Plano Independent School District
Campus Improvement Plan

Davis Elementary

2701 Parkhaven Drive

Plano, TX 75075

2018-2019

Table of Contents

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

Davis Elementary seeks to provide a nurturing environment to achieve individual potential and challenge academic growth for life-long learning.

Campus Information

Administration Team

Principal, Karma Cunningham

Assistant Principal, Cody Gibson

About Us

Davis Elementary seeks to provide a nurturing environment to achieve individual potential and challenge academic growth for life-long learning.

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 – 08/27/2018 03:00 pm

Meeting 2: Progress monitoring and review of strategic plan - 02/05/2019 03:00 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/22/2019 03:00 pm

State Goals and Objectives

The State of Texas Public Education Mission

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Objectives

Objective #1 - Parents will be full partners with educators in the education of their children.
Objective #2 - Students will be encouraged and challenged to meet their full educational potential.
Objective #3 - Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
Objective #4 - A well-balanced and appropriate curriculum will be provided to all students.
Objective #5 - Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #6 - The state's students will demonstrate exemplary performance in the comparison to national and international standards.
Objective #7 - School campuses will maintain a safe and disciplined environment conducive to student learning.
Objective #8 - Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
Objective #9 - Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA Strategic Priorities

Goal #1 - **Recruit**, **support**, and **retain** Teachers and Principals.

Goal #2 - Build a **foundation** of **reading** and **mathematics**.

Goal #3 - Connect high school to **career** and **college**.

Goal #4 - **Improve** low-performing schools.

Information regarding the TEA Strategic Plan may be accessed here: http://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/

Site-Based Improvement Committee Members

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Kim Birch	Faculty Member	2018	X	X	X
Angie McGee	Faculty Member	2018	X	X	X
Vina Ngo	Faculty Member	2017	X	X	
Farah Alasad	Faculty Member	2017	X		X
Stacey Stephens	Faculty Member	2018	X	X	X
Amy Aldrich	Faculty Member, Special Ed	2017			
Karma Cunningham	Principal	2017	X	X	X
Debbie Martin	District Professional	2015			
Barb York	Campus Professional, Non-teaching	2015	X	X	
Stephen Cranford	Support Staff Member	2017		X	X
Lindi Buscetta	Parent-Selected by PTA	2017			X
Leslie Crabtree	Parent-Selected by Principal	2017			
Lori Brooks	Parent	2017	X		
Angela Reichert	Parent	2017			
Tiffany Savage	Parent	2018			
Julie Harris	Parent	2018	X		
Mary Tate	Community Member	2017			
Hester Marks	Community Member	2017			
Rebecca Sivestri	Business Representative	2017			
Lisha Russo	Business Representative	2017	X	X	X
Tammy Clanton	Faculty Member, Special Ed	2018	X	X	X

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Cody Gibson	Principal	2015	X	X	X
Marisol Kelley	Faculty Member	2018	X	X	

State Compensatory Education Program Information

Compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose of the PISD State Compensatory Education (SCE) program is to supplement the regular or basic education program with compensatory, intensive, and/or accelerated instruction. The goal of Plano ISD's compensatory education program is to reduce any disparity in performance on assessments or in rates of high school completion between students at risk of dropping out of school and all other district students. Funding allocated for compensatory education programs and/or services is based on the number of educationally disadvantaged students in a district. The number of educationally disadvantaged students is determined by averaging the highest six months of student enrollment in the National School Lunch Program (NSLP) for free or reduced-price lunches or in the School Breakfast Program (SBP) for the prior federal fiscal year. The state's eligibility criteria for identifying students at risk of dropping out of school include a student who is under the 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

SCE Program Funding

SCE Total	$69,664	State Compensatory Ed funds allocated for allowable supplemental resources and 1 staff.

Title I Program Information

Title I - Schoolwide Components

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).

2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.

