



**Plano Independent School District
Campus Improvement Plan**

Memorial Elementary School

2200 Laurel Lane

Plano, TX 75074

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

At Memorial Elementary School, we are lifelong learners, adaptive problem-solvers and responsible contributors to society.

Campus Information

Administration Team

Principal, Mary Hardin

Assistant Principal, Fannysteen Mays

About Us

Memorial Elementary School was established in 1967 in remembrance of the Plano ISD students whom have given their lives in service to this country in the Armed Forces. The staff and students honor and respect this code through several patriotic gestures and ceremonies throughout the year.

- Flag Raising Ceremony and Kindergarten Walk
- Patriotic Presentations to our Community Partners
- Recognition of Outstanding Student Citizens
- Flag Lowering Ceremony and Fifth Grade Walk

The former building was torn down in June of 2012 and the current building was established in the same year. The doors were opened to continue our traditions in August of 2012.

Our Mission: At Memorial Elementary School we are lifelong learners, adaptive problem-solvers and responsible contributors to our ever-changing society.

Campus Status

Non-Title I Campus

X Title I School-wide Campus

Site-Based Improvement Committee Meeting Dates

Meeting 1: SBIC approves the improvement plan – 08/28/2018 03:15 pm

Meeting 2: Progress monitoring and review of strategic plan - 01/31/2019 03:15 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/16/2019 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
Mayra Trejo	Faculty Member	2014-2015	X	X	X
Anna Britt	Faculty Member	2017-2018	X	X	X
Jennifer Erp	Faculty Member	2000-2001	X	X	X
Deanna Bane	Faculty Member	2018-2019	X	X	X
Fannysteen Mays	Faculty Member	2016-2017	X	X	X
Allison McCarthy	Faculty Member, Special Ed	2017-2018	X	X	X
Mary Hardin	Principal	2017-2018	X	X	X
Roxanne Burchfiel	District Professional	2017-2018	X		
Lilly Sifonte	Campus Professional, Non-teaching	2018-2019		X	X
Deanna Murray	Support Staff Member	2018-2019	X		X
Roxana Pantoja	Parent-Selected by PTA	2018-2019	X	X	
Leon Bailey Jr.	Parent-Selected by Principal	2018-2019			
Karla Arredondo	Parent	2017-2018	X		
Ann Romagnolo	Parent	2017-2018	X		X
Kelli Thurmond	Parent	2018-2019	X		
Marisol Tapia	Parent	2018-2019			
Linda Welch	Community Member	2017-2018	X	X	X
Sandra Barber	Community Member	2016-2017			
Sophia Isaacs-Claytor	Business Representative	2016-2017	X		
Jessica Weeks-Ramirez	Business Representative	2018-2019	X		
Jeanette Aguirre	District Professional	2017-2018			

Memorial Elementary School – 2018-2019 Campus Improvement Plan

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
M'Cheyl Herrera	District Professional	2018-2019	X		
Joyce Spisak	Faculty Member	2018-2019		X	X
Yajaira Cadet	Faculty Member	2018-2019		X	X
Priscilla Potter	Parent	2018-2019			

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	\$437,727.42	State Compensatory Ed funds allocated for allowable supplemental resources and 7 staff.
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Title I Program Information

Title I - Schoolwide Components

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by state certified qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State’s student academic achievement standards.
5. Strategies to attract state certified high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Title I, Part A Program Funding

Staffing	\$14,529.00	Total Funding for \$297,729.00 Title I Support Teachers (including tutoring, adult temp staff) and for 0 Paraprofessionals.
Professional and Consulting Services	\$0	Campus contracts a consultant to train staff on instructional strategies.
Supplies and Materials	\$0	Instructional supplies (i.e. software) used to enrich student learning, training materials used to support on-going professional learning.
Other Operating	\$5,000.00	Additional Title I Funding used to increase student and campus capacity (i.e. educational student field trip opportunities, registration for staff professional development, student snacks, student enrichment opportunities).
Parental Engagement	\$2,369.00	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)

