



Plano Independent School District Campus Improvement Plan

Renner Middle School

5701 West Parker 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

The mission of Renner Middle School, a shared responsibility of home, school, and community, is to provide an education which nurtures, inspires, and challenges students in their uniqueness, preparing them to be contributing members of society.

Campus Information

Administration Team

Principal, Jill Engelking

Assistant Principal, Barbara Pitt

Assistant Principal, Travis Ragsdale

About Us

Renner is named after the old Renner community, whose school was established in the year 1892 and later moved to Dallas' Old City Park.

Renner Middle School opened in 1990 in the former Shepton High School building. In the fall of 1988, it re-opened in a new building off Parker Road; the Shepton building was remodeled and converted back into a high school.

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 –

Meeting 2: Progress monitoring and review of strategic plan -

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals -

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
Daniel Anaya	Faculty Member	2018	X	X	X
Cindy Segler	Faculty Member	2012	X	X	X
Laura Walters	Faculty Member	2016		X	X
Chris Koons	Faculty Member	2018			X
Kevin Kelln	Faculty Member	2014			
Carlene Sanger	Faculty Member, Special Ed	2015	X	X	X
Jill Engelking	Principal	2017	X	X	X
Clint Poole	District Professional	2018	X	X	
Tuan Pham	Campus Professional, Non-teaching	2017	X	X	X
Rhonda Snyder	Support Staff Member	2017	X	X	X
Brandi Stevens	Parent-Selected by PTA	2018			
Stella Heidman	Parent-Selected by Principal	2017	X		X
Monica Heredia Aranza	Parent	2018	X		X
Brady Field	Business Representative	2016			
Barbara Pitt	Campus Professional, Non-teaching	2017	X	X	X
Travis Ragsdale	Campus Professional, Non-teaching	2018	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	\$71,221.02	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	Diverse campus and teachers embrace the multicultural environment.	Bridge the gap for all sub-populations and more support for those sub-populations.	Lowering the number of students in class and increase staff mentoring.
Student Achievement	Economically disadvantaged students showed growth across the board on STAAR. 7th grade Writing 0% ELL students passed in 2016, while 50% passed in 2017. Late bus and PM tutorials are targeted toward our E.D. students.	Identifying student needs for placement, Rtl intervention process improvement, and a drop in 8th grade Social Studies STAAR by 8% overall with all sub-populations going down from the previous year.	Staff retention and class sizes, student behavior, targeting specific sub-populations.
School Culture and Climate	General safety and well being, sense of belonging, having a "go to" person/relationship with other staff members, and SEL/restorative practices started.	Clarified communication of unified direction, more SEL/RP training, clear discipline/structured expectations, and include follow-up comments/action steps for disciplinary issues.	SEL/restorative practices training, communication of principal vision, and follow-through on student discipline.
Staff Quality/ Professional Development	Renner hires qualified professionals, mentoring program on campus, new teacher training through PISD, and feeling welcome by those teachers around in the building.	Retention of teachers through competitive salaries and class sizes.	Continued administrative support of teachers, core team/department support, and continuing to hire quality staff.
Curriculum, Instruction, Assessment	Curriculum is explicitly aligned with TEKS. Curriculum is project-based, collaborative, and incorporates technology.	Need resources for intervention practices, smaller class sizes comparable to PISD/State, financial resources, proper student placement,	Funding to be used for interventions and staff to reduce class sizes.

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?
		and district/teacher communication and collaboration regarding curriculum.	
Family and Community Involvement	Strong and active PTA, lots of events for families, apartment outreach, shoe drive, food drives, Angel tree, communication to families, late bus, and eNews.	Apartment outreach, scholarship/sponsoring kids for social events, languages of communication, and different methods of communications. Teacher need to know resources available for students and the campus calendar should be in one place for rapid dissemination of information.	Go to families in apartments and host events, scholarships/sponsoring events for students, and communication consolidation.
School Context and Organization	Opportunities for all stakeholders to share concerns, strong parent/community involvement, strong curriculum support, and positive perception from the community.	Stakeholder involvement in solution seeking, teacher involvement in use of data, targeted interventions for struggling students, and campus wide tutorial expectations.	Use of data and communication from campus administration.
Technology	New cell phone policy, additional classroom sets of Chrome books, Go Guardian, our CTA, tech savvy students, screencasts, paperless IEP's, 504, and CMIT documentation, and admin "Reminds" from principal.	Use the copy center, improve WiFi, basic computer training for teachers, Renner tech share, move more towards paperless, closed circuit video, and connecting Chrome books to the printers.	Phones off in classrooms, Chrome book training for students, blocking games on computers, digital citizenship training for students, consistency with new cell phone policy.