3. Instruction by state certified qualified teachers.

4. In accordance with section 1119 and subsection (a)(4), high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

5. Strategies to attract state certified high-quality teachers to high-need schools.

6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Title I, Part A Program Funding

Staffing	$78,800	Total Funding for 3 Title I Support Teachers (including tutoring, adult temp staff) and for 0 Paraprofessionals.
Professional and Consulting Services	$	Campus contracts a consultant to train staff on instructional strategies.
Supplies and Materials	$	Instructional supplies (i.e. software) used to enrich student learning, training materials used to support on-going professional learning.
Other Operating	$3,325	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	$1,100	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	Mobility rate is low (7.3% lower than district and state). Class sizes at Davis are lower than district and state class sizes.	SpEd % is 25.9% which is significantly higher than state and district. Title 1 population grew from 38% to 43% by the end of the year.	Title 1 population grew from 38% to 43% by the end of the year. SpEd % is 25.9 which is significantly higher than state and district.
Student Achievement	Overall more students met approaching or above in both math and reading then the previous year.	The students performing at expected or exceeded growth in both math and reading is lower than the districts average.	The students performing at expected or exceeded growth in both math and reading is lower than the districts average.
School Culture and Climate	Walkthrough data strongly suggests respect is shown by both students and teachers. Parents shared how supportive they are with structures in place at Davis. HRS data suggests the school is safe and orderly.	HRS and surveys suggest creating systems to gather input form the entire school community for optimal functioning.	HRS and surveys suggest creating systems to gather input form the entire school community for optimal functioning.
Staff Quality/ Professional Development	Staff mobility is down from previous 2 years. Three extended planning days were provided to each grade level. District planning and Lead4ward training was provided to staff.	Due to district funding, we lost our instructional support teacher.	Due to district funding, we lost our instructional support teacher.

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	Walkthrough data supports that classroom instruction is based on TEKS and district scope and sequence. The Vertical Writing Team worked to ensure proper alignment. Davis staff participated in the districts planning training.	Walkthrough data suggests more lessons need to be in the application level or higher. Increase off campus learning for every grade level. Walk through data highlights the need to use data to inform instruction.	Walk through data highlights the need to use data to inform instruction.
Family and Community Involvement	A new business partnership was formed which allowed for many new opportunities for teachers and students. Highly attended after school events such as Literacy Night, Carnival, Fun Run, and Muffins for Moms.	Increase parental involvement opportunities for parents. Muffins with Moms $322	Increase parental involvement opportunities for parents.
School Context and Organization	Being a Focus school, the district provided us a support person for team planning. Surveys emphasize that the community is mostly positive about Davis.	HRS survey suggests creating systems to gather input from the entire school community for optimal functioning of the school. HRS data suggest the collaborative teams are operating at varying levels of autonomy.	HRS data suggests the collaborative teams are operating at varying levels of autonomy.
Technology	Technology is available for most students. 1:1 was rolled out in every classroom this year. A team attended ETSI again this year.	Continued PD so that technology will enhance instruction such as connecting the classroom to the outside world.	Continued PD so that technology will enhance instruction such as connecting the classroom to the outside world.

Critical Action #1

Problem Statement	The collaborative teams are operating at varying levels of autonomy compared to the collaborative Teams that Transform PLC process (policies and practices).
Root Cause and Strategy	We will address the need for 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 protocol with fidelity.
Goal	Increase student achievement by implementing the PLC process and attain success with HRS Critical Commitment Level 1.
Project Lead	Principal
Staff, Title I Staff	Grade Level Team Teachers, Title 1/Intervention Team, ESL Teachers, Counselor
Materials and Resources	TEKS, PISD Curriculum, 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 #)
1. Agendas are emailed in advance of weekly meeting to be reviewed for evidence of data driven student learning, discussion and planning. 2. District curriculum and instruction will provide training on district planning protocols as well as the use of common assessments. 3. Extended planning time will be provided for teams to implement the planning protocols for unit instructional planning as well as data analysis. • Use the Lead4ward	Solution Tree PLC Summer Institute Registration Consultant-Susie Vaughn	6411 – Other Operating (Staff Training - Registration, etc.) 6200 – Professional and Consulting Services	4752.23 800.00	Weekly Collaborative Team Mtg. Extended team planning times occurring at minimum of 3 times a year Complete 7.5 Campus Flexible PD by April 2019	Google folder for agendas, with grade level collaborative team member meeting notes and other curricular artifacts MLP Sign In Sheets Smart Goals	Increase the Use of Quality Data to Drive Targeted Instruction	On Track to Make Progress Collaborative Teams will develop smart goals to work towards. These teams will collaborate very deliberately during planning using the unpacking standards document as a guide.	On Track to Make Progress Collaborative teams developed SMART goals in targeted areas. Each team has created an action plan on how they are going to achieve this goal. Currently, each team is on track completing each action step and has noticed progress towards achievement. The unpacking standards	Significant Progress Teams worked extensively on planning protocol. Using a school wide common planning agenda, teams met weekly to break down upcoming TEKS and plan using PLC's 4 Qs. 4/6 teams utilized extended planning 3 separate times this year while 2 of the teams managed 2 ext. planning sessions.	TEA Strategic Priority: Goals 1, 2 and 4 Title I Component: 1, 2, 3, 4, 8 and 9 Funding: State, Local, Title I Funds

