Plano Independent School District
Campus Improvement Plan

Mathews Elementary School

7500 Marchman Way

Plano, TX 75025

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 Mathews, we empower the whole child to think critically, creatively, and collaboratively. As a community we foster relationships in a safe and secure environment.

Campus Information

Administration Team

    Principal, Ryan Steele

    Assistant Principal, Patricia Powell

About Us

    Our administrative team strives to support our faculty and staff, our children and parents, and the Mathews' community at large by providing educational excellence towards emotional, social, academic and intellectual growth for all our Mathews Mavericks.

Campus Status

    X Non-Title I Campus

    Title I School-wide Campus

Site-Based Improvement Committee Meeting Dates

    Meeting 1: SBIC approves the improvement plan – 09/04/2018 03:00 pm

    Meeting 2: Progress monitoring and review of strategic plan - 01/29/2019 03:00 pm

    Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/14/2019 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
Melanie Willett, Grade 5 Team Leader	Faculty Member	2018-2019	X	X	X
Melissa Marshall, Grade 3 Team Leader	Faculty Member	2018-2019	X	X	X
Kristin Woodard, Grade 1 Team Leader	Faculty Member	2018-2019	X	X	X
Deanna Lowenthal, PACE	Faculty Member	2018-2019	X	X	X
Amy Hightower, Instructional Specialist	Faculty Member	2018-2019	X	X	X
Courtney Hayden, Special Education Team Leader	Faculty Member, Special Ed	2018-2019	X	X	X
Ryan Steele	Principal	2018-2019	X	X	X
Belinda McKinney	District Professional	2016-2017		X	X
Patricia Powell, Assistant Principal	Campus Professional, Non-teaching	2015-2016	X	X	X
Lauren Toler, Counselor	Support Staff Member	2017-2018		X	X
Colleen Tiller	Parent-Selected by PTA	2018-2019	X	X	X
Elise Klein, PTA President	Parent-Selected by Principal	2018-2019	X	X	
Miranda Hough	Parent	2017-2018	X		
Annie Chan	Parent	2016-2017	X		
Raffia Uddin	Parent	2017-2018		X	X
Lauren Akolkar	Parent	2017-2018	X	X	X
Tammy Nash	Community Member	2017-2018	X		
Laura Hargrove/Sarah Miller Davis Library	Community Member	2017-2018	X	X	X

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Pam Parham, (Manager of Mooyahs)	Business Representative	2015-2016	X		
Lisa Danon	Business Representative	2018-2019	X		
Mark Danon	Business Representative	2018-2019	X		
Juanita Hall	Faculty Member				X
Deborah Shelton	Faculty Member				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	$34,832.00	State Compensatory Ed funds allocated for allowable supplemental resources and .5 staff.

Comprehensive Needs Assessment Summary

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	Diversity Families that value education Growth Mindset of staff and community High Gifted/Talented population Stable enrollment	Increase parent engagement and participation in student goals for growth Provide Instruction that will engage and motivate students Utilizing resources/best practices to serve LEP students best Empower students to develop perseverance and grit How we can best support our socio economically disadvantaged students.	How to best support our socio economically disadvantaged students Utilizing resources/best practices to serve LEP students best SEL to promote resilience, grit, and perseverance
Student Achievement	6 Distinctions Improved performance towards closing the GAP Increased Percent of students exceeding growth expectations	Increase students Met Expectations from Approaching Expectations Growth equal to a year or Exceeding Growth for all students Increase Writing Performance Increase percent of students Mastering Expectations PES/MAP: Growth in all quintiles	All Students Achieve Growth Equal to or Exceeding a Year Growth in All Quintiles PES
School Culture and Climate	Acceptance of Differences and Uniqueness of one another.	SEL strategies to address social emotional well-being of students.	SEL daily strategies to address social emotional well-being of students.

