



**Plano Independent School District
Campus Improvement Plan**

Brinker Elementary School

3800 John Clark Parkway

Plano, TX 75093

2018-2019

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Vision and Mission Statements for District and Campus

Plano ISD Vision Statement

Plano ISD schools empower students to be able to adapt to new learning and career opportunities throughout their lives, collaborate with, and contribute to, the global community and to be disciplined and creative in their thinking.

Plano ISD Mission Statement

The mission of the Plano Independent School District is to provide an excellent education for each student.

District Goals

Plano ISD has two major ongoing district goals:

- Ensure continued improvement in student learning.
- Ensure efficient use of resources.

Campus Mission Statement

Brinker Elementary will guide all children to gain confidence, be life-long learners, and be responsible, caring members of our community.

Campus Information

Administration Team

Principal, Barbara Lange

About Us

Our staff of teachers, counselors, administrators, and support personnel at Brinker Elementary are dedicated to academic excellence and lifelong learning. Brinker Elementary has a caring staff focused on serving the needs of our students. We strive to ensure that we support the mission of the district of "providing an excellent education for all students."

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 03:15 pm

Meeting 2: Progress monitoring and review of strategic plan -

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

State Goals and Objectives

The State of Texas Public Education Mission

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

The State of Texas Public Education Objectives

Objective #1 - Parents will be full partners with educators in the education of their children.

Objective #2 - Students will be encouraged and challenged to meet their full educational potential.

Objective #3 - Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4 - A well-balanced and appropriate curriculum will be provided to all students.

Objective #5 - Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6 - The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7 - School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8 - Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9 - Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA Strategic Priorities

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

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

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

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

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

Site-Based Improvement Committee Members

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Jessica Forbes	Faculty Member	2017- 2018	X	X	X
Sue Johnson	Faculty Member	2016- 2017	X	X	X
Christine Mason	Faculty Member	2018- 2019	X	X	X
Kacy Young	Faculty Member	2017- 2018		X	X
Jennifer Yoken	Faculty Member	2018- 2019	X	X	X
Amy DeCarlo	Faculty Member, Special Ed	2018- 2019	X	X	X
Barbara Lange	Principal	2005- 2006	X	X	X
Roxanne Burchfiel	District Professional	2018- 2019	X	X	
Christina Stelzl	Campus Professional, Non-teaching	2009- 2010	X		
Beverly Arledge	Support Staff Member	2002- 2003	X		
Allison Grzyb	Parent-Selected by PTA	2017- 2018	X	X	X
Alice Chao	Parent-Selected by Principal	2016- 2017		X	X
Ashley Peyton	Parent	2018- 2019	X		
Sapna Shah	Parent	2018- 2019	X		
Kelley Moore	Community Member	2017- 2018	X	X	X
Janice Billarrial	Business Representative	2018-2019	X		
Kim Lowery	Faculty Member	2018- 2019	X	X	X
Meagan Kreuter	Faculty Member	2017- 2018	X	X	X
Haley Kim	Faculty Member	2017- 2018	X	X	X
Lindsey Girlinghouse	Faculty Member	2016-2017	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	\$69,664.00	State Compensatory Ed funds allocated for allowable supplemental resources and 1 staff.
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Title I Program Information

Title I - Schoolwide Components

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

Title I, Part A Program Funding

Staffing	\$	Total Funding for Title I Support Teachers (including tutoring, adult temp staff) and for 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	\$	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	\$	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)

