Plano Independent School District
Campus Improvement Plan

Schimelpfenig Middle School

2400 Maumelle Drive

Plano, TX 75023

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

The mission of Schimelpfenig Middle School is to create a unique, caring environment in which students acquire critical thinking skills, achieve personal excellence, and become citizens who responsibly meet the challenges of the future.

Campus Information

Administration Team

Principal, Dr. Brant Perry

Assistant Principal, La Tasha Goodwin

Assistant Principal, Ari Weinberg

About Us

Schimelpfenig honors early civic leader and businessman Frederick Schimelpfenig (1852-1942), who moved to Plano in 1878 and opened a dry goods store. After losing the store twice to a fire, he became manager of G.W. Owens Lumber Company and, in 1914, of J.T. Elliot Lumber Company, retiring in 1939. Mayor of Plano from 1902-08, and a two-term city councilman, Schimelpfenig donated a music studio to the school and helped raise money for the Plano Auditorium. The Schimelpfenig Library is named for his wife, a temperance leader who started the first city library in their home. Schimelpfenig was built at a cost of $4.5 million and opened its doors in the fall of 1980. with 410 sixth and seventh grade students. The first 8th grade class was in 1981-1982 with enrollment at 251 students. Schimelpfenig was the sixth middle school to open in Plano. Home of the Red, White and Blue Panthers we now have over 850 students in grades 6-8!

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 – 9/6/2018

Meeting 2: Progress monitoring and review of strategic plan - 01/24/2019

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 5/09/2019

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
Anoushe Blatz	Faculty Member	2018-2019	X	X	
Kelly Schumacher	Faculty Member	2018-2019	X		X
Maria Cano	Faculty Member	2018-2019	X	X	X
Kristin Zhang	Faculty Member	2018-2019	X	X	
Latasha Goodwin	Faculty Member	2018-2019		X	X
Helen Reas	Faculty Member, Special Ed	2016-2019	X	X	
Dr. Brant Perry	Principal	2016-2019	X	X	
Laura Grundler	District Professional	2018-2019	X		X
Ari Weinberg	Campus Professional, Non-teaching	2018-2019	X	X	X
Kendal Garner	Support Staff Member	2017-2019	X		
Lisa Heise	Parent-Selected by PTA	2017-2019	X		X
Chris Browning	Parent-Selected by Principal	2017-2019	X		X
Mike Salter	Parent	2018-2019			
Bernard Nance	Parent	2017-2019	X		
Jenny Boyse	Parent	2017-2019	X		
Tammy Hooker	Parent	2016-2019			
Bryan Bird	Community Member	2016-2019			
Linda Patrick	Community Member	2015-2019	X		X
Danica Fenogolio	Business Representative	2018-2019			
Svetlana Piller	Business Representative	2018-2019	X		
Janiah Jackson	Student	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	$71,221.02	State Compensatory Ed funds allocated for allowable supplemental resources and 1 staff.

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	- School is reflective of the community. - NJHS peer tutorials serve academic needs of at-risk students. - We have invited the community in for partnerships (ex. career day) - Counseling monitors at-risk students - The PAL program supports at-risk students' social-emotional needs	- Community outreach (ex. cultural awareness evening, wellness program, etc.) - Staff population reflective of student population (representation) - Diversity training for staff/ongoing cultural awareness	Community outreach activities (perhaps one per semester, then collect feedback) Mentorships for at-risk students (teacher-student)
Student Achievement	When looking at our STAAR Gap analysis across grade levels and disciplines, the campus is exceeding district averages in approaches, meets, and masters.	- When looking at PES, lack of differentiation in 6th grade courses hindering growth - African American scores do not correlate with other ethnicities on STAAR.	Lowering the achievement gap between the local economically vs non economically disadvantaged student populations.
School Culture and Climate	- Majority of staff and students feel good about our school - Good/positive student leadership. Consistent leadership and vision	Fluctuating HVAC concerns. Physical space issues in athletic facilities; Not enough computers in the labs for everyone in the classes (Technology should match max class size.)	HVAC system - It really does affect classroom, concentration, etc. Technology match up - Should have more available for all students.