Critical Action #1

Problem Statement	The collaborative teams are operating at varying levels of autonomy compared to the collaborative teams that transform PLC process.
Root Cause and Strategy	We will clearly define PLC and collaborative teams and set expectations regarding processes.
Goal	Increase student achievement by implementing the PLC process and attain success with HRS Critical Commitment Level 1.
Project Lead	All Campus Department Chairs, All Administrators
Staff, Title I Staff	Core Teachers, Academic Specialist, Special Education Team
Materials and Resources	PISD Curriculum, Training on HRS, 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 #)
Train staff on HRS, PLCs, Collaborative Teams, and levels of operation.				Training Completed on August 2	Sign In Sheet	Increase teacher understanding of HRS and PLC process	On Track to Make Progress All staff were trained prior to the start of the school year.	On Track to Make Progress Upcoming ESL training will support collaborative team planning to improve student achievement.	On Track to Make Progress Continuing training in the next school year to add the next level of HRS.	
Provide Edugence training so that teachers can effectively use data to drive their planning in their collaborative teams.				Training Completed on August 24	Sign In Sheet	Increase the use of data to drive planning and instruction	Significant Progress A member of the district assessment team trained teachers during their planning period on where to find and how to read data in Edugence.	Significant Progress Staff participated in a training session on January 7th for an in-depth focus on MAP data with a member of the district assessment team.	Significant Progress Teachers are using data during their planning once a week.	
Collaborative teams meet every Tuesday to review data and every Thursday to plan together.				Collaborative Team Meetings Twice Each Week	Agendas, Teacher Notes From Planning Sessions	Improve student academic performance	On Track to Make Progress Staff are meeting twice a week and are making progress.	On Track to Make Progress Staff are meeting twice a week and are making progress.	On Track to Make Progress Staff are meeting twice a week and are making progress.	

Critical Action #2

Problem Statement	Overall, there has been a decrease in the percentage of students performing at the Meets and the Masters grade level standard for the campus. The current gaps between the campus and district are: Campus 8th Grade STAAR Social Studies Meets standards (42%) and Masters standards (22%). District 8th Grade STAAR Social Studies Meets standards (68%) and Masters standards (46%).
Root Cause and Strategy	We will provide structure and systems to ensure that teachers are effectively planning and instructing, analyzing and utilizing data, and providing targeted student interventions.
Goal	Increase student academic growth to decrease the gap between the campus and district to meet the district average performance for all students at the meets and masters level (8th grade social studies).
Project Lead	All Campus Department Chairs, All Administrators
Staff, Title I Staff	Core Teachers, Academic Specialist, Special Education Team, ESL Team
Materials and Resources	PISD Curriculum, Edugence, STAAR and MAP data

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 #)
Provide Edugence training so that teachers can effectively use data to drive their planning in their collaborative teams.				Training Completed on August 24	Sign In Sheet	Increase the use of data to drive planning and instruction	On Track to Make Progress A member of the district assessment team trained teachers during their planning period on where to find and how to read data in Edugence.	On Track to Make Progress Staff participated in a training session on January 7th for an in-depth focus on MAP data with a member of the district assessment team.	On Track to Make Progress Training of HRS level 2 will begin at the start of next school year.	
Collaborative teams meet every Tuesday and every Thursday to study student data and to plan together.				Collaborative Team Meetings Twice Each Week	Agendas, Teacher Notes From Planning Sessions	Improve student academic performance	On Track to Make Progress Staff are meeting twice a week and are making progress.	On Track to Make Progress Staff are meeting twice a week and are making progress.	On Track to Make Progress Staff are meeting twice a week and are making progress.	
Implement targeted student interventions based on the				Weekly Targeted Tutorials,	Student Sign-Ins at Tutorial Sessions,	Decrease in achievement gaps	Some Progress	Some Progress	Some Progress	

Renner Middle School – 2018-2019 Campus Improvement Plan

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 #)
analysis of previous STAAR data in conjunction with current student data.				Collaborative Team Meetings Twice Each Week	Meeting Agendas, Teacher Notes From Planning Sessions		Teachers used planning time on Tuesdays to look at student data.	US History teachers are using STAAR released questions during enrichment and as warm-ups during their classes.	Targeted instruction was done during tutorials by ELA teachers for STAAR preparation.	