Comprehensive Needs Assessment Summary

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	<p>Low mobility rate</p> <p>Multi-generation consistency in enrollment</p> <p>Very multicultural</p> <p>Diversity in afterschool programs</p>	<p>Staff Awareness</p> <p>5th grade high teacher/student ratio</p> <p>Transitions may not be smooth for ELLs</p> <p>Resources for various populations</p> <p>Projected needs for Dual Language Programs (upper grades)</p>	<p>Resources for populations</p>
Student Achievement	<p>In Grades 3-5 areas of Math, Reading and Writing, our Economically Disadvantaged students were similar to the district.</p> <p>Our 4th and 5th grade Reading and Map showed some growth from the previous year.</p> <p>In our 4th and 5th grade Reading, our At-Risk population of students increased from the previous year.</p> <p>According to our MAP data, our students showed growth as a group from the previous year.</p> <p>Compared to the previous year, our MAP data indicated a positive campus growth performance.</p>	<p>The percentage of students meeting the Approaches, Meets & Masters Grade Level standard is below the district average in all areas of grades 3-5 Math, Reading, and Writing.</p>	<p>The percentage of students meeting the Approaches, Meets & Masters Grade Level standard is below the district average in all groups.</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
School Culture and Climate	<p>Safe Overall</p> <p>Students like coming to school at Memorial</p> <p>Enjoy class meetings (sense of community)</p> <p>Feel safe at school</p> <p>Culturally relevant family events</p> <p>Students feel respected</p>	<p>Parking lot and bathrooms (don't feel safe)</p> <p>Schoolwide structured expectations</p> <p>High theft and bully rate</p> <p>Students do not take care of school property and materials</p> <p>Unprofessional Staff Behavior</p> <p>Parking lot not lit at night</p> <p>Staff alignment to vision/mission</p> <p>Support for extreme behavior</p> <p>We need a school-wide consistent behavior plan</p>	<p>Schoolwide Behavior Program</p> <p>Schoolwide structured expectations</p>
Staff Quality/ Professional Development	<p>Diversity, Staff with various degrees</p> <p>Job Fairs</p> <p>Helpful amongst each other</p> <p>Teacher Mentor Program</p> <p>Paraprofessionals willing to attend PDH</p> <p>Guided Reading Training</p> <p>Great Curriculum Support</p>	<p>Make sure highly effective staff is being utilized to their maximum.</p> <p>Retention rate low - retention of adults</p> <p>Staff that have positive attitudes</p> <p>Teacher Mentor Program has no Staff input</p> <p>Check-ins with Team development and relationships</p>	<p>Check-ins with Team development and relationships</p> <p>Staff Morale Boosters</p>

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?
Curriculum, Instruction, Assessment	Using data to drive instruction. District alignment of Math assessments. Curriculum is linked to the UBD Lucky to have Fine Arts curriculum Extended Planning Common Assessments Training Usage of Vertical Alignment Books PACE expanding to include non-identified students Staff is very familiar with curriculum	Writing curriculum/scope and sequence Reading assessments aligned to grade level TEKS All grades should use the data - What is the process for monitoring, evaluating and renewing curriculum? Unit studies with TEKS alignment Update UBDs Extended Planning for PreK Clarification for Dual Language Need vertical planing between grade levels Too many moving targets for SpEd instruction/curriculum Social Skills group needed	All grades should use the data - What is the process for monitoring, evaluating and renewing curriculum? Update UBDs
Family and Community Involvement	Parent Liaison does a great job at involving parents and connecting school and parents. Family activities and events Community Donations Dual Language Accessibility	Student Mentors Adult Mentors Involvement/Attendance for Parents Mandatory and general support for student programs	Involvement/Attendance for Parents Workshops for parents (Technology, English Classes, Parenting Your Kids, etc.)