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 #)
Snapshots and Field Guides to dissect the TEKS to design the Evidences of Learning that represents development of language and cognition (depth & complexity). 4. Teams will create a smart goal to ensure targeted work is in alignment with school goals. KG: In the school year 2018-2019, 80% of students will meet growth expectations for Kindergarten Math Map. This growth will come from the Kindergarten expected growth target. 1st: In the school year 2018-2019, 80% of students will meet growth expectations for Language Art Map. This growth will come from the expected growth target. 2nd: By the end of the school year, 80% of our students will meet or exceed their growth expectation on MAP reading. 3rd: By the end of the school year 2018-2019, an increase of 20% of students in Quintile 5 will meet their Math MAP goal. 4th: In the school year 2018-2019, 80% of students will have improved understanding of the reading TEK 4.11 as evidenced by improved								document is utilized by each team. Standards are broken way down allowing for a shared clarity and understanding of the standard. Leaders are registered for the PLC Institute in June 2019.	Kid Talk meetings were attended by specialists and Deaf Ed teachers this year. These experts provided unique perspectives to intervening on our struggling students. Smart Goals are being updated and the initial data suggests grades have met their goal or at least shown progress. HRS Surveys show teachers feel more comfortable with the PLC process and safe to collaborate. District support personnel attended and contributed to weekly planning meetings Admin participated in monthly DST meetings in which the district personnel was updated on progress made towards the goals the campus set and ways in which	

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performance on test items specific to that TEK on the Reading STAAR. 5th: In the school year 2018-2019, 80% of students who failed STAAR reading, will improve their performance on informational text questions on STAAR. Campus Leadership Team attends Solution Tree PLC Summer Institute									they could support that.	

Critical Action #2

Problem Statement	Increase the percentage of all students performing at the Approaches grade level standard as well as meeting or exceeding growth in math to decrease the gap between the campus and district to meet the district average performance.
Root Cause and Strategy	a) We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning and instruction with fidelity. b) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses.
Goal	Increase the percentage of all students performing at the Approaches grade level standard as well as meeting or exceeding growth in math to decrease the gap between the campus and district to meet the district average performance.
Project Lead	Campus Administrators
Staff, Title I Staff	Grade Level Team Teachers, Title 1/Intervention Team, ESL Teachers, 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 #)
Root Cause (a) Activities: Effective Planning 1. District curriculum and instruction team members will provide staff training on district planning protocol. 2. Grade Level teams, Title 1/Intervention Team will meet weekly to use the district curriculum for planning and instructional practice. • Weekly planning meetings to maintain alignment to the curriculum.	Curriculum Related Field Trips Adult Temp	6494 – Other Operating (Student Field Trip) 6117 – Professional Salaries (Adult Temp)	3,200 7,000	1. Professional Development meeting (scheduled 3 times a year), additional support provided as the need arises. 2. Weekly planning protocol meetings, support by C&I team as need arises, Administration Walk Throughs	1. MLP training log, agendas, and materials 2. Weekly planning protocols meeting notes, Walk Through data, nots 3. Schedule of extended team meetings	Increase academic performance by implementing planning and instruction protocols with fidelity. _____ _____	Some Progress Lesson plans and instruction will be aligned with the district curriculum and include daily learning targets as modeled by the district C/I team. _____ _____ Lesson plans will begin to include	Significant Progress Lesson plans and instruction will be aligned with the district curriculum and include daily learning with consultation by the district C/I team. Teams have utilized 2 extended planning sessions thus far to dive deeper in the curriculum.	Significant Progress Using the planning protocols, lesson plans aligned with the district curriculum, will include daily learning targets, and will be implemented effectively by grade level teams. Teams worked extensively on planning protocol. Using a school	TEA Strategic Priority: Goals 1, 2 and 4 Title I Component: 1, 2, 3, 4, 8 and 9 Funding: State, Local, Title I Funds