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?
	• We feel safe • High involvement in clubs and extracurricular activities		
Staff Quality/ Professional Development	• Teacher autonomy for classroom innovation • Job Fairs District reputation • Administrative support	• Fewer teacher preps • Common Department Planning • Adequate Support Staff	Fewer teacher preps Need for more teacher planning ime
Curriculum, Instruction, Assessment	Plano evaluates, monitors, and renews curriculum consistently. Department collaboration for resources to meet all learner needs.	Departments not vertically aligned. We don't always understand/utilize provided data about district assessments.	Opportunities for vertical alignment/data analysis. Training on assessment data and reading it (Edugence) Interdepartmental curriculum PDH
Family and Community Involvement	• Active PTA • Coffee with Principal • AVID program • Open parent/teacher/school communication • Green School Initiatives w/ City of Plano • NJHS Cleanups Appreciation Events	• Parental awareness of school decisions • Parental/community volunteer decline • Athletic events • Community (business) partnerships	Communication with diverse languages Attendance to after school events Establishing community partnerships
School Context and Organization	• Good reputation in community and with parent contact/communication	• Paraprofessionals-more training and more input in decisions balancing of classes scheduling for interventions	Include ALL staff in decision making, not just core classes Improve balancing of classes

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?
	• Good communication/relationships between teachers and curriculum coordinators • Edugence data to look at student history offer variety of options for tutoring/interventions collaboration in decision making	(STAAR) across curricular areas • Electives aren't able to team or plan together like core subject areas	Better coordination of interventions among disciplines
Technology	• Staff Pages are complete • Staff open to using technology • Implementing GoGuardian! • Student/staff/admin are respecting technology rules • Teachers are consistent and have admin support	• More copyright training (teachers and students) • COPPA age restrictions and legality • Small training sessions for teachers regularly	Training on innovative technology Time to engage with new technology

Critical Action #1

Problem Statement	The overall percentage of economically disadvantaged students at Schimelpfenig Middle School has grown 5% over the last 5 years (12%-17%). Our economically disadvantaged students performed well above the district averages for students who are also economically disadvantaged in the Approaches (+17%), Meets (+21%) and Masters (+16%) categories. On our campus specifically, they perform well below their non-economically disadvantaged peers in the Approaches (-12%), Meets (-22%) and Masters (-21%) categories.
Root Cause and Strategy	We will provide professional development and district support opportunities for teachers to learn how to utilize data to help students grow based on their needs.
Goal	Increase academic achievement and growth measures for economically disadvantaged students.
Project Lead	Administration, Campus Department and Team Leaders, Classroom Teachers and Counselor, Interventionist Supports (ESL, CMIT/504 & SPED)
Staff, Title I Staff	All Staff
Materials and Resources	TEKS, PISD Curriculum, Edugence, Social Emotional Learning Supports, Intervention Programs (NJHS Tutorials, Content Pull Out Intervention Programs)

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. Provide Edugence training for all staff so that they are able to better use data to implement the best teaching practices for all students.				In the fall semester, provide all staff training on Edugence and the direct classroom implications for influence on instructional practices.	Completed training. Team/Department Meeting notes focused on student groups and Edugence analysis. Intervention notes for students from teams/grade level/departments.	Growth in students academically and teachers using targeted instructional strategies based on Edugence data and analysis.	On Track to Make Progress Provided full staff Edugence Training during the Fall semester.	On Track to Make Progress Teams and departments revisited, as needed, specialized interventions on meeting agendas that are being used with targeted students.	On Track to Make Progress Teams and departments have provided evidence via our PLC Google Drive of student progress monitoring. Teachers/departments utilized various "Pull Out days" to reflect on data and create intervention lessons that were used in grade level/content tutorials and specialized	

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 #)
									tutorials (SSI). Departments also looked at the MAP/STAAR data to assess student growth as it related to entering the next level of mastery.