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	Students are kind and welcoming to new students and staff. Piloting Restorative Practice to address behavior concerns to rebuild/repair relationships rather than focus on consequences alone Introducing Morning Meetings, Circle Time to classrooms to build a classroom culture of safety and community	Daily Morning Meetings End of week/daily 'Wrap-Up' Nurture intrinsic motivation in students Grade Level Buddies; 5th-K, 4th-2, and 3 to 1 Tiered emotional and behavioral support SEL strategies to address academic anxiety Increase Restorative Practices across the campus to address behavior/growth.	Restorative Practices across the campus to address behavior/social emotional growth
Staff Quality/ Professional Development	Guided Reading PLC/Implementation TTESS Goals: Individual Ownership for Professional Development Restorative Practices PLC/Implementation Peer Observation	Improving how we plan our instruction Increasing depth and rigor Increase differentiation/small group instruction to target growth	PD: Classroom Culture based on SEL PD: Data Analysis PD: Planning: Differentiation
Curriculum, Instruction, Assessment	UBD and UDL embraced	Focus on Unit Planning, not weekly planning	The Planning Process: Readiness/Supporting Standards, Differentiation

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?
	Growth Mindset Protected Instructional Day/Extended Planning 5th grade Math: Unpacking and Planning well Reading: Guided Reading/Differentiated instruction Extended Planning	Depth and Rigor of TEKS Data Driven Instruction for Targeted Differentiation Continue Guided Reading implementation with differentiation throughout instruction Implement Guided Writing to support ELA in 2018-2019. Continue PD regarding UBD-deeper analysis and understanding 2 planning times a day. Protect 3:00-3:45 for continued planning Look at Vertical Alignment of TEKS Readiness and Supporting Standards	Data Driven Instruction for Targeted Differentiation
Family and Community Involvement	Parent Conferences PTA support: Volunteers Junior Achievement Book Fair, Grandparents Lunch Math Night, Art Night, Fitness Night Field Day Volunteers Texas Day, Colonial Day Colonial Days Veterans Day	Breakfast program Parent Volunteers as Literacy Partners Watch DOGS Increase family events: Movie Night, Fine Arts Night Multiplication/Math Moms Volunteers/Mentor Volunteers for Choir events Muffins with Moms	Mentors Broaden role of volunteers

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?
	SMORE Grade Level, e-News		
School Context and Organization	Interventions Lunch Bunch Guided Reading PLC Kid Talk PD SEL PLC	Mentors Outside Volunteers Peer Mentors Community Support Business Volunteers	Intervention SEL Support Mentors
Technology	Chromebook Integration has gone well Grades 3 & 5 Discovery Education provides TEKS Pre-Assessment and Item Analysis RAZ Kids Google Classroom for Science Zipgrade: Real Time data analysis SpEd Technology Integration: Communication, SEL, Academics Pre-Assessments online for math End of Unit Technology: Webdesk, Symbaloo, Coding	Complete Chromebook Integration for all students/grades. 1:1 device Instructional Technology for Individualized Learning for Language Arts. K-2 QR Codes for K-2 Instructional Technology/APS for Grammar Utilizing Chromebook for Note Taking, i.e. On-Line Science Notebooks How to best utilize Google Classroom	Complete Chromebook Integration for all students/grades. 1:1 device Instructional Technology for Individualized Learning for Language Arts. K-2

Critical Action #1

Problem Statement	We need to establish and sustain the structure and systems to promote a network of collaborative teams to maximize all students academic and intellectual growth.
Root Cause and Strategy	(a) We will address the responsiveness to students social, emotional and physical needs by ensuring that there are structures and systems in place to promote student well-being. (b) We will address the need for effective data analysis by ensuring that there are adequate structures and systems in place for appropriate assessment analysis and instructional responses. (c) We will address the need for effective planning by ensuring that there are adequate structures, systems, and resources in place to implement and enhance planning and instruction with fidelity across each grade level.
Goal	Increase growth performance across the campus to reflect a year's growth or exceeding a year's growth to increase the number of students meeting/mastering grade-level standards while narrowing the gap between demographics/performance levels at our campus.
Project Lead	Principal, Assistant Principal, Instructional Specialist, Counselor, Team Leaders
Staff, Title I Staff	Teachers, Specialist, Paraprofessional Staff
Materials and Resources	TEKS, PISD Curriculum, Edugence, PISD PES Growth Rosters, PISD Assessment and Accountability Campus Specialist, PISD Curriculum Content Coordinators and Specialist