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 #)
• Weekly Walk Throughs by Administration and staff to document implementation of the plans into instructional practice. • Number Talks will be incorporated at a minimum of 3 times every week. 3. Extended planning time will be provided for teams to implement the planning protocols for unit instructional planning. 4.Use the Lead4ward Snapshots and Field Guides to dissect the TEKS to design the Evidences of Learning that represents development of language and cognition (depth & complexity). 5. Provide more opportunities to extend their learning experiences beyond the classroom. Root Cause (b) Activities: Data Analysis 1. Provide training for all grade level teachers, ESL teachers, special education staff, and interventionists on the	Title 1 Teacher	6119 - Professional Salaries (Half/Full-Time)	70,800	3. Extended team planning times occurring at minimum of 3 times a year 4. Complete 7.5 Campus Flexible PD by April 2019 _____ _____ 1. Professional Development meeting (scheduled 3 times a year), additional support provided as the need arises. 2.Weekly grade level team planning 3. As the need arises (at least biweekly) in Tier 1 and Tier 2 instruction	_____ _____ 1. MLP training log, agendas, and materials 2. Eduphoria, Team meeting notes, document discussions, student data in Edugence and Gradebook 3. Classroom observations, progress as measured in student performance data in Edugence (RtI)	Increase student achievement and academic growth by monitoring and adjusting instruction.	formative and summative assessments of student learning as modeled by the district C&I team.	_____ _____ Teams have been focused on improving the collaborative planning phase. Lesson plans will continue to include formative and summative assessments to monitor and adjust student learning; however, next steps will be to create common assessments as a team.	wide common planning agenda, teams met weekly to break down upcoming TEKS and plan using PLC's 4 Qs. Campus admin utilized a revised walk through tool which took effect in January to capture practices taken place in the classrooms. The common themes were analyzed by team leaders and admin. Prior to this tool we utilized the same tool that the staff used for peer visits. Each grade level committed to and achieved incorporating at least 3 number talks per week. 4/6 teams utilized extended planning 3 separate times this year while 2 of the teams managed 2 ext. planning sessions. Kid Talk meetings were attended by specialists and Deaf Ed teachers this year. These	

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purpose and use of formative and summative assessments. 2. Teachers will establish proficiency criteria for student learning outcomes (SLO) in order to create and administer formative and summative assessments. • Each grade level teacher will utilize common assessments to measure learning. • Weekly lesson plans will answer the questions, "What I will do if they don't master the content and What do I do if they do?" based on current assessment data. 3. Teachers will analyze assessment data and use it to plan for instruction. 4. Based on data analysis, smaller groups will be formed to target specific skills.									experts provided unique perspectives to intervening on our struggling students. Smart Goals are being updated and the initial data suggests grades have met their goal or at least shown progress. District support personnel attended and contributed to weekly planning meetings Admin participated in monthly DST meetings in which the district personnel was updated on progress made towards the goals the campus set and ways in which they could support that. New field trips were taken to Heritage Farmstead and the Arboretum this year. Initial data (5th grade STAAR indicate % of approaches	

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									increased as well as the growth measure. MAP proficiency suggests we will improve in 3rd and 4th however waiting on official scores.

_____

Weekly instruction, aligned with the district curriculum, will include formative and summative assessments so that teachers utilize the current data to develop instruction to meet student learning needs.

Several teachers attended Lead4ward training in July 2018 to help better utilize these resources while planning and data analysis. Three staff members attended Lead4ward University in May 2019 to ensure we are working on the right work.

A school wide Common Formative | |

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									Assessments training will be addressed during the next school year; however, a group of teachers attended the training at another school to aide in the implementation of this practice next year.	

Critical Action #3

Problem Statement	Increase the percentage of all students performing at the Approaches grade level standard as well as meeting or exceeding growth in reading to decrease the gap between the campus and district to meet the district average performance.
Root Cause and Strategy	a) We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning and instruction with fidelity. b) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses.
Goal	Increase the percentage of all students performing at the Approaches grade level standard as well as meeting or exceeding growth in reading to decrease the gap between the campus and district to meet the district average performance.
Project Lead	Campus Administrators
Staff, Title I Staff	Grade Level Team Teachers, Title 1/Intervention Team, ESL Teachers, Counselors
Materials and Resources	District Curriculum, Edugence (PES Growth Roster, STAAR Roster, MAP data), Eduphoria, Gradebook