Evidence/Supports Instructional Supports were provided based on entry to grade level data and ongoing informal and formal data collected throughout the year.

During the Spring semester targeted instruction based on informal/formal and STAAR was given. | |
| 2. Explore additional busing options and provide flexible tutorial options that allow at-risk students an opportunity to participate in targeted intervention instruction focused on their individual learning targets and needs. | | | | Monthly department meetings and biweekly team meetings. | Meeting agendas noting the discussion of tutorial options being provided and intervention programs that function before, during, and after school to meet student needs.

E-News, departmental/teacher communication to parents noting tutorial offerings. | Students participate in tutorials and varied offering times. | Some Progress Teachers provided tutorial schedules that allow for two different times a student can attend (One AM/One PM). Teachers also partner with their grade level colleagues to support any grade level student in a tutorial (doesn't have to be their teacher of record). | Some Progress We still need to brainstorm ways to meet students' tutorials needs during the school day if they cannot attend a before or after school tutorial.

We do sometimes utilize peer-to-peer tutoring and teacher guided specialized | No Progress We did not act upon seeking busing for after school tutorials. Departments did communicate with families about specialized tutorials. Intense remediation took place during the school day and after school. We utilized before/after | |

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 #)
							tutorials during the school day for struggling students; (Ex: Math Academy, Target Reading Intervention Pull-Outs). However, we need to continue to develop a daily campus platform for tutorials that can be consistently offered within each school day. District busing options still need to be researched.		school tutorials, Friday NJHS tutorials, Science Club, History Club, Science Club and SSI (Math/English) during the school day as interventions. Exploring the need and district support options still needs to be fully researched. Targeted instruction was provided in all core classes via daily curriculum and pull out interventions as noted below for at-risk/special populations:	
3. Increase community partnerships and student mentoring campus programming to support the academic and social emotional growth of at risk students.				Monthly leadership, administrative and counselor meetings that allow for the exploration of resources for community and campus mentoring options.	Meeting agendas and resources document noting resources to be explored that meet our campus needs. A list of mentorship offerings. Communication to community members seeking assistance.	Student/Families participating in the offered mentoring opportunities that support growth in the academic and social emotional support of students.	Some Progress Reached out to Toyota to seek of a campus partnership could take place to start in the spring semester. Meet with leadership team to make sure we have a plan of action for supporting Social Emotional Learning on our	On Track to Make Progress The administration team is still in communication with Toyota too see if a male partnership program can take place this year. Spring implementation occurred to integrate Second Step programming for the Spring	Some Progress We finalized our planning with Toyota to continue planning for the Fall 2019/2020 school year mentoring for a special population of at risk students. As of February, Toyota was still working with their team/departments to see what specific supports	

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 #)
							campus. Preview second step.	semester campus-wide through our Panther Power Hour Schedule. Dates:1/9,2/13,2/27,3/20,4/17 and 4/30. Surveyed the staff for feedback regarding the first session. We will also survey the staff at the end of the year to plan for the coming year for SEL.	they could provide, as well as, complete the PISD protocol for background checks. In concluding our SEL in April, the following was noted as the plan of action for the 2019-2020 school year: 1) will occur every two weeks 2) T/Thurs (AM Sessions)	
4. Seek out district and community programs and technology resources that will help to increase family and student access to educational supports.				Monthly leadership, administrative and counselor meetings that are ongoing that focus on seeking out and sharing information that supports access to district, community and technology resources.	Meetings Agendas List of finalized district resources available to families/student. List of district/community technology resources available to students and family. Social media/E-News communication notifying parents of district, community resources and technology resources.	Increase and utilization by students and families of resources shared to benefit their students.	Some Progress Posted a direct link on our campus website noted as "PISD Education Resources". Share district information in E-News. Our campus technology assistant and the counseling department communicate continually to identify students/families in need of technology supports.	Some Progress Posted a direct link on our campus website noted as "PISD Education Resources". Share district information in E-News. Administration is more intentional about forwarding district information to the E-News/Social Media/PTA social media coordinators. We share district programming supports. However, we need to continue to seek out the community programming that	Some Progress We continued with our utilization of the following noted as "PISD Education Resources": ENews, forwarding district info, utilizing social media platforms. During the spring we did increase our utilization of the school call system to provide reminders. We did not seek out community partnerships in relationship to specific campus needs.	