Critical Action #3

Problem Statement	Overall, there has been a decrease in the percentage of economically disadvantaged students performing at the Approaches grade level standard for the campus. The current gaps between the campus and district are: Campus 6th - 8th grade STAAR Reading (6th 57%, 7th 60%, 8th 69%) and STAAR Math (6th 53%, 7th 60%, 8th 72%) District 6th - 8th grade STAAR Reading (6th 58%, 7th 68%, 8th 76%) AND STAAR Math (6th 70%, 7th 71%, 8th 78%)
Root Cause and Strategy	We will provide structure and systems to ensure that teachers are effectively planning and instructing, analyzing and utilizing data, and providing targeted student interventions.
Goal	Increase student academic growth to decrease the gap between the campus and district to meet the district average performance for economically disadvantaged students at the approaches level.
Project Lead	All Campus Department Chairs, All Administrators
Staff, Title I Staff	Core Teachers, Academic Specialist, Special Education Team, ESL Team
Materials and Resources	PISD Curriculum, Edugence, STAAR and MAP data

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 #)
Provide Edugence training so that teachers can effectively use data to drive their planning in their collaborative teams.				Training Completed on August 24	Sign In Sheet	Increase the use of data to drive planning and instruction	On Track to Make Progress A member of the district assessment team trained teachers during their planning period on where to find and how to read data in Edugence.	On Track to Make Progress Staff participated in a training session on January 7th for an in-depth focus on MAP data with a member of the district assessment team.	On Track to Make Progress Training in HRS level 2 will be given at the start of the next school year.	
Collaborative teams meet every Tuesday and every Thursday to study student data and to plan together.				Collaborative Team Meetings Twice Each Week	Agendas, Teacher Notes From Planning Sessions	Improve student academic performance	On Track to Make Progress Staff are meeting twice a week and are making progress.	On Track to Make Progress In looking at student data, teachers are focused on the growth shown in MAP.	On Track to Make Progress Staff are meeting twice a week and are making progress.	

Renner Middle School – 2018-2019 Campus Improvement Plan

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 #)
Implement targeted student interventions based on the analysis of previous STAAR data in conjunction with current student data.				Weekly Targeted Tutorials, Collaborative Team Meetings Twice Each Week	Student Sign-Ins at Tutorial Sessions, Meeting Agendas, Teacher Notes From Planning Sessions	Decrease in achievement gaps	On Track to Make Progress	On Track to Make Progress Based on MAP growth, teachers implement targeted interventions during enrichment and tutorials.	On Track to Make Progress During tutorials, ELA teachers provided targeted instruction in preparation for STAAR.	

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	Twice per semester	Team established, meetings set, and goals to be determined	Team met during the 2nd semester to review goals.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	August 2018	Brandi Stevens-parent team member	Brandi Stevens-parent team member
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	Monthly department meetings	Team meeting notes for PE/Health	Team meeting notes for PE/Health
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	Once per semester	Information posted inside the gym and hallways	Information posted inside the gym and hallways
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	As the need arises	Create calendar of events to communicate	Parents were kept informed through eNews, campus newsletter, marquee and webpage.

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	Once per semester	November 2018	April 2019
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	Once per nine weeks	Review status at the end of the 1st 9 weeks	Complete final review at the end of the 3rd 9 weeks

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	Once a semester	Create the master schedule and review class counts/lists	Coaches kept students active during all class periods.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Once every nine weeks	Collect data during PE classes	Data collected by coaches.
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	Monthly department meetings	Team meeting notes for PE/Health	Coaches kept students active during all class periods.

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	Every two weeks	Review attendance reports and follow up as needed	New staff in the attendance position and new plan in place to better monitor attendance of students.

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	Within the first three weeks of school	Meeting notes from staff survey and CNA.	Review of discipline data to see if any areas are high risk throughout the year.
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	Daily monitoring	Duty Schedule for 2018-2019	Duty Schedule for 2018-2019
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Monthly staff meetings	Principal review of handbook during beginning of the year staff meetings.	Reminders of expectations during staff meetings.