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									they could support that. New field trips were taken to Heritage Farmstead and the Arboretum this year. Initial data (5th grade STAAR indicate % of approaches stayed close to the same but growth measures indicate more students met a year's worth of growth then the previous year). MAP proficiency suggests we will improve in 3rd and 4th however waiting on official scores. _____ Weekly instruction, aligned with the district curriculum, will include formative and summative assessments so that teachers utilize the current data to develop instruction to meet student learning 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 #)
									Several teachers attended Lead4ward training in July 2018 to help better utilize these resources while planning and data analysis. Three staff members attended Lead4ward University in May 2019 to ensure we are working on the right work. A school wide Common Formative Assessments training will be addressed during the next school year; however, a group of teachers attended the training at another school to aide in the implementation of this practice next 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	Once per semester	Campus Nurse serves as captain of the wellness team. She and the team met to brainstorm strategies for wellness among the adults in the building.	Campus Nurse serves as captain of the wellness team. She and the team met to brainstorm strategies for wellness among the adults in the building.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Once per school year	Parent Included	Parent Included
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	Once per school year	Gym is used as well as the cafeteria for Health and Wellness class.	Gym is used as well as the cafeteria for Health and Wellness class.
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 school year, update as need arises	Bulletin board is located inside the gym and is changed monthly. A bulletin board has been	Bulletin board is located inside the gym and is changed monthly. A bulletin board has been

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	**Long Term**
					recently added outside of the nurse's station to house information as well.	recently added outside of the nurse's station to house information as well.
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 need arises	Ongoing as we receive information.	Ongoing as we receive information.

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	Eligible students completed Fitnessgram.	Eligible students completed Fitnessgram.
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 year	Families received results of Fitnessgram.	Families received results of Fitnessgram.

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	Principal	Sample daily lesson plans may be provide	as the need arises	Fitness Gram pretesting is in September.	Fitness Gram pretesting is in September.

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	**Long Term**
	moderate to vigorous physical activity (MVPA) 50% of the physical education class period.		by P.E./Fitness Teacher		Test will be in March.	Test will be in March.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Once per year	Pedometers are used in conjunction with Walk Across America program. Students' learn about heart rate monitoring during class.	Pedometers are used in conjunction with Walk Across America program. Students' learn about heart rate monitoring during class.
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	Once per year	Coaches follow the scope and sequence from the district curriculum. PWT's and observations will be conducted to ensure this.	Coaches follow the scope and sequence from the district curriculum. PWT's and observations will be conducted to ensure this.
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Lesson Plans Visible During Class Time	Once per year	Time is built into the schedule.	Time is built into the schedule.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Observation	as the need arises	Students are taught brain gym in PE, and use this in the classroom. Teachers use	Students are taught brain gym in PE, and use this in the classroom. Teachers use

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	**Long Term**
					various activities to give brain breaks during class.	various activities to give brain breaks during class.

ATTENDANCE

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	**Long Term**
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	weekly	Attendance reports are monitored bi-weekly and letters and phone calls are made to parents who have excessive absences or tardiness. Parents will be invited to I'm Present class, and referrals are made to the truancy office when needed.	Attendance reports are monitored bi-weekly and letters and phone calls are made to parents who have excessive absences or tardiness. Parents will be invited to I'm Present class, and referrals are made to the truancy office when needed.

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	as the need arises	Areas are identified and teachers are assigned to those areas during morning arrival.	Areas are identified and teachers are assigned to those areas during morning arrival.
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	daily	Schedule for morning and afterschool duties was revised in August	Schedule for morning and afterschool duties was revised in August
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	daily	All teachers agreed to and signed in August.	All teachers agreed to and signed in August.

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	once per year, as need arises	Barbara York, counselor, held trainings for staff at start of school year. Online training was also	Barbara York, counselor, held trainings for staff at start of school year. Online training was also

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
				completed regarding Sexual Harassment by all staff members. Staff also participated in other applicable Safe Schools trainings.	completed regarding Sexual Harassment by all staff members. Staff also participated in other applicable Safe Schools trainings.
Review referral process.	Principal or designee	Campus referral plan	as need arises	Staff is reviewed on procedures in August.	Staff is reviewed on procedures in August.

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	as need arises	staff. Removal data is analyzed every 9 weeks. Restorative Practices are utilized by office	staff. Removal data is analyzed every 9 weeks. Restorative Practices are utilized by office
Implement campus referral plan.	Principal or designee	Campus Referral Plan	as need arises	Implemented	Implemented
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	as need arises	Use PBIS strategies	Use PBIS strategies

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	daily	Classroom Expectations are set and Student Code of Conduct posters are posted	Classroom Expectations are set and Student Code of Conduct posters are posted
Monitor high risk areas.	All staff	Schedule (if necessary)	daily	Principals will ensure that duty schedules are followed.	Principals will ensure that duty schedules are followed.