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 #)
								exists to connect with the our campus needs.		
5. Provide district supports and PDH that supports growth for teachers in regards to differentiation, targeted intervention and teaching strategies.				Fall semester training for staff on how to use Edugence and PDH that assists staff with working with ADHD, Autism, and low SES students.	Team/department meetings notes.

Documentation of the completed staff outcomes.

Survey of staff for feedback about future needs and instructional supports gained after the training. | Staff is equipped to utilize data and make day to day instructional decisions that will support student growth for specialized populations and diverse learners. | On Track to Make Progress
Provided Edugence training in the Fall Semester. | On Track to Make Progress
Ongoing targeted grade level and department meetings are taking place utilizing Edugence data. Grade level departments and partner teachers are revisiting/creating lessons plans and classroom interventions based on student needs. | Some Progress Departments/Grade Levels did improve their understanding and utilization of informal/formal data. Using the informal/formal observation teachers did within their departments design lessons for intervention. We need to improve cross curricular support intervention.

We as a campus, need to work on intentionally seeking feedback regarding instructional needs based on teacher feedback and then provide PDH centered around those needs. partnering with district supports. Then we could plan for mini sessions of during the school year PDH that is relevant for the needs.

The ETSI Technology/SEL | |

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 #)
									3.0 was successful. Teachers did give feedback of what was gained and would they would like to see improved upon for future PDH. Teachers noted that they gained valuable information that they could use in relation to: Google Doc/Drive Utilization Supports, Innovative Technology, SEL behavior strategies, Positive Behavior Supports, Lead4ward Assessment development supports. 92% of staff stated the session was valuable and timely. https://docs.google.com/spreadsheets/d/1ZgEpVV-6gJRlx-PhkgDg2R6Hklug4IqW_MJtbNE6pH8/edit?usp=sharing	
6. Provide varied communication that meets the needs of our diverse population and engage with our community families to build relationships that				Provide activities throughout the year that supports relationship building between our campus,	Communication to seek our partnerships. List of activities completed throughout that	Increase in activities that supported campus and family partnerships.	Some Progress Utilize translation and district supports to help us communicating with various families. Through	Some Progress Began brainstorming some possible family/community activities we can host. (ex: Fun	Some Progress We did complete our Family Night Color Run on April 26, 2019.This event raised $3300 for 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 #)
support the needs of our student/family populations.				community and families.	year that demonstrate partnerships.		our school website parents have the ability to select a language of choice to assess needed campus information. All social media links are provided there.	Run/Color Run, Family Health & Wellness Night in Conjunction w/Open House to increase attendance). Created a QR Survey that parents can use to provide their input about how their students needs are being meet through our safety measures, campus culture and programming. Parents can access the QR survey from the front desk or through social media platforms (School website, twitter, PTA website, E-News)..	Participants included 108 registrants (16 were teachers/staff). Our Family Health & Wellness Night was held on March 4, 2019. Utilizing vendor supports during the event was beneficial to our families. In the Spring, we sent the QR code out and have included it in our ENews to continue to obtaining more parent feedback. However, feedback continued to be low.	

