes	X		X
Rachel Johnson	Faculty Member, Special Ed	Yes	X	X	X
Jennifer Caplinger	Principal	No	X		X
Delynn Brennan	District Professional	No	X	X	X
Carolina Armstrong	Campus Professional, Non-teaching	No	X	X	X
Anisha Patel	Support Staff Member	No		X	X
Lisa Carlson	Parent-Selected by PTA	No	X	X	X
Gillian Hublall	Parent-Selected by Principal	No	X	X	X
Liz Snodgrass	Parent	No	X	X	X
Jessica Marcum	Parent	No	X	X	X
Ambika Oberi	Parent	No		X	X
Laura Smith	Parent	Yes	X	X	X
Susan Valesano	Community Member	No		X	X
Deb Hodges	Community Member	No	X		
Shammima Hussain	Business Representative	No	X		
Christina Tomasik	Business Representative	Yes		X	
Cheryl Kool, PE	Faculty Member	No	X	X	X

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Stacey Rodriguez, Counselor	Campus Professional, Non-teaching	No	X		X
Kitty Noorani	Parent	Yes	X	X	X
Elyse Daly	Faculty Member	Yes	X	X	X
Allison Blank	Faculty Member	Yes	X	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	\$69,664.00	State Compensatory Ed funds allocated for allowable supplemental resources and 1 staff.
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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	We consistently recognize & appreciate differences in cultural diversity	As our population becomes more diverse, the needs of our students are changing. Teachers and students need more support and/or training in order to meet those needs.	Administration will create a survey to gain a better understanding of the staff needs. Once completed, gather a plan to help support them.
Student Achievement	Effective teaching & interventions promote high achievement.	We need a systematic approach across contents & grade levels for students performing below grade level to close the achievement gap. We need to look at content based assessments (not just standardized assessments such as MAP and STAAR) but assessments after unit study and reflect on how students are doing. Monitor and adjust at that time.	Contact the Curriculum and Instruction department to help target some of the instruction to meet the students who are performing below grade level. We will look at assessments in different subject areas and take the time during planning to analyze how well students are doing and make adjustments.
School Culture and Climate	We have a warm & nurturing environment where student success is celebrated. The students have several opportunities to be recognized throughout the day, both building wide incentives and in their classroom.	Clear & consistent discipline procedures. Staff acknowledgement & appreciation. SEL Strategies-more than just community circles.	We will create a discipline referral system that outlines clear and consistent discipline procedures building wide. SEL presentation and strategies to be shared with the staff during staff meeting and throughout the year. Administration will recognize and appreciate staff on an ongoing basis.
Staff Quality/ Professional Development	We have a high quality, supportive & committed staff.	We need more time for authentic and meaningful collaboration with vertical teams.	We have created a schedule where collaborative teams (vertical teams) will be meeting periodically throughout the

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?
			year to share ideas and best practices. Assigned grade level teachers will also be sharing monthly during staff meetings.
Curriculum, Instruction, Assessment	Rigorous monitoring of all students. Plan for students' learning driven by TEKS & differentiated instruction based on students needs.	We need resources that systematically fill in students gaps.	We will invite district curriculum staff for support and develop additional strategies within our collaborative team planning meetings. (Vertical and Team Planning meetings)
Family and Community Involvement	Our PTA is the strength of our school community. We have many activities that are sponsored by our PTA, as well as by our school to include our families.	With our school becoming more diverse, we need to maximize our efforts to involve ALL populations in our various school activities.	During evening events, we will invite and encourage all families to get involved and participate. (one example is to change multicultural day to an evening even to include parent participation and to lead activities related to their culture). ESL teacher will also look at forming a collaborative team to see how we can reach more families from various backgrounds.
School Context and Organization	Overall Barksdale is a place that parents and students enjoying coming to school. Extended planning has allowed time for teams to dig deeper into the curriculum and time to analyze data.	Learning communities need to focus on extending their learning and its impact on student achievement.	Collaborative teams, both vertical teams and grade level teams will meet periodically to make sure curriculum and assignment are vertically aligned.
Technology	We are provided with a variety of devices to meet the needs of different student groups. Technology is widely used in all subjects. Staff have a pretty good understanding of technology and have	We need training & information for the programs we currently have available. We need grade-level & subject specific list of available programs to maximize their use.	We will invite technology department to train the teachers.