Critical Action #1

Problem Statement	Overall, there is a reduction in the percentage of students performing at the approaches and meets grade level standard for the campus in reading language arts (includes reading STAAR grades 3-5 and writing STAAR grade 4).
Root Cause and Strategy	<ol style="list-style-type: none"> 1. We will address the responsiveness to student needs by ensuring that there are structures in place to analyze instruction and assessments. 2. We will monitor the fidelity of use of district approved resources and curriculum in order to raise student achievement. 3. We will use high yield instructional strategies as tools to support rigorous learning.
Goal	Increase the percentage of students performing at the approaches and meets grade level standards in reading and writing to decrease the gap between the campus and district to meet the district average performance.
Project Lead	Campus Administrators, Campus Instruction Specialist, PISD Elementary Content Coordinators and Specialists
Staff, Title I Staff	Grade level team leaders, ESL teacher, PACE teacher, Counselor
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 #)
Grade level teachers will be trained in Guided Reading and small group reading instruction best practices and resources. <ul style="list-style-type: none"> • Creation of Guided Reading collaborative vertical team • Guided reading collaborative team will have a "Explore Planner" day to help grade level teams use the curriculum planner resources 				Staff back to school training, Guided Reading collaborative team monthly meetings	Meeting notes, agenda, reading intervention data	Increase teacher quality, improve academic performance, increase learning time	On Track to Make Progress	On Track to Make Progress	Significant Progress Teachers will create guided reading groups to target instruction to meet student needs. Lesson plans will include daily reading group instruction aligned with TEKS and student needs. Guided reading groups will be flexible and adjusted as	

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
									needed, based on MAP, TPRI, Plano Literacy, classroom assessments, etc. Guided reading PLC will look ahead at new reading materials coming for next year to determine plan of action.	
<p>There will be a school-wide writing focus for the year. This includes:</p> <ul style="list-style-type: none"> • Creation of a writing vertical collaborative team to develop a consistent writing campus plan • 3rd and 4th grade teachers participate in PISD writing training. • 3rd and 4th grade teachers will work Nicole Carter from Empowering Writers • BOY, MOY, EOY district writing assessments will be completed in grades 1-5. Data will be analyzed throughout the year at collaborative team meetings 				3rd and 4th grade teacher training in October 2018, monthly writing vertical team meetings, BOY/ MOY/ EOY writing assessments	Meeting notes, agenda, writing assessment data, lesson plans	Increase teacher quality, improve academic performance, increase learning time, develop campus-wide consistency	On Track to Make Progress	On Track to Make Progress	<p>Significant Progress Writing PLC/ Vertical Team was created to address cross grade level needs and ideas to improve writing performance.</p> <p>Teachers participated in Empowering Writers workshop and incorporated stra</p> <p>All students completed BOY, MOY, and EOY writing assessments. Process will be refined for next year to include review of data in assessment vertical team and ELA vertical team.</p>	

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
<p>Kid Talk, CMIT, 504, and ARDs.</p> <ul style="list-style-type: none"> Writing collaborative team will work on creating cross-curricular writing expectations to reinforce lessons. 										
<p>All staff will be trained in PISD Planning Protocol by PISD curriculum department</p>				<p>BOY training at staff back to school professional development, monthly team leader meetings to reinforce protocol expectations</p>	<p>Meeting notes, meeting agenda</p>	<p>Increase teacher quality, improve academic performance, increase learning time, develop campus-wide consistency</p>	<p>On Track to Make Progress</p>	<p>On Track to Make Progress</p>	<p>On Track to Make Progress All staff completed part 1 of the planning protocol training. Part 2 was cancelled due to weather, but it will be rescheduled for fall 2019. Grade level teams used protocols throughout the year.</p>	
<p>Small group reading instruction will be implemented in all grade levels to address the needs of diverse learners.</p> <ul style="list-style-type: none"> General education teachers will instruct in targeted groups for both intervention and enrichment. Special education will utilize district 				<p>Staff back to school training, Guided Reading collaborative team monthly meetings</p>	<p>Meeting notes, agenda, reading intervention and enrichment data</p>	<p>Increase teacher quality, improve academic performance, increase learning time</p>	<p>On Track to Make Progress</p>	<p>On Track to Make Progress</p>	<p>Significant Progress All students received targeted small group instruction in reading. Instruction specialist, librarian, ESL teacher, and SpEd teachers provided additional targeted instruction to students.</p>	

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
<p>approved resources for individualized instruction to meet student goals.</p> <ul style="list-style-type: none"> • ESL students will receive targeted small group instruction based on their language acquisition needs. This also includes additional small groups done with certified teacher hired with immigrant funding. • PACE teacher and instruction specialist will collaborate with grade level teachers to support needs-based small group instruction. 										