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): Social & Emotional Learning/Wellbeing 1) Provide campus wide staff training on Emotional Intelligence. Create the School Family book study Review of Circle Time/Morning Mtgs 2) Establish and implement a school-wide system to				1) Book Study Reading completed by 8/13/18 PD Review 8/22/18 2) Begin 8/13 with Circle Time in each class at the scheduled time 3) November Staff & PD meetings	MLP Training documentation; Agendas; Materials; Observations Circle Time; Small Group participation; Informal Teacher feedback; Student Assemblies promoting Core	Healthier, socio-emotionally developed students Increased sense of security and safety at school for students. Increased student engagement/ learning	Provide training/study of Emotional Intelligence Create daily schedule for SEL Circle Time campus wide.	Monitor school wide practice/ implementation of SEL.. Look for incorporation of Casel 5 Core Competencies to provide greater depth and student application in	Solid daily implementation of SEL across the campus will serve as the foundation for further student development and wellbeing not only in regards to social, emotional and physical wellbeing but in	

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
promote SEL and a healthy school culture. Daily Morning Circle Time Promote Recognition of Acts of Kindness Pilot Grade Level Kindness Awards 3) Embed Casel (2017) 5 Core Competencies in our SEL lessons/weekly announcements (Self-Awareness; Self-Management; Social Awareness; Relationship Skills; Responsible Decision Making) 4) Provide campus wide training on Restorative Practices to address behavior/discipline concerns. (IIRP) (Teacher:Student Interaction; Office Referrals; Parent Awareness/Training) 5) Targeted Small Group Support/Counselor (New Student Club, Emotional Expression, Counselor Led Support Group, Kindness Club, Mentor Program)				4) November Staff & PD meetings; Parent meeting 5) August, 2018: New Students September forward: remaining groups October: Initiate Mentor Program	Competencies and SEL; New Student Data (pre/post test); Grade Level Buddies Grades K-3, 1-4, 3-5. Implement events each nine weeks. Student Surveys/Focus Groups; Parent Feedback	Decreased disruptions & discipline concerns and referrals. Increased frequency of positive social behaviors/kindness	Provide resources for Circle Time Topics for SEL (Google Doc) Identify Mentors and mentees and begin assigning roles and responsibilities staff to student as well as reading buddies to support primary readers.	socio-emotional development. PD and Implementation of Restorative Practices to address behavior concerns to build communication, empathy, and understanding. Monitor mentor relationships, kindness clubs, and support groups in place. Student and Teacher Surveys Assess if additional support is needed	regards to intellectual and academic growth and development as well. Targeted instruction for SEL will support the social and emotional best practices while defining the culture of our school. Individual and Small groups of students will improve their coping skills and experience positive benefits from supportive relationships. End of Year Student Panel discussion with Principal and Assistant Principal, Grades 3, 4, and 5.	
Root Cause (b): Data Analysis 1. Provide Campus Wide Training regarding formative and summative assessments for data analysis.				August PD Curriculum Planner PD training through Assessment & Accountability	MLP Rosters, Agendas, and Materials Agendas for Extended Planning & Feedback Kid Talks	Increase student growth across all levels/disciplines through timely, ongoing monitoring of student growth and performance	Lesson Plans will reflect the individual learning needs of the students served in the classroom based on targeted areas for growth.	Lesson Plans will reflect the individual learning needs of the students served in the classroom based on targeted areas for growth.	Teachers will continue to utilize current and ongoing data to develop instruction to continue to best meet each	