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?
	attended professional development classes to help gain a better 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 & practices)
Root Cause and Strategy	We will address the need for specific training on policies and effective practices by ensuring the PLC process is implemented consistently using the district's PLC protocol with fidelity.
Goal	Increase student achievement by implementing the PLC process & effective monitoring practices as it relates to HRS Critical Commitment Level 1
Project Lead	Principal, Assistant Principal, Team Leaders
Staff, Title I Staff	All grade level teachers, support and specialist teachers, special education teachers
Materials and Resources	High Reliability Schools Framework, Google forms/folder, Data collection from Edugence

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 #)
District Curriculum and Instruction teams will provide staff training on planning protocol.				August 3, 2018 Part 1 and Part 2 Formative Assessment training in Nov/Dec.	Lesson plans reflecting planning protocol & assessment cycle.	Effective lessons that differentiate instruction & increase student achievement.	On Track to Make Progress	Some Progress Lesson plans created by teachers follow planning protocol & assessment cycle.	Significant Progress Lesson plans reflect differentiated practices and data analysis to maximize learning opportunities and increase student achievement.	
Identify specific collaborative team structures the school will use.				August, 2018	Collaborative teams meetings & meeting agendas.	PLC process is implemented consistently across campus.	On Track to Make Progress	Significant Progress Collaborative teams have met and established areas of strength and growth.	Significant Progress Collaborative teams have a clearly defined structure across campus and meet regularly to discuss alignment of instruction.	
Create overarching group norms and expectations.				August 2018 and revisit each planning session	Groups norms are visited during planning sessions.	PLC process is implemented consistently across campus.	On Track to Make Progress	Significant Progress	Significant Progress Overarching group norms and	

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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 #)
					Group norms are included in meeting agendas.			Grade levels have refined norms and expectations. Norms are revisited at the beginning of every team meeting.	expectations have facilitated collaboration and PLC process implementation.	
Vertical Collaborative team meetings to align curriculum.				Every nine weeks	Vertical team meetings agendas. Aligned curriculum through lesson plans.	PLC process is implemented consistently across campus.	On Track to Make Progress	Some Progress Vertical teams have met to discuss and align curriculum and share resources	Significant Progress Vertical team meetings occurred every nine weeks. Teams discussed TEKS alignment, resources and strategies.	
Lesson Plan examples provided to teams to determine the focus when planning.				August 2018 through May 2019.	Focused & aligned lesson plans.	Effective lessons that differentiate instruction & increase student achievement	On Track to Make Progress	Some Progress Lesson plan templates and samples have been shared with teams to support curriculum alignment and differentiation.	Some Progress Lesson plan templates were shared with teams. Teams will continue to refine format to ensure clarity of curriculum alignment & objectives.	
Extended time will be provided for teams to implement the planning protocols for unit instructional planning and analyze data. Teams will create an agenda with time to reflect on practices.				Monthly	Extended planning meeting agendas. Data Analysis & reflection forms.	Effective lessons that differentiate instruction & increase student achievement	On Track to Make Progress	Some Progress Teams are focusing on data analysis and targeted lesson plans to increase student achievement.	Significant Progress Grade level teams used extended planning time to focus on effective lesson planning & targeted instruction.	

Critical Action #2

Problem Statement	At the campus there are inconsistent/varied uses of instructional strategies in writing impacting student performance. Gaps also exist in the performance of current ESL students in 4th grade writing STAAR (30%) compared to performance of group districtwide (51%)
Root Cause and Strategy	We will address the existing performance gaps by providing students with targeted instruction in editing & revising and increasing writing opportunities for all grade levels through formal time allotments in each grade level.
Goal	Increase student achievement by implementing a school-wide, consistent writing program to move all students to meet and masters achievement levels in 4th grade writing STAAR.
Project Lead	Principal, Assistant Principal and Team Leaders
Staff, Title I Staff	Classroom teachers K-5, Instructional specialist, ESL specialist, Special Education department.
Materials and Resources	PISD Curriculum, and additional writing resources