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?
	<p>Language Support</p> <p>Partnership with Medical Center of Plano</p> <p>Partnership with First Baptist Church</p> <p>Police</p>	<p>Need stronger parent partnerships</p> <p>Need a PTA with parent attending</p> <p>Workshops for parents (Technology, English Classes, Parenting Your Kids, etc.)</p> <p>PTA Membership</p> <p>Keep community connections from year to year</p>	
School Context and Organization	<p>Extended Planning</p> <p>Teacher input in individual assessment choices</p> <p>Curriculum Specialist in each grade level and in Planning</p> <p>Elementary Academic Services (EAS) Team adjusted to the needs of our Teams</p> <p>Flexibility in assessing</p> <p>Community loves the school and the teachers love it too!</p> <p>Remind 101 for Staff</p>	<p>Process/Procedures for teacher input</p> <p>Staff calendar of upcoming assessment, meetings, trainings, etc.</p> <p>Need adequate time for planning on our own</p> <p>Voice in decision making</p> <p>Extended planning for ALL teachers</p> <p>Communication among Staff</p> <p>Subs do not want to come because of behavior problems</p> <p>More Support Staff</p>	<p>Voice in decision making</p> <p>More Support Staff</p>
Technology	<p>Chromebooks (1:1 campus)</p> <p>PreK has iPads</p>	<p>Spanish Apps for students</p> <p>ELA Programs for Monolingual</p>	<p>Technology trainings</p>

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?
	<p>Excellent Teacher Programs (i.e. Edugence and Learning Plan Launchpad)</p> <p>Text to Speech for MAP Testing</p> <p>Dreambox, RAZKids, Web Desk and Science A-Z</p> <p>4th Grade (Differentiated Testing Formats)</p> <p>iPads in Art Room</p>	<p>Mandatory Staff Meetings</p> <p>Consistent Technical Support & CTA Presence</p> <p>Technology Lab (Part of Specials Rotation)</p> <p>Poor WiFi</p> <p>Istation</p> <p>iPads have been missing for years on tickets</p>	

Critical Action #1

Problem Statement	The percentage of students meeting the Approaches, Meets & Masters Grade Level standard is below the district average in all groups in the areas of Reading, Math and Writing Grades 3-5.
Root Cause and Strategy	We will address the need for effective planning and implementation of TEKS driven instruction with fidelity.
Goal	In grades 3-5, 75% of students will perform at the Approaches, Meets, and Masters grade level standards on STAAR. In grades K-2, 70% of students will read on grade level.
Project Lead	Campus Administrators, PISD Elementary Content Coordinators and Specialists
Staff, Title I Staff	Grade Level Team Teachers, Title I/Intervention Team, ESL Teachers and Counselors
Materials and Resources	District Curriculum, Edugence (PES Growth Roster, STAAR Roster, MAP Data), Eduphoria, Gradebook

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
<p>A. Collaborative Aligned Planning:</p> <p>Utilize Extended Plannings to deconstruct TEKS and design effective instruction.</p> <p>Model and support implementation of TEKS driven instruction with the collaboration of instructional coaching.</p> <p>Select essential TEKS and develop common formative assessments.</p>				<p>Weekly team planning meetings, bi monthly meetings, monthly PLCs for Vertical Teams, weekly walkthroughs by campus Admin, Elementary Academic Services (EAS) and Multilingual Teams</p>	<p>Weekly team planning minutes, MLP sign in, agendas, lesson plans, presentations and materials, campus feedback form, observation and feedback notes</p> <p>Feedback from Admin Team to grade levels about implementation progress</p>	<p>Increase student achievement and academic growth by monitoring and adjusting instruction.</p>	<p>Significant Progress Reflective Dialogue process is being utilized in grade levels.</p> <p>During Extended Plannings, organizers are being utilized and essential TEKS discussion and selection occurs. Teachers are beginning to develop common formative assessments.</p>	<p>On Track to Make Progress All grade levels continue to use organizers to identify and plan for essential TEKS.</p> <p>Reflective Dialogue process has changed classroom practices in one grade level. Teachers were able to incorporate more ESL learning and vocabulary strategies into their daily instruction.</p>	<p>On Track to Make Progress All grade levels continue to use organizers to identify and plan for essential TEKS.</p> <p>Each grade level has had 5 Extended Planning Sessions for a half day each.</p> <p>Grade Level Teams continue to develop and use their own common formative assessments. While teams have improved, more growth in this area is needed.</p>	5