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 #)
2. Create systems/structures for timely analysis of ongoing formal/informal data to determine how to best meet the needs of each student. 3. Meet as collaborative transformational teams to review, assess, and determine best services to meet students' needs. 4. Teachers will use information from data analysis to structure instruction regarding differentiated instruction (Guided Reading/Writing/Math) as well as for targeted Intervention & Enrichment. 5. Schedule Extended Planning Opportunities to maximize targeted interventions and enrichments embedded not only within Teacher Table time but throughout student learning rotations to maximize student growth through ongoing targeted differentiation				Department training PD meetings aligned with updated data (CogAT, MAP, etc.) Extended Planning Dates aligned with data updates to maximize real time analysis and targeted intervention and enrichment. Designated Staff Meetings TTESS Midyear Teacher Conference Student Review	Minutes from Extended Planning Teacher Surveys regarding effectiveness. SMART Goals	Targeted informal and formal evaluations of student performance including pre-assessments and post unit evaluations Continue to close the performance gap with intentional targeted growth based on students needs. Review of MAP/PES from EOY '18 to MOY '18/19 and EOY '19 STAAR Gap Analysis	Teacher table, rotations and student work will reflect the growth needs of the student. Lesson Plans will include formative and summative assessments. Ongoing support through our Assessment and Accountability Department PD to maximize data to target instruction to maximize student growth.	Teacher table, rotations and student work will reflect the growth needs of the student. Lesson Plans will include formative and summative assessments. Ongoing support through our Assessment and Accountability Department PD to maximize data to target instruction to maximize student growth. Flexible and fluid grouping will reflect targeted goals and TEKS to close gaps and build a solid foundation for learning and growth to continue.	individual student's needs. Lesson Plans will reflect the individual learning needs of the students served in the classroom based on targeted areas for growth. Teacher table, rotations and student work will reflect the growth needs of the student. lesson Plans will include formative and summative assessments. Flexible and fluid grouping will reflect targeted goals and TEKS to close gaps and build a solid foundation for learning and growth to continue.	
Root Cause(c): Effective Planning 1. Structure daily schedule to maximize student				1) August PD, '18 2) August PD, '18 3) Weekly Planning Meetings	MLP PD Documentation, Agendas & Materials Weekly Planning	Improved academic performance and student growth with instruction protocols.	Lesson Planning/Plans will include Daily Learning and Learning Targets.	Lesson Planning/Plans will include Daily Learning and Learning Targets.	Lesson Planning/Plans will include Daily Learning and Learning Targets.	

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 #)
learning to support planning and instruction.. 2. Campus Administration and the District Curriculum and Instruction team members will provide staff training on district planning resources. 3. Structure planning schedule with expectations that planning preparations are on Mondays to allow for administrative team: principal, assistant principal, and instructional specialist may attend planning. Planning continues on Tuesdays with grade level reviews on Thursday week prior to instruction begins. 4. Protected Planning Wednesdays. Wednesday afternoons are reserved for PD or TL/Staff meetings. All other Wednesdays are reserved for team planning. 5. Completion of Team Plans two weeks out provide teachers the opportunity to Differentiate based on student need Provide differentiated small group rotations to reinforce/enrich.				w/ Admin. team member(s) 4) Scheduled 22 Weds Protected TEAM Planning. 5) Training August and early September. Complete implementation mid September/early October. 6. Half/Full Day Extended planning provided throughout the year	Walk Throughs Extended Planning Schedule/ Agenda/Notes Teacher Surveys TTESS Conferences Feedback. BOY, MOY, EOY	Incorporating readiness and supporting standards within the planning to reinforce foundation and growth. Differentiated Instruction Targeted Enrichment as well as Intervention with rotations in addition to teacher table instruction. Development of critical thinking skills through the incorporation of Higher Order Thinking/Scaffolded Questioning.	Instruction will be aligned with district curriculum utilizing teaching strategies adopted by our campus; i.e. Guided Reading. Differentiated instruction for small group/teacher table as well as within rotations to provide targeted instruction to maximize individual student learning will be evident.	Instruction will be aligned with district curriculum utilizing teaching strategies adopted by our campus; i.e. Guided Reading. Differentiated instruction for small group/teacher table as well as within rotations to provide targeted instruction to maximize individual student learning will be evident.	Instruction will be aligned with district curriculum utilizing teaching strategies adopted by our campus; i.e. Guided Reading. Differentiated instruction for small group/teacher table as well as within rotations to provide targeted instruction to maximize individual student learning will be evident.	

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 #)
Target specific learning goals to maximize individual student growth. 6. Extended Planning scheduled/aligned with recent data to maximize planning with targeted growth goals for student learning. 7. Utilize Lead4ward to identify readiness and supporting standards. 8. Support and sustain critical thinking with higher order questioning/scaffolding for intellectual growth.										