Critical Action #2

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 all support the need for teacher teams and collaborative groups to effectively address curriculum, assessment, instruction and the achievement of all students by ensuring that PLC process is implemented consistently using the districts' PLC protocols with fidelity.
Goal	Utilize with fidelity, the Collaborative Team and PLC process to increase student achievement and instruction in all classes.
Project Lead	Campus Administrators
Staff, Title I Staff	All staff
Materials and Resources	PLC/Collaborative Team Training, TEKS, PISD Curriculum, Strengths Finders Staff Analysis,

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 #)
Train staff on the district PLC and Collaborative Team Process.				Trained staff during PDH week on PLC/Collabortive Team process. Ongoing monitoring of team and departmental meetings to assess the committment to the PLC/Collaborative Team Model.	Completion of training. Survey feedback about the knowledge gained by staff about PLC's and Collaborative Team Planning. Master schedule of planned Collaborative Team Planning. Department/Team meeting agenda notes.	Staff engages in Collaborative Team planning that results in focused collaboration that benefits and supports student growth and expertise in instructional practices.	On Track to Make Progress Completed Fall PDH full day training using district supports to train staff on PLC's and our campus PLCS for 2018-2019. Sent staff survey for feedback regarding PLC/ Campus PDH training. (https://docs.google.com/forms/d/e/1FAIpQLSdANssC-quP6IgdKD1AqAXKNGgB_FuHg4TFQAoA3R1ffE-pwQ/viewform?usp=sf_link)	On Track to Make Progress Continue to attend monthly meetings to monitor PLC progress and make sure the PLC campus agendas are utilized effectively. (PLC Google Drive docs).	Some Progress Through our end of the year survey it was noted that we need to continue to build on what we started. However, we need to look more intentionally at focused study across departments/grade levels to improve student interventions/curriculum supports being provided. PLC improvement is need in holding everyone on the PLC proactively accountable in	

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 #)
									coming with instructional/student management feedback to share with the group. This needs to be become a ingrained expectation in the PLC's.	
Seek ongoing feedback from staff and/or leadership team at least twice during the year, to assess the fidelity of the PLC/Collaboration teams.				3 times during the year get staff feedback.	Surveys Meeting agendas and notes.	Staff will remain committed to the PLC/Collaboration Team planning all year.	On Track to Make Progress Solicited feedback from the leadership team regarding progress of current PLC's during leadership meetings.	On Track to Make Progress Solicited end of semester feedback from the leadership team and team leaders specifically through a survey and meeting on the progress of PLC's. Discussed with leadership at the end of the semester about 2019-2020 PLC options/preferences. (https://docs.google.com/forms/d/e/1FAIpQLSdxxJh1loMJhtiyJexZce-_C6gRTxRHWv2elvd3H1rpRMaVSw/viewform?usp=sf_link)	On Track to Make Progress The leadership team completed two PLC reflection surveys (a mid year/End of Year). to provide feedback. This feedback will be utilized to improve the PLC process for next year. https://docs.google.com/spreadsheets/d/1Nhm7RC9zNvD-AgHyJVOxiVzr0CxrXf7HqWOeShXL_n4/edit?usp=sharing Strengths noted: 1) Student centered Dialogue occured. 2) Problem solving took place for academic/social emotional supports 3) Using Data and reflecting on teacher practices	

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 #)
									improve and design student interventions. 4) The normed agenda helped to hold PLC's accountable to a set of standards for curriculum/student initiative work. Needs noted: 1) More global teacher input across departments/grade. levels to obtain more ideas 2) Connect school goals with team goals. 3) Consistent, meaningful and relevant dialogue connected to teacher practices/student growth 4) Improve curriculum to meet the needs of special population students 5) More direct modeling/training from admin on PLC's for Schimelpfenig	
Have all staff complete the Strengths Finder online				Have all staff complete the	Documentation of the Strengths	Staff will collaborate	On Track to Make Progress	On Track to Make Progress	Some Progress	