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 #)
School-Wide Two Day District Curriculum Training				August 6 - 7, 2018	Teams are familiar with district resources & have created a writing plan.	Effective writing plan to address the needs of all students.	On Track to Make Progress	Some Progress Teams created a writing taskforce to continue aligning campus wide writing plan.	Significant Progress Writing task force consolidated a campus wide writing plan to effectively meet the needs of all students	
Adjust daily writing time allotment				August 2018	Daily writing instruction as evidenced in lesson plans	Students receive writing instruction daily.	On Track to Make Progress	Significant Progress Teams have included writing on a daily basis in their schedules	Significant Progress Writing was incorporated on a daily basis in schedules across the campus.	
Research writing resources				August 2018	Teams incorporate research based practices into their writing lesson plans.	Students are provided with a variety of research based resources that support their growth in writing.	On Track to Make Progress	On Track to Make Progress Writing taskforce has focused on gathering/sharing resources.	Significant Progress Writing task force consolidated research based practices and resources to	

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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 #)
									support students' growth in writing.	
Planning for cross-curricular writing to be implemented daily				Daily	Writing opportunities are included across subjects	Students are able to write effectively across subjects.	On Track to Make Progress	Significant Progress Students are writing across subjects- use of subject response journals	Significant Progress Writing across subjects was implemented through the use of response journals and daily writing tasks.	
Provide sentence stems and language support for EL students				Daily	Sentence stems & language support tools are part of daily instruction	EL students are able to increase their writing skills.	On Track to Make Progress	On Track to Make Progress Teams are providing sentence stems across subjects to support students' language acquisition process.	Significant Progress EL students were supported through the use of sentence stems and second language acquisition strategies.	
Staff members attend ELD training and report strategies to the staff.				Throughout school year as scheduled	MLP sign in forms & teachers' updates	Staff is trained and informed regarding best practices to support EL on campus.	On Track to Make Progress	Significant Progress One representative per grade level attended ELD training during first semester.	Significant Progress Grade level representatives who attended ELD training shared resources & learning strategies with their teams.	
Lesson Plan examples provided to teams to determine the focus when planning.				August 2018	Focused & aligned lesson plans.	Effective lessons that differentiate instruction & increase student achievement	On Track to Make Progress	Some Progress Lesson plan template/models were provided to teams to support effective planning and delivery of instruction.	Some Progress Lesson plan templates were shared with teams. Teams will continue to refine format to ensure clarity of curriculum alignment & objectives.	
Create and implement vertical aligned writing graphic organizer and writing rubrics across the grade levels. Start				Weekly planning meetings and staff meetings	Teams utilize writing graphic organizers &	Vertical alignment of instructional resources to	On Track to Make Progress	Some Progress Grade levels have created checklists based on new	Significant Progress Grade levels utilized checklists	

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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 #)
building a common writing vocabulary across the grade levels.					rubrics across grade levels.	effectively impact learning.		TEKS and have vertically aligned them through writing task force.	based on new TEKS and have vertically aligned them through writing task force to effectively impact learning.	
Analyze fourth grade writing STAAR with all grade level teachers and student samples.				Staff meetings, planning meetings and Vertical meetings	STAAR writing item analysis data plan/reflection	Targeted & differentiated instruction to meet students' needs.	On Track to Make Progress	On Track to Make Progress Teams have started collaboration.	Some Progress Upper grades teams discussed data results and will continue to refine collaboration.	
Develop consistency and understanding of TEKS between and within grade levels including expectations and best practices.				Vertical Teams, planning meetings	Vertical & grade level teams meetings agendas/reflection s.	Vertical alignment across grade levels and increased student achievement.	On Track to Make Progress	Some Progress Teams utilize vertically aligned TEKS during lesson planning to establish student baseline knowledge and skills.	Significant Progress Teams were able to effectively plan for vertical alignment across grade levels and thus, increase student achievement.	

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	October 2018	Cheryl Kool, PE coach is our Campus Wellness Captain & has established a committee that includes school nurse, FANS manager, coaches & parents.	Campus Wellness Team was comprised of staff members and parents and had measurable goals.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	October 2018	Lisa Carlson & Amber Ostrander are part of Wellness Team.	Campus Wellness Team included 2 parents.
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	Weekly	Coordinated school health is being delivered through fitness class weekly following district guidelines.	Coordinated school was delivered through fitness class weekly following district guidelines.