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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 #)
<p>B. Collaborative Data Analysis -</p> <p>Incorporate trainings of Class by RIT, Edugence, and formative and summative common assessments.</p> <p>Train staff on Response to Intervention (Rti) process to meet the needs of all students.</p> <p>Support implementation of Rti process to meet the needs of all students.</p> <p>Conduct team data driven discussions to adjust instruction.</p> <p>Build staff capacity by attending Common Formative Assessments conference in October 2018, and Rti conference in November 2018 which are hosted by Solution Tree.</p>	Staff trainings	6411 – Other Operating (Staff Training - Registration, etc.)	1500.00	Weekly team planning meetings, bi monthly meetings, monthly PLCs for Vertical Teams, weekly walkthroughs by campus Admin, Elementary Academic Services (EAS) and Multilingual Teams	Weekly team planning minutes, MLP sign in, agendas, lesson plans, presentations and materials, campus feedback form, observation and feedback notes, analysis of common assessments	Increase student achievement and academic growth by monitoring and adjusting instruction.	<p>Significant Progress</p> <p>Teachers have received training for Tier 2 goal selection using Class by RIT. Ongoing support and training has occurred by the ARPE department.</p> <p>The Elementary Academic Services (EAS) department has trained teachers to use essential TEKS to develop common formative assessments.</p> <p>Monthly support sessions have been held with grade levels for Tier 2 goal discussions and documentation.</p> <p>Data discussions of common formative assessments are occurring in grade levels.</p> <p>Grade levels as a whole meet to discuss Tier 2 students and make decisions.</p> <p>Members from the curriculum team</p>	<p>On Track to Make Progress</p> <p>Grades K-2 utilize an IRI progress monitoring online tool to track student's reading levels. These have been shared during Kid Talks and CMIT meetings to address individual student's needs and interventions. Teachers have used this tool to set goals for students and also vertical alignment. Grade levels have met vertically to discuss common practices and expectations related to Guided Reading instruction. Teachers in K-2 will be assessing student progress monthly, rather than waiting for BOY, MOY, and EOY. This has changed mindset and practices on campus.</p> <p>In first grade, we are on track to meet our goal of 70% of all students</p>	<p>On Track to Make Progress</p> <p>Classroom teachers continue to utilize Map data (Class by RIT) to determine student needs and adjust instruction. Next year, more work is needed in monitoring documentation in Edugence.</p> <p>Grade levels utilized the available data to create flexible groupings and interventions.</p> <p>MAP reports (Projected Proficiency) were utilized to determine intervention plans and adjust Tier 1 instruction.</p> <p>Common Formative Assessment Training for the whole staff will be held in July of 2019.</p>	1, 2, 4, 8, 9