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	Need to define and maximize team meetings/planning as a collaborative culture which assists the team in implementing a continuous improvement process to support student growth.
Goal	Each Collaborative Team will develop an agenda template, including team norms, and roles which guide the meetings and is driven by student learning. (feedback, content, and context. Smart Goals are clearly defined and monitored.)
Project Lead	Principal, Assistant Principal
Staff, Title I Staff	Instructional Specialist, 504/CMIT Coordinator, Team Leaders
Materials and Resources	Team Leader meetings, Grade Level meetings, Extended Planning, Faculty Meetings, Team Norms, SMART Goals, Learning by Doing Third Edition, A Handbook for Professional Learning Communities at Work (DuFour, DuFour, Eaker, Many & Mattos)

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 #)
Identification of Collaborative Teams: Grade Levels Departments/Subjects Special Education Specials Specialist 504/CMIT Coordinator Instructional Specialist PD Training for TLs: Collaborative Team That Transforms with Team Leaders. Template for Meetings Team Norms Team Roles Team Documentation Staff Review of Collaborative Team process.				September, TL Meeting October Staff Meeting	TL MLP/Agenda and Materials September 19, 2018 Faculty PD Meeting MLP/Agenda October 3, 2018 Collaborative Team folder for weekly agendas with grade level collaborative team member meeting notes and other curricular artifacts/data. Grade Level SMART goals that	Increase the Use of Quality Data to Drive Instruction Increase efficiency of time and implementation. Utilize SMART goals to define focus to targeted goals to maximize student growth.	Ongoing Quality Checks and feedback will be provided	Quality Checks and feedback will be provided Mid Year Review/Adjustments or Revisions? Review of SMART goals and MOY performance.	Quality Checks and feedback will be provided End of Year Reflection/Survey of Quality Performance Data Analysis of Student Performance on state assessments. Student Growth Analysis of student performance on MAP. Review Surveys HRS Level 1 and HRS 2	

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 #)
					are data driven and guided by district and campus goals.					

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	September: Team is identified October: Set goals/activities for year November: Meet for progress Second Semester: Fitness Day plan (spring)	Identify members of Campus Wellness Team Set Goals/Activities for the year (i.e. Start Fun Run/Jog Club Goals) Minutes from meetings	End of year Survey: feedback
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	September through May	Identify parent in September	
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	September-May	Fitness Room Fitness Curriculum Grade Level instruction	

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	September-May Coordinated School Health Boards: a) Gym b) Health room	Fall: Safety Winter: My Body-Nutrition Spring: Wellness/S.E.L.	
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	September-May	Campus e-News/SMORE, web page	Campus e-News/SMORE, web page

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	October through April	Fall Fitness Gram Test (October/November)	Spring Fitness Gram Test (March/April)
4th & 7th	Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD.	P.E. Teacher	Fitnessgram Student Report	May, 2019	Student Data is entered for fall/spring Fitness Gram testing	Grade 3-5 reports emailed. Grade 4 printed and sent home in May report card.

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	September through May	Unit plans Weekly plans Displays	District Curriculum
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	September through May	Jog Club Results each 9 weeks Grades 3, 4, & 5	Data of Jog Club for the year Grades 3, 4, and 5
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	September through May	Unit plans Weekly plans Observations	District Curriculum
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Lesson Plans Visible During Class Time	September through May	Grade Level Schedule Campus Expectations	Grade Level Schedule Campus Expectations
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Observation	September through May	Grade Level Plans	Grade Level Plans

ATTENDANCE

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	August through May	Communication through e-News regarding best practices (arrival time, attendance, etc.) Weekly monitoring reports Contact/notify parents of concerns I'm Present attendance	End of year Attendance Summary

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	July, 2018	Create safety procedures for actively monitoring high risk areas.	Daily monitoring with feedback/revisions as needed
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	Daily	Staff implements systems of supervision with consistency to reduce potential for violence or bullying	Daily monitoring with feedback/revisions as needed
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Daily	Reinforce expectations and ethical standards daily.	Daily, with feedback and revisions as needed.