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
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	Weekly	Fitness bulletin board has been created to display information on health related topics that are and/will be discussed in class.	Fitness bulletin board displayed information on health related topics that are were discussed in class.
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	Weekly, Monthly	Marquee, eNews, remind app, Facebook & twitter are being used to promote school events throughout the year.	Marquee, eNews, remind app, Facebook & twitter were used to promote school events throughout the year leading to high participation.

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	November 2018/ Pre-test March 2019/ Post-test	Baseline has been established.	Post-assessment was given in March. Results were shared with parents.

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
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	May 2019.	Fitness report cards will be sent home in final report card of the school year.	Fitness report cards were sent home in final report card of the school year.

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	Weekly	Our students receive 165 minutes of MVPA weekly. State requires 135 minutes.	Students received 165 minutes of MVPA weekly exceeding state requirements.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	January 2019	Pedometers are being used in 3, 4 & 5 grade fitness classes. Heart rate monitors will also be utilized in Fitness classes.	Pedometers and heart rate monitors were utilized in Fitness classes
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	Weekly	Lesson plans are prepared weekly to meet TEKS and NASPE standards.	Lesson plans meeting TEKS and NASPE standards were prepared and

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
						delivered to students.
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Lesson Plans Visible During Class Time	Daily	Students receive daily outdoor and/or indoor recess,	Students participated in outdoor/indoor recess daily.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Observation	Daily	Brain boosts are encouraged in every classroom.	Brain boosts were incorporated in every classroom.

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	August 2018. Weekly reports. Communication sent as needed.	Parent receive phone call by third unexcused absence. School secretary generates Pinnacle attendance reports weekly. AP monitors attendance and contacts parents through phone calls, warning letters	Attendance was monitored by assistant principal throughout the school year. Parents were contacted as needed. Intervention measures were put in place as needed.

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
					and invitations to attend 'I'm Present' Class to encourage and support attendance. AP coordinates with district personnel when truancy charges need to be filled.	

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	Beginning of School Year & Middle of school year.	Restorative Practices approach is being implemented in the classroom.	Restorative Practices were implemented in the classroom.
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	Monthly	High risk areas are monitored and staffed as needed throughout the school year based on communication among teachers and administration.	High Risk areas were monitored throughout the year.
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Beginning of the School year, as needed & refresher in the spring.	Rules and expectations have been discussed with students at the beginning of the school year and upon return from winter break.	Rules & expectations were continuously reviewed and reinforced throughout the year.

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/September 2018	100% of staff has completed required training on bullying/sexual harassment.	100% of staff has completed required training on bullying/sexual harassment.
Review referral process.	Principal or designee	Campus referral plan	August/September 2018	Referral process has been reviewed with Team Leaders. Team leaders have relayed information to their grade levels and utilized on an as needed basis.	Referral process was followed by teachers & staff throughout the school year.

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/September 2018	Restorative Practices around social-emotional learning skills have been reviewed with grade levels across campus.	Teachers incorporated Restorative Practices and social-emotional learning skills into their daily routines.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				Students' Code of Conduct & Campus Handbook have been shared with staff, discussed with student and are being followed throughout the school year.	Students' Code of Conduct & Campus Handbook was followed with fidelity.
Implement campus referral plan.	Principal or designee	Campus Referral Plan	August/September 2018.	An updated referral plan has been discussed and implemented on campus.	Updated referral plan was implemented on campus.
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Throughout the year as need arises.	Discipline management strategies are being utilized. Grade levels are continuously monitoring student behavior and administration is following up and documented as needed.	Discipline management strategies were utilized to monitor student behavior and minimize classroom disruptions.

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 - as need arises.	Administration and classroom teachers are working with students and continue to revisit school expectations, procedures and interventions.	Administration and classroom teachers worked with students and revisited school expectations, procedures and interventions as needed.
Monitor high risk areas.	All staff	Schedule (if necessary)	As need arises.	High risk areas are being identified and monitored in the classroom by teachers and staff. New areas in need of monitoring have and are/will be addressed as needed throughout the school year.	High risk areas were monitored throughout the year.

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	Referral Plan has been reviewed and discussed with grade levels and processes are/will continue being revisited on an as needed basis.	Referral Process was reviewed and updated. Teachers utilized it accordingly.