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 #)
assessment to help identify their 5 Strengths in support of Collaborative Teams.				Strengths Finder by Fall semester and show knowledge of their Strengths in order to build team comradery.	Finder results for all staff. Staff postings of their posted strengths. Team Agenda notes showing active collaboration on campus and student needs.	effectively using their Strengths to support their team/department colleagues in helping to support our students academically and emotionally.	Made sure all new staff were able to complete and access the Strengths Finder Survey.	All staff completed surveys and posted their 5 Strengths outside of their rooms to model to students the power of knowing your Strengths.	All teachers completed the Strengths Finder this school year. However, we did not intentionally forster dialogue in utilizing teams/grade level strengths to support collaborative teams (PLC) throughout the year..	

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	Fall 2018	Selected the campus nurse and athletic directors as leaders of the Campus Wellness Team.	The Campus Wellness Team Captain was our nurse Dawn Daley. She was the person to oversee the planned activities and communication.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	All Year	Lisa Heise committed to	Lisa Heise served for the calendar 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	All Year	Monitor PE and Health classes to assess curriculum integration.	The PE/Athletic department planned for physical activities and made considerations each day of utilization of the interior/exterio

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
						r building options.
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	All Year	Completed in Fall semester by school nurse. The bulletin board was located outside of the nurses offices for easy assess to parents, students and staff.	The campus nurse has spotlighted a number of appropriate adolescent themes this year on the bulletin board. Some of the themes were as follows: September was childhood obesity awareness month, October was bullying awareness month, Red ribbon week (the end of October) November was Diabetes Awareness, December was cold and flu prevention month (healthy holidays),

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	**Long Term**
						January was healthy habits, February was heart health month, March was brain injury awareness, April was Autism awareness and may is mental health awareness.
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	Spring 2018	Hosted two Parent and Principal Coffees in the Fall focused (Welcome Back to School Coffee & Campus Safety,Traffic and Nurse Coffee). Obtained parent feedback at the final coffee of the semester (https://docs.google.com/forms	We accomplished all of our goals and used a balanced approach of planning activities for Health and Wellness for Families. During the Spring Open House our High School Health Class students completed a CPR demonstration.

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	**Long Term**
					/d/e/1FAIpQLSet7VlgMSp0-_LJLro0cSP8HS-sx2tEfNCrH5c4V25b-hTlzw/viewform?usp=sf_link). Hosted in September for the campus and district Cyber Safety with Katie Greer as the guest speaker. Complete planning for the health fair and select a date in February to host the fair. Began planning for staff "Biggest Loser" wellness initiative. Our Spring Open House was the opportunity we used to cover	Information booths were as follows: local dentist, a booth from an orthodontist, a bounce/trampoline facility and a low income family medical facility, and uninsured/underinsured health coverage through the CHIPS program.

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	**Long Term**
					Health and Family Wellness.	

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	All Year	Completed in Fall through PE classes.	Data collected via Fitnessgram and coaches determined which students required more cardiovascular exercise.
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	All Year	Completed in Fall through PE classes.	Data was entered and fitness report cards were distributed in the Spring to all 7th grade students through their PE class.

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	All year	Monitored by administration through observations in PE classes.	Monitored by administration through observations in PE classes.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	All year	Completed by PE coaches during the Fall semester.	Completed throughout the school year when activities permitted.
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	All Year	Monitored by administration through observations in PE classes.	Monitored by administration through observations in PE classes.

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	All Year	Monitored by attendance clerk, grade level principals and grade level counselors. Required interventions utilized as needed on a	Each grade level administrator addressed students biweekly regarding attendance concerns. We utilized NJHS tutorials,

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	**Long Term**
					student to student basis using the district truancy protocol.	Mandatory teacher tutorials, Friday Night Live and academic lunch support to get students caught up academically. Interventions utilized were on an as needed student to student basis using the district truancy protocol.