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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 #)
							and 3rd grade team attended trainings by Solution Tree (Assessments and RTI). Grades K-2 have developed and consistently update IRI progress monitoring charts.	will be on level in reading. After the Spring administration of MAP, grades 3-5 have created intervention groups which target specific student needs. This use of flexible grouping has allowed teachers to plan for and deliver more specific instruction. There has been significant growth in grades 3-5 math and reading in MAP when comparing Winter to Winter and also Winter to Spring.		
C. Targeted support for specific student needs (Differentiation)- Incorporate learning from 7 Steps to a Language-Rich Interactive Classroom in daily instruction. Dual language and cultural awareness training provided by campus staff, CAL, and district Multilingual Department. Define consistent key instructional strategies and utilization throughout the year.	Adult Temps Parent Academies	6117 – Professional Salaries (Adult Temp) 61.6399 – Parent Engagement (Supplies)	13729.00 2639.00	Weekly team planning meetings, bi monthly meetings, monthly PLCs for Vertical Teams, weekly walkthroughs by campus Admin, Elementary Academic Services (EAS) and Multilingual Teams	Weekly team planning minutes, MLP sign in, agendas, lesson plans, presentations and materials, campus feedback form, observation and feedback notes,	Increase student achievement and academic growth by monitoring and adjusting instruction.	Significant Progress Grade levels have chosen one of the 7 Steps to focus on during each unit. The Center for Applied Linguistics (CAL) trained staff on Dual Language. Writing SMART goals were developed by teams. Some teams have created common	On Track to Make Progress Lead4ward sentence stems in both Spanish and English have been used during instruction. A school wide list of grade level expectations in writing was created for common language and expectations. This is aligned with the TEKS.	On Track to Make Progress Grade levels incorporated one strategy from 7 Steps. More monitoring and systems need to be implemented to ensure implementation. An instructional model framework will be developed to be used next year so that all teachers will	3, 6, 7, 10

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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 #)
Incorporate opportunities for students to speak and write in all content areas.	Classroom Resources	6399 – Supplies and Materials (Instructional Supplies)	4300.00				writing rubrics to assess student writing. During Guided Reading groups, teachers use STAAR question stems to support student vocabulary.		understand expectations. Teachers were encouraged to create opportunities for students to read and write in all content areas. There will be more forms to measure the effectiveness of this next year, as well as collect and analyze student data.	
	Student Testing Snacks	6499 – Other Operating (Student Snacks)	350.00							

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 address the need for effective planning and implementation of TEKS driven instruction with fidelity.
Goal	In grades 3-5, 75% of students will perform at the Approaches, Meets, and Masters grade level standards on STAAR. In grades K-2, 70% of students will read on grade level.
Project Lead	Campus Administrators, PISD Elementary Content Coordinators and Specialists
Staff, Title I Staff	Grade Level Team Teachers, Title I/Intervention Team,
Materials and Resources	High Reliability Schools (HRS) Resources, Marzano Materials, Collaborative Teams That Transform Schools

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Collaborative Teams will develop and implement SMART goals based on student data.				Weekly team planning meetings, bi monthly meetings, monthly PLCs with Vertical Teams, weekly walkthroughs by campus Admin, Elementary Academic Services (EAS) and Multilingual Teams	Weekly team planning minutes, MLP sign in, agendas, lesson plans, presentations and materials, campus feedback form, observation and feedback notes,	Increase student achievement and academic growth by monitoring and adjusting instruction.	Significant Progress Grade levels have developed SMART goals based on student data.	Significant Progress Grade level teams analyze their data towards student progress of SMART goals. This data has been posted in the teacher workroom.	On Track to Make Progress A common form has been developed for teams to display on-going progress towards SMART goals. Teams have also established goals for essential TEKS.	8
Collaborative Teams will create and maintain Team norms throughout the PLC process.				Weekly team planning meetings, bi monthly meetings, monthly PLCs with Vertical Teams, weekly walkthroughs by campus Admin, Elementary Academic Services (EAS) and Multilingual Teams	Weekly team planning minutes, MLP sign in, agendas, lesson plans, presentations and materials, campus feedback form, observation and feedback notes,	Increase student achievement and academic growth by monitoring and adjusting instruction.	Some Progress Collaborative Teams have created team norms that are to be used in the PLC process.	Significant Progress Teams hold each other accountable for team norms utilized during the PLC process.	On Track to Make Progress Teams hold each other accountable for team norms utilized during the PLC process.	2