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	All teachers/Classroom contracts & expectations	August 2018- revisit as needed.	Classroom teachers have worked with students setting expectations for classroom procedures and routines and continue to be refined as needed.	Expectations and classrooms procedures were developed and revisited creating ownership among students.
Employ discipline interventions.	Designated staff	Designated staff/discipline interventions.	As needed.	Grade level teams work together with counselors and administration to create discipline intervention	Discipline intervention plans were created collaboratively to address needs of specific students.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				plans that are appropriate and effective to address students' needs.	
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Administration & Counselors/ Restorative Practices, behavior interventions.	As needed.	Restorative practices have been introduced and utilized by counselors and administration with students in further need of intervention strategies.	Restorative practices such as morning circles and reflections sheets were utilized throughout the school year.
Conference with parents/students.	Teachers or other staff	Teachers, Counselors & administration.	As needed.	Systems/processes for communication have been shared with parents and students. A collaborative approach has been taken to support students academic and emotional success.	A collaborative approach was embraced throughout the school year. Communication avenues were clear and open.

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-Office Staff	Administration- Office Staff/Parent Portal.	July-August 2018, as the need arises with new enrollees throughout the year./Copies of electronic communication sent to parents.	Parents have registered and gained Parent Portal access to stay up to date regarding students' grades attendance and overall communication.	100% of parents have access to 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-Office Staff	Administration- Teachers/Copy Machine & Paper, Laptop available in the main office.	As the need arises/Copies of notes & flyers shared with parents. Laptop available for parent use in the main office.	Copies of notes and flyers are available to parents with no internet access.	Communication was available to parents with no internet access.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	Administration-Grade Level Teams	Administration-Grade Level Teams & CTA/Computers & Internet Access	Quarterly updates on school website.	Campus website has been updated to reflect changes in personnel and data, in order to keep parents and community well-informed.	Campus website reflects changes in personnel and data keeping parent & community well-informed.

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	Administration	Administration-CTA/Computer & Internet access.	Weekly eNews, as need arises/Copies of e-News	e-News is shared with parents on a weekly basis.	e-News was shared with parents & community on a weekly basis.
Utilize social media to keep parents and community informed. Funding source: State and Local	Administration	Administration/Grade Level Teams/ Computers, smart phones & internet access.	Weekly Facebook posts & Twitter posts	Administration and grade level teams are utilizing Facebook and Twitter to increase communication with parents and community.	Social Media avenues were actively used to increase communication with families & community.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	Administration	Administration-PTA representative	Monthly-meeting notes	PTA representative and school administration are in regular communication regarding school needs and activities.	PTA representative and school administration were in regular communication regarding school needs and activities.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: State and Local	Administration	Administration-Counselor/Event Flyers	4 times throughout the year	Information about district parent education programs is being shared with parents on a monthly basis.	Information about district parent education programs was shared with parents on a monthly basis.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Parent Academy: "Schools and parents together" provided for ESL families to increase home/school connection, promote family literacy and support as needed.	ESL Specialist.	ESL Specialist/Board games, supplies.	2 sessions per year/Attendance sign-in sheet	ESL specialist is organizing events that offer information and resources to families of second language learners on campus.	ESL Specialist offered information session targeting the needs of our second language learner families.
Multicultural Night - Families from different backgrounds & ethnicities are invited to share information about their country of origin and share with the community.	Administration-PTA	School & PTA volunteers	January 17, 2019	PTA coordinated school event. 30+ families registered to share/participate. Event was widely attended by our school community.	A multicultural committee has been formed as a result of the success of Multicultural night. Committee will gather the diverse community and will include families & staff.

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	Counselors/Guidance lessons PPT & Visit to MS.	August 2018 through May 2019.	5th grade visited Renner MS last week of January.	By the end of school year, 100% students have completed 6th grade course selection to transition into MS. An additional transition to MS session from the counseling department was offered to parents.
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	Special Education Team Leader & Counselor	Kindergarten teachers/ARD Minutes & CMIT notes.	April-May 2019.	N/A	Special Education department visited Early childhood center and observed incoming kindergarteners to plan and develop schedule accordingly.
Elementary Title I Campuses –					

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
<p>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.</p> <p>Title I Components: 7 Funding source: State and Local</p>					
<p>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.</p> <p>Title I Components: 7 Funding source: State and Local</p>					

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	Teachers & administration/PD sessions, workshops.	July 2018 through May 2019.	Teachers have attended on and off campus relevant professional development through the first semester.	All teachers have fulfilled district required professional development hours.