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	Before start of school	August 8-9, 2018 completed using district training platforms facilitated by our counseling department.	Ongoing throughout the year intervening occurred via small group grade level discussions with teachers, counselors and administrators and community resources as needed. Parent/student contact was made via phone, email, conferences and a plan of action was outlined with follow-up timelines.
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	Before start of school	August 8-9, 2018 completed using district training platforms facilitated by our	Ongoing throughout the year intervening occurred via small group grade level

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				counseling department.	discussions with teachers, counselors and administrators and community resources as needed. Parent/student contact was made via phone, email, conferences and a plan of action was outlined with follow-up timelines.
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Before start of school	August 8-9, 2018 completed using district training platforms.	Ongoing throughout the year intervening occurred via small group grade level discussions with teachers, counselors and administrators and community resources as needed. Parent/student contact was made via phone, email, conferences and

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
					a plan of action was outlined with follow-up timelines. As needed, the Code of Conduct and Campus expectations was utilized and referenced with meeting with staff, students and parents.

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	Before start of school	August 8-9, 2018 completed	The counseling department facilitated these trainings per the district protocol this school year.
Review referral process.	Principal or designee	Campus referral plan	Before start of school	August 8-9, 2018 completed	Reviewed as needed by the campus administrative team.

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	Before start of school	August 8-9, 2018 completed	Reviewed as needed by the campus administrative team/grade level administrator.
Implement campus referral plan.	Principal or designee	Campus Referral Plan	Before start of school	August 8-9, 2018 completed	Reviewed as needed by the campus administrative team/grade level administrator.
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Before start of school	August 8-9, 2018 completed	Reviewed as needed by the campus administrative team/grade level administrator.

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	Start of School through grade level classes	August 13-18, 2018 completed	Monitored throughout the school year through small group and/or grade level discussions.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
Monitor high risk areas.	All staff	Schedule (if necessary)	Throughout the school year bu grade level teams, counselors and administration.	Ongoing throughout the year	Monitored and addressed throughout the year by grade level teams, counselors and administration.

STUDENT EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
Explain referral process/contacts.	All teachers	Referral Plan	Before the start of school	August 8-9, 2018 completed	Grade level administration and counselors supported grade level teams with student needs.

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
Apply classroom interventions.	All teachers	Team Leader, Department Chairs, Grade Level Administrators, District Curriculum/Support Coordinators, Special Population Leaders SPED & CMIT/504	All Year	Each 3 week and 9 week grading period	Our focus this year was inclusive of Positive Behavior Supports and Social Emotional Learning strategies to meet the needs of students and

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
					families. Monitored and interventions occurred with support staff, grade level teams, counselors and administrators.
Employ discipline interventions.	Designated staff	Team Leader, Department Chairs, Grade Level Administrators, District Curriculum/Support Coordinators, Special Population Leaders SPED & CMIT/504	All Year	Each 3 week and 9 week grading period	Our focus this year was inclusive of Positive Behavior Supports and Social Emotional Learning strategies to meet the needs of students and families. Monitored and interventions occurred with support staff, grade level teams, counselors and administrators.
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Team Leader, Department Chairs, Grade Level Administrators, District Curriculum/Support	All Year	Each 3 week and 9 week grading period	Monitored and interventions occurred with support staff, grade level

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
		Coordinators, Special Population Leaders SPED & CMIT/504			teams, counselors and administrators. When needed we utilized community supports to help families.
Conference with parents/students.	Teachers or other staff	Team Leader, Department Chairs, Grade Level Administrators,Special Population Leaders SPED & CMIT/504	All Year	Each 3 week and 9 week grading period	Monitored and interventions occurred with support staff, grade level teams, counselors and administrators.