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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 #)
Collaborative Teams will create agendas to give purpose and maintain data-driven decisions.				Weekly team planning meetings, bi monthly meetings, monthly PLCs with Vertical Teams, weekly walkthroughs by campus Admin, Elementary Academic Services (EAS) and Multilingual Teams	Weekly team planning minutes, MLP sign in, agendas, lesson plans, presentations and materials, campus feedback form, observation and feedback notes,	Increase student achievement and academic growth by monitoring and adjusting instruction.	Some Progress Collaborative Teams have created agendas to utilize throughout the PLC process.	Significant Progress The majority of Collaborative Teams create and utilize agendas throughout the PLC process. 3 out of 6 teams regularly use agendas.	Significant Progress While many teams utilize agendas, (3/6), not all teams regularly use agendas. Teams do meet to have data decisions, but the use of agendas is not 100%.	2, 8
Collaborative Teams will analyze student data and align instruction with TEKS to meet student needs through PLC process.				Weekly team planning meetings, bi monthly meetings, monthly PLCs with Vertical Teams, weekly walkthroughs by campus Admin, Elementary Academic Services (EAS) and Multilingual Teams	Weekly team planning minutes, MLP sign in, agendas, lesson plans, presentations and materials, campus feedback form, observation and feedback notes,	Increase student achievement and academic growth by monitoring and adjusting instruction.	Some Progress Collaborative Teams have developed a process and created time to analyze student data.	Significant Progress Collaborative Teams have identified essential TEKS in units based on student data and created an instructional plan to monitor instruction.	On Track to Make Progress Collaborative have identified overall essential TEKS based on student data, created an instructional plan, and have begun tracking data to monitor effectiveness.	2, 8
Collaborative Teams will utilize student data to determine Response to Intervention for both Tier 1 and Tier 2 instruction.				Weekly team planning meetings, bi monthly meetings, monthly PLCs with Vertical Teams, weekly walkthroughs by campus Admin, Elementary Academic Services (EAS) and Multilingual Teams	Weekly team planning minutes, MLP sign in, agendas, lesson plans, presentations and materials, campus feedback form, observation and feedback notes,	Increase student achievement and academic growth by monitoring and adjusting instruction.	Some Progress Collaborative Teams have learned how to use data to determine interventions.	Significant Progress Utilizing essential TEKS, data, and instructional staff, Collaborative teams have created intervention groups to address student needs.	On Track to Make Progress Teams have created whole grade level intervention groups to address student needs based on data from MAP, benchmarks, and common assessments. Teams have also discussed how student needs can be addressed in Tier 1 instruction to support student learning.	2,8

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	The Campus Wellness Team consisted of Coaches, School Nurse and Parents. Meetings were held to establish goals and document progress toward wellness goals.	North Texas Food Bank held classes to help families plan nutritious meals and provided cookbooks and vegetable plants.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	October 2018	A parent was recruited to participate on the Campus Wellness Team.	The parent participated on the Campus Wellness Team throughout the 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	July-August 2018	A Health in Plano (HIP) Board was displayed in the gym.	Throughout the school year information on the HIP Board was updated.

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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	November 2018	A Health in Plano (HIP) Board was displayed in the gym.	Throughout the school year information on the HIP Board was updated.
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	At least one week prior to event parents/community will be notified.	The campus shared information with families and the community via Twitter & Facebooks accounts, the school marquee and weekly newsletters-flyers.	The campus shared information with families and the community via Twitter & Facebooks accounts, the school marquee and weekly newsletters-flyers. Photos of the events were also shared on social media periodically.

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	Pre-Assessment (November 2018) & Post- Assessment (April 2019)	In October, Coaches conduct preassessments for students	Post assessments occur in May for students enrolled in 3-5.

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
					enrolled in 3-5 and review the software used for Fitnessgram documentation.	
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-June 2019	Coaches enter Fitnessgram results into the database provided by the district.	Results of assessment is entered and shared with parents at the end of the school year via email.