Critical Action #2

Problem Statement	The collaborative teams are operating inconsistently with the Marzano's Collaborative Teams that Transform PLC Processes (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, Assistant Principal, Instruction Specialist, team leaders, vertical subject team leaders
Staff, Title I Staff	All grade level teachers, special education teachers, and academic support specialists
Materials and Resources	TEKS, PISD Curriculum, Edugence data

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
<p>All staff will be trained in PISD Planning Protocol by PISD curriculum department</p> <ul style="list-style-type: none"> This will include developing practices for utilizing collaborative team feedback in leadership team meetings and campus decisions 				Staff back to school trainings	Meeting notes, agenda, and slides	Increase teacher quality, improve academic performance, increase learning time	On Track to Make Progress	On Track to Make Progress	<p>On Track to Make Progress</p> <p>All staff completed part 1 of the planning protocol training. Part 2 was cancelled due to weather, but it will be rescheduled for fall 2019.</p> <p>Grade level teams used protocols throughout the year.</p> <p>All grade level teams created norms. Norms were revisited in the middle of the year.</p>	

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
<p>Instruction specialist will collaborate with vertical collaborative team leaders to support PLC processes.</p> <p>Principal and Assistant Principal will focus on PLC processes with grade level team leaders.</p>				<p>Monthly collaborative team leader meetings</p> <p>Monthly team leader meetings.</p>	Meeting notes, vertical collaborative team meeting agendas and notes	Increase leadership effectiveness, improve teacher quality, improve academic performance	On Track to Make Progress	On Track to Make Progress	<p>On Track to Make Progress</p> <p>Instruction specialist met with each vertical team leader and administration to support teacher leaders in PLC processes.</p> <p>The team met at the end of the year to reflect on systems. New teams will be created next year, and staff will be attending various workshops this summer to build capacity and develop leadership-including PLC at Work.</p>	
Staff will complete a mid-year survey based on the HRS level 1 indicators.				Beginning of second semester	Survey results	Increase leadership effectiveness	On Track to Make Progress	On Track to Make Progress	<p>On Track to Make Progress</p> <p>Staff completed HRS level 1 survey. Results were similar to the first time they took the survey, indicating strengths in school safety and organization and areas of growth in feedback and communication.</p>	
Grade level teams will participate in PISD Assessment, Accountability, and Research Department's webinars				Monthly, as webinars are available	Team feedback after webinars, lesson plans	Increase teacher quality, improve academic performance, increase the use of	On Track to Make Progress	On Track to Make Progress	<p>Significant Progress</p> <p>Teams participated in the webinars throughout the</p>	

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
focused on using student data to impact instruction.						quality data to drive instruction			year. They used information from the webinars to learn more about using data to drive instruction, features of Edugence and NWEA reports, district resources, and STAAR resources and reports.	

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	Monthly wellness team meetings	Campus Wellness team was created and is led by the PE department.	Campus Wellness team collaborated with teachers and PTA to work on wellness goals with staff and students.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Beginning of the year wellness team meeting	Campus Wellness Team, led by PE department, worked with PTA to establish activities for wellness throughout the year, including Drum Fit.	Two parents were part of the Campus Wellness Team.
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	Weekly physical education instruction	Fitness, health, and PE classes cover topics including staying safe,	Coordinated School Health curriculum was delivered weekly

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
					nutrition, "My Body" and wellness.	following district guidelines.
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	Created before school started, updated monthly	PE department created a wellness bulletin board focused on mental health (social/emotional learning) and physical health (Marathoners)	School health bulletin boards were located in gym and cafeteria.
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	Monthly campus e