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/Counseling Department	Administration and Counseling	August 2018 and as needed	June 2018-August 2018 completed and at the time of late enrollment	
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,Counseling, CTA	Administration and Counseling	August 2018 and as needed	Ongoing and managed through counseling and our campus technology assistant.	
Upgrade and maintain the campus website for easy access and increased communication with the community. **Funding source: State and Local**	Principals/Caitlin Cotter	Administration and Counseling	Initiate update in August 2018 and weekly as needed.	Completed as needed by our social media campus support teacher.	
Communicate information through eNews and through hard copies when internet access Is not available. **Funding source: State and Local**	Principals/Kendal Garner	Administration and Counseling	Weekly E-News	Completed weekly/as needed based on information needing to be shared with our parent/student community.	

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**	Principals/Cailtin Cotter	Administration and Counseling	Weekly - monthly; as needed	Completed as needed by our social media campus support teacher.	
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. **Funding source: State and Local**	Principal/Lisa Heise	Administration and Counseling	Monthly PTA Meetings & PTA News Emails	Completed monthly to make sure needed information is shared at the PTA meeting during the Principal's report portion on the PTA agenda.	
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc…). **Funding source: State and Local**	Principal & PTA	Administration and Counseling	Various programs and dates throughout	Utilize the PTA website to share district and campus parent support meetings.	

Transition

The campus will assist students in making a successful transition between middle school to high school (grades 9 and 10).

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Middle school counselors deliver guidance lessons that support and promote the learning process. **Title I Components: 7 Funding source: State and Local**	Marilee Solomon Lead Counselor	Counseling	2018-2019 Academic School Year	Complete Fall Guidance Lessons per the counselors calendar.	Monitored individual student needs and outlined supports using district resources.
Campus implements programs dealing with teasing, criticism, bullying, and anger control help students deal with peer pressure and learn to make wise decisions. **Title I Components: 7 Funding source: State and Local**	Principals & Counseling Department	Principals & Counselors	Staff Training Beginning of Fall & Spring Semesters	Completed during the Fall Semester and as needed individually with students based on campus needs. We also utilized a Grit Brochure to provide to students/parents as they work to improve student capacity.	Monitored individual student needs and outlined supports using district resources. Counselors and administration worked to mediate situations in partnership with students/families.
Academic Conferences - Counselors meet with parents and students to discuss academic progress and assist in developing individual 4-year plans for high school. **Title I Components: 7 Funding Sources: State and Local**	Principals, Counselors, Team Leaders/Department Chairs, Teachers of Record	Principals, Counselors, Team Leaders/Department Chairs, Teachers of Record	February/March 2019	Utilize district guidelines/materials to plan academic conferences to begin January 28th-Feb 11, 2019.	Completed by the counseling department in the Spring semester with each 8th grade family.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Parent programs are held to explain high school courses and scheduling to parents. **Title I Components: 7** **Funding Sources: State and Local**	Counselors	Counseling Department	December 2018	Completed in the spring Jan-Feb during academic conferences. Utilized social media outlets to share information/meeting dates (Ex: 8th Grade Cougar Call High School Planning (Jan), 6/7th Grade Parent Night (Feb.).	Completed by the counseling department in the Spring semester with each 8th grade family.

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	Principals, Team Leaders, Department Chairs	Fall-Spring 2019	Administrative team assessed the needs of the campus and decided that the focus for professional development on PLC's and Edugence-data analysis, student growth and curriculum refinement based on targeted areas. Fall training took place with the help of district coordinators.

This focus continues as ongoing dialogue in team meetings, department meetings and partner teacher | As a campus we sought out twice this year feedback regarding PLC's. Staff expressed growth in committing to collaborative planning and goals. We will continue to provide targeted professional to help our PLC's continue to grow in making sure that PLC's are supporting growth in professional practices.

Survey 1: https://docs.google.com/spreadsheets/d/1Y15-daiE4kOKkyZ7- |

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
				grade level planning.	fXFCooVU7xY21v wZnL3OmWjRJI/e dit?usp=sharing Survey 2: https://docs.goog le.com/spreadshe ets/d/1Nhm7RC9 zNvD-AgHyJVOxiVzr0Cx rXf7HqWOeShXL_ n4/edit?usp=shar ing