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	As the need arises	Reports from Safe Schools to determine staff compliance.	Reports from Safe Schools to determine staff compliance.
Review referral process.	Principal or designee	Campus referral plan	Review every nine weeks	Review all referrals that are	Review all referrals that are

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				logged into the system.	logged into the system.

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	Staff professional development prior to beginning of the school year.	Reduce the number of level 1 infractions from six to four for an office referral.	Reduction in level 1 infractions have been reduced to four and the teacher can then refer to the office.
Implement campus referral plan.	Principal or designee	Campus Referral Plan	As the need arises	Continuation of the Renner Discipline Matrix from 2017-18.	Continuation of the Renner Discipline Matrix.
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Monthly staff meetings	SEL/restorative practices professional development at the beginning of the school year.	SEL team is meeting and determining strategies to begin during the next school year.

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	During the first week of school and as the need arises	Week 1 resources for teachers to communicate	Expectations are repeated as

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				Renner expectations for students.	necessary to the student body.
Monitor high risk areas.	All staff	Schedule (if necessary)	Daily	Duty schedule for 2018-2019	Review of discipline data to see if any areas are high risk 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	During the first week of school and as the need arises	Week 1 resources for teachers to communicate Renner expectations for students.	Teachers use the Google form to refer students to the office.

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	Renner Discipline Matrix and SEL/restorative practices	During collaborative team meetings and grade level team meetings	Review what is working and not working in classrooms.	Make changes for what has not worked in the classroom.
Employ discipline interventions.	Designated staff	Renner Discipline Matrix	As the need arises	Utilize the discipline referral Google	Utilize the discipline referral Google

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				spreadsheet to review discipline interventions.	spreadsheet to review discipline interventions.
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	SEL/restorative practices and grade level Counselors	Monthly counseling meetings and monthly staff meetings	Determine if there are other intervention strategies used during the previous month.	Determine if there are intervention strategies that have/have not worked during the school year.
Conference with parents/students.	Teachers or other staff	Parent/Teacher Conference Day	October 2018 and as the need arises	Google Spreadsheet of grade level parent teachers conferences from the district day in October.	Meet with parents/students as needed or requested.

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	Jill Engelking	PTA: Stella Heidman Brad Allcorn Kelly Newman Tuan Pham	Once per semester	Send out registration through PTA newsletter, PTA website, eNews, and School Messenger	Send out reminders through PTA newsletter, website, eNews, and School Messenger.
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	Counselors	Brad Allcorn Kelly Newman Tuan Pham	Upon registration and reviewed every nine weeks	List of families maintained by counselors	List of families maintained by counselors
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	Campus Technology Assistant	Jonathon Loveday	Weekly	Website updated and reviewed weekly by CTA	Website updated and reviewed weekly by CTA
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Jill Engelking	PTA: Stella Heidman Weekly staff emails	Weekly	Weekly eNews	Weekly eNews
Utilize social media to keep parents and community informed. Funding source: State and Local	Jill Engelking CTA	Jonathon Loveday	Weekly	eNews, Renner Remind, Facebook, and Twitter posts	eNews, Renner Remind, Facebook, and Twitter posts

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	Jill Engelking	PTA: Stella Heidman	Monthly meetings	Meeting notes and calendar updates	Meeting notes and calendar updates
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local	Jill Engelking	PTA: Stella Heidman, Rita Cunningham	Three times per year (Fall, Winter, Spring)	Calendar with programs notated	Calendar with programs notated

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	Counselors	Brad Allcorn Kelly Newman Tuan Pham	One lesson every two months	Schedule of lessons for the year	Calendar of lesson from the year
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	Counselors	Brad Allcorn Kelly Newman Tuan Pham	One program every two months	Schedule of programs for students	Calendar of programs for students from the year
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	Counselors	Brad Allcorn Kelly Newman Tuan Pham	February 2019 for 8th grade students and upon request	Calendar of parent appointments for conferences	Sign-in sheets from the academic conferences
Parent programs are held to explain high school courses and scheduling to parents. Title I Components: 7 Funding Sources: State and Local	Counselors	Brad Allcorn Kelly Newman Tuan Pham	Once per semester and upon request	Schedule of parent meetings	Parent meeting agendas and presentation materials

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	Jill Engelking Barbara Pitt Travis Ragsdale Katie Aycock	Monthly staff meetings, My Learning Plan reports, Creative Corner	Staff sign-ins for professional development	Staff sign-ins for professional development