STUDENT EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan	as need arises	A new referral form was recently created to track office referrals.	The referral form was used to keep track of misbehavior.

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	All Staff	daily	All staff will use PBIS and restorative practices.	All staff will use PBIS and restorative practices.
Employ discipline interventions.	Designated staff	Discipline Management Plan	as needed	Employed and revisited progress every 2 weeks	Employed and revisited progress during kid talks or

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
					more frequently if needed.
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Campus Intervention Team	as needed	Administrators, Counselor and Learning Specialist discussed restorative discipline. Admin conferring with other colleagues on effective implementation.	Administrators, Counselor and Learning Specialist discussed restorative discipline. Admin conferring with other colleagues on effective implementation.
Conference with parents/students.	Teachers or other staff	Campus Intervention Team	as needed	Teachers will meet as needed informally or through CMIT/504/ARD and K,1,2 meet periodically to review progress with families	Teachers will meet as needed informally or through CMIT/504/ARD and K,1,2 meet periodically to review progress with families

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**	Campus Secretary	Office Staff	August 2017, as the need arises	School Messenger, Phone Calls, Face to Face Contact- reminding them at Back to School nights or just other times they were at school	School Messenger, Phone Calls, Face to Face Contact- reminding them at Back to School nights or just other times they were at school
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**	Campus Secretary	Classroom Teachers	August 2017, as the need arises	Teachers gathered this information from parents in September. The districts mobile lab was utilized several times this year.	Teachers gathered this information from parents in September. The districts mobile lab was utilized several times this year.
Upgrade and maintain the campus website for easy access and increased communication with the community. **Funding source: State and Local**	Librarian	Classroom Teachers, Librarian	Monthly	Erin Graham updates this website monthly. Each grade level also updates their page approximately every month.	Erin Graham updates this website monthly. Each grade level also updates their page approximately every month.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Communicate information through eNews and through hard copies when internet access Is not available. **Funding source: State and Local**	Principal	Principal	Weekly, as needed	Also use Smore and School Messenger	Also use Smore and School Messenger
Utilize social media to keep parents and community informed. **Funding source: State and Local**	Classroom Teachers, Campus Administrators	Classroom Teachers, Office Staff	Weekly, as needed	Facebook, Smore, and Remind are utilized to inform and connect parents.	Facebook, Smore, and Remind are utilized to inform and connect parents.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. **Funding source: State and Local**	Principal	Principal	Monthly	PTA Board Meetings	PTA Board Meetings
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc…). **Funding source: State and Local**	Office Staff	Office Staff	Monthly	Administration works with the PTA program chair to offer parenting programs during the school year. School counselor sets up two parent education programs each year.	Administration works with the PTA program chair to offer parenting programs during the school year. School counselor sets up two parent education programs each year.

Transition

The campus will assist students in making a successful transition between elementary school to middle school.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
Elementary counselors deliver guidance lessons that support and promote the learning process. **Title I Components: 7** **Funding source: State and Local**	Counselor	Counselor	Weekly, as need arises	Each classroom is presented a lesson multiple times a month as well as specific individual lessons as needed.	Each classroom is presented a lesson multiple times a month as well as specific individual lessons as needed.
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**	SpEd Staff	Via frequent emails and ARD invitations	As the need arises		
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**	KG Teachers	Counselors, KG Teachers, ESL Specialist, SpEd Teacher, Deaf Ed Team Leader	May 2019	Ongoing. Event scheduled with Pearson EC to attend an open house so that feeder schools can meet the incoming parents.	Ongoing. Event scheduled with Pearson EC to attend an open house so that feeder schools can meet the incoming parents.
Elementary Campuses with full day Pre-K –	KG Teachers	KG Teachers	Spring, 2019		

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Pre-K students visit kindergarten classes to allow Pre-K students to familiarize themselves with the kindergarten staff and environment. **Title I Components: 7** **Funding source: State and Local**					

State Certified Teachers and Highly Qualified Paraprofessionals

The proficiency rate for STATE CERTIFIED teachers and HIGHLY QUALIFIED paraprofessional staff will meet the 100% target measure.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. by the **Title I Component 4 and 5 Funding source: State and Local**	Professional Learning Department, Curriculum Department, and Campus Administrators	Professional Learning Department, Curriculum Department, and Campus Administrators	as need arises	Davis plans high quality professional development, and allows for teacher choice in professional learning	Davis plans high quality professional development, and allows for teacher choice in professional learning