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 PD Training: SAFE Schools Compliance Training	Safe Schools Completion List	

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
Review referral process.	Principal or designee	Campus referral plan	August PD Training	Review procedures case by case	
SEL Circle Time Foundations	Principal or designee	Director, Family and Social Services/District	August 2 PD Training	Observe Daily Circle Times	
Staff Training on SEL Circle Time conbtinued	Principal or designee	Counselor	August 22 PD		
Social Emotional Training	Principal or designee	Counselor	October 3 PD		
Restorative Practices	Principal or designee	Assistant Principal	October 17 PD	Review discipline concerns and Utilization of Restorative Practices	

STAFF INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	August PD, TL meetings, Case by Case throughout the year as needed	Daily Observation of circle time	Ongoing review/adjustments as needed. End of Year evaluation in planning for upcoming year.
Implement campus referral plan.	Principal or designee	Campus Referral Plan	As needed	Each considered referral	Ongoing review/adjustments as needed. End of Year evaluation in

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					planning for upcoming year.
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Daily (Positive Reinforcement, Circle Times) As warranted: Restorative Practices	Review case by case	Ongoing review/adjustments as needed. End of Year evaluation in planning for upcoming year.

STUDENT PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	First week of school, SEL lessons	Review SEL Lessons and Code of Conduct first week of school.	Review start of second semester for new students as well as a refresher.
Monitor high risk areas.	All staff	Schedule (if necessary)	Daily, as assigned by duties, before/after school, restrooms, hallways lunch and recess	Daily	Review adjust as needed ongoing data for patterns to identify needs as well as successes.

STUDENT EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan	PD August 9	review for each potential referral	End of Year Review of

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
					Referrals/Process to adjust/revise as needed

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
Apply classroom interventions.	All teachers	All staff	Daily	daily monitoring	daily monitoring, adjust as needed
Employ discipline interventions.	Designated staff	designated staff	As Needed	as needed	review improvement, adjustments
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Administrative staff and counselor	As Needed, first option to negate referrals	daily monitoring, adjust as indicated	review case by case, monitor/adjust as needed
Conference with parents/students.	Teachers or other staff	Teacher or designated staff member as warranted.	As Needed, case by case	as needed	review documentation

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 Administration Registrar/Secretary	E-News Reminders to Parents	July/August 2018		
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**	Registrar/Secretary	Grade Level TL/teams	Thursday "Youngest Only" Take Home Folder August/September		
Upgrade and maintain the campus website for easy access and increased communication with the community. **Funding source: State and Local**	Principal, Assistant Principal	CTA/Librarian	July, 2018...weekly updates		
Communicate information through eNews and through hard copies when internet access Is not available. **Funding source: State and Local**	Principal, Assistant Principal	SMORE Accounts, eNews			
Utilize social media to keep parents and community informed. **Funding source: State and Local**	Principal, Assistant Principal	CTA/Librarian e-News/SMORE, FB, Twitter			

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. **Funding source: State and Local**	Principal, PTA President	Principal, Assistant Principal PTA President PTA Board	Principal/PTA President Weekly meetings beginning 8/31/18 Monthly Board Meetings	Minutes from meetings	
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc…). **Funding source: State and Local**	Principal, Assistant Principal, Counselor, Fitness Chair, ESL,				

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, Middle School Counselor	Middle School Registration information Middle School Tour Parent Teacher Conferences Middle School Counselor visits	spring, 2019 Scheduled individual ARDS/504/CMITS for 5th grade students.	Grade 5 meetings with counselors Annual 5th grade ARDs/Transition ARDs Annual 5th grade 504/CMIT meetings	Registration/Enrollment completion
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**	Assistant Principal, SpEd TL Early Childhood Principal, SpEd TL	SpEd Staff, Assistant Principal	2018-2019 Pre-K Annual ARDS	Annual ARDS/Transition ARDs	
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					

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Kindergarten Kit, which includes directions, materials, and books for families to keep. **Title I Components: 7** **Funding source: State and Local**					
Elementary Campuses with full day Pre-K – Pre-K students visit kindergarten classes to allow Pre-K students to familiarize themselves with the kindergarten staff and environment. **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	Principal, Assistant Principal TEAMS Application pool Human Resources Professional Learning Department Curriculum Department Special Education Department	July through May	Professional Development Compliance TTESS Goals TTESS Appraisals Walk Throughs	TTESS Summatives TTESS Goals