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	July 2018	The building schedule ensures that students receive the required physical education minutes for each school year.	The building schedule is followed all year for all students and they participate in vigorous physical activity 50% of the PE class period.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Daily	Pulse bars in the gym are used to	Pulse bars in the gym are used to

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Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
					measure the heart rate of students.	measure the heart rate of students.
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	July 2018	Coaches follow the Elementary Curriculum School Health (CSH) via the Google Drive provided by the school district.	Coaches follow the Elementary Curriculum School Health (CSH) via the Google Drive provided by the school district.
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Lesson Plans Visible During Class Time	July 2018	The building schedule has 30 minutes a day devoted to unstructured play-recess.	Each grade level has a 30 minute timeframe for their students to participate in unstructured play-recess.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Observation	August 2018 - June 2019	SEL Coach and Counselor share ideas with teachers for brain breaks and short activity breaks throughout the day.	Teachers utilize suggestions provided by SEL Coach and Counselors or identify their own brain breaks and short activity breaks for their students throughout the school day.

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 other Monday, Attendance is analyzed and parents are notified of excessive absences and tardies.	Attendance has been monitored and parents have been notified about attendance concerns.	Parents of students with excessive absences and/or tardies were notified and encouraged to attend I Am Present Classes offered by the District to stress the importance of school attendance.

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	At least twice a year (November 2018 & February 2019)	Address high risk areas using feedback survey	Student transition areas will continue to be monitored and areas will be reassessed.
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	November 2018 & February 2019	Assign staff duties in high transition areas during arrival and dismissal	Assess effectiveness of staff duty schedule & continue monitoring discipline referrals
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Daily - Ongoing; August 2018 - May 2019	The District Handbook/Code of Conduct is provided online to families	Student Code of Conduct will remain posted in the front office in English and Spanish. Student Office referrals will be monitored.

STAFF EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/ PowerPoint	August 2018	SafeSchool Training is required for all Staff. School Counselor trains Staff on Bullying.	Data will be tracked for bullying and sexual harassment via Office referrals & parent communication
Review referral process.	Principal or designee	Campus referral plan	October 2018	Staff received training of the online Office Referral	Admin will track data

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	October 2018 - May 2019	Provide professional development for staff to help identify best practices for intervention	Assess intervention strategies at grade level KidTalk meetings
Implement campus referral plan.	Principal or designee	Campus Referral Plan	October 2018	Provide training of the referral process through KidTalk, CMIT/504 meetings	Track referrals through KidTalk, CMIT/504 & Office

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	October 2018 - May 2019	School-wide Behavior Committee meets to develop objectives for the year and shares with Staff	The School-wide Behavior Committee assesses the Discipline Management Plan and provides feedback for necessary changes

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 - May 2019	Bobcat Behavior Expectation Camp was implemented at the beginning of the school year	Staff continues to teach and reinforce expectations (i.e. - Morning Meetings, Grade Level Meetings, Posters placed around the building as reminders)
Monitor high risk areas.	All staff	Schedule (if necessary)	August 2018 - June 2019	Teachers are assigned to high risk transition areas	Facilitate ongoing feedback among Staff

STUDENT EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan	September 2018	Grade level teams will discuss the process for Office referrals & Anonymous Tip Line reporting process	Analyze data from Office referrals and submissions to the Anonymous Tip Line

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	Teachers & Specialists - Intervention Documents & Materials	August 2018 - May 2019	Teachers will explain community circles and restorative practices in their classrooms	Teachers will facilitate morning meetings, community circles and the effectiveness of the interventions.
Employ discipline interventions.	Designated staff	Office Referral Google Form	October 2018 - June 2019	The Google Form Office Referral was explained to Staff and implemented	Admin addressed office referrals by meeting with students, contacting parents and analyzing discipline referrals/data
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	District Personnel & Resources	August 2018 - May 2019	Counselor and SEL Coach taught staff about	Feedback from KidTalk, Leadership Team

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Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				restorative practices, community circles and additional strategies. A SEL Parent Night was offered to Memorial families.	Meetings & School-Wide Behavior Committee
Conference with parents/students.	Teachers or other staff	Parent/Teacher Conference Forms & Reflection Sheets	August 2018 - May 2019	Beginning of the Year Parent Night Meetings to review expectations	Admin, Teachers & Counselors met with parents as needed throughout the year

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, Parent Liasion	Chromebooks	July 2018 - May 2019	Before school starts, parents are encouraged to sign-up for Parent Portal. Support staff are present to assist parents with this process if needed.	Throughout the school year, the Parent Liaison, assists parents with 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	Principal, Parent Liasion	Parent Surveys &/or Parient Liasion Contacts	October 2018 - April 2019	The District Mobile Technology Lab offered assistance to families before the first day of school.	The District Mobile Technology Lab came several times throughout the school year to offer assistance to families.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	Campus CTA & Admin Team & Office	District Trainings	October 2018 - May 2019	At the beginning of the year, the campus CTA and other campus personnel with access update the campus website.	Throughout the year, the campus CTA and other campus personnel with access help maintain the campus website

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Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					& keep the community informed.
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Admin Team	eNews and Handouts/Flyers	August 2018 - June 2019	Hard copies of correspondence is shared with Memorial families all year.	Hard copies of correspondence is shared with Memorial families all year.
Utilize social media to keep parents and community informed. Funding source: State and Local	Admin Team, Campus CTA & Office Manager	Social Media: Facebook & Twitter	August 2018 - June 2019	Memorial has Facebook and Twitter accounts that are updated throughout the year by Office Staff.	Memorial has Facebook and Twitter accounts that are updated throughout the year by Office Staff.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	Admin Team & PTA President	Meeting Agendas and/or Notes	July/August 2018 - June 2019	During the summer, the PTA President met with the Memorial Admin Team.	Throughout the school year, the PTA Officers communicated with the campus Principal.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: State and Local	Admin Team, PTA President & Parent Liasion	District Family & Student Services	November 2018 - March 2019	During the summer, the PTA President met with the Memorial Admin Team to discuss parental programs.	Throughout the school year, the PTA Officers communicated with the campus Principal about parental programs.

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	School Counselors & Admin Team	Guidance Curriculum	September 2018 - May 2019	Counselors deliver lessons throughout the year to promote learning.	Counselors deliver lessons throughout the year to promote learning.
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	Admin Team	KidTalk, CMIT paperwork	August 2018 - May 2019	PreK teachers share feedback for CMIT meetings.	Vertical Team Planning occurred between PreK and Kindergarten to calibrate skills being taught to students.
Elementary Title I Campuses – Parent workshops are offered to all parents enrolling children in kindergarten. During the workshop parents engage in pre-kindergarten activities and are encouraged to work with their children at home. Participants will go home with a (Reading and Math program) RAMP Up for Kindergarten Kit, which includes directions, materials, and books for families to keep. Title I Components: 7 Funding source: State and Local	Principal, Parent Liasion & Title I Representative	RAMP Kits & Title I Resources	October 2018 - May 2019	Parent workshops were offered twice during the school year to share materials with Memorial families	Information was shared with PreK parents at the end of the school year.
Elementary Campuses with full day Pre-K – Pre-K students visit kindergarten classes to allow Pre-K students to familiarize	Admin Team, PreK & Kinder Teachers	Meeting Schedule	November 2018 & April/May 2019	PreK and Kindergarten teacher	Between April and May - PreK Teachers met

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
themselves with the kindergarten staff and environment. Title I Components: 7 Funding source: State and Local				collaborate to discuss student expectations.	with Kindergarten teachers to discuss planning and expectations. In May - PreK students had Story Time and Meet the Teacher in Kindergarten

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	Title I Resources & Elementary Academic Services (EAS) Department	July 2018 - May 2019	In August, Staff received high quality professional development based on campus and district needs.	Throughout the year, Memorial Staff received professional development on Wednesdays afterschool and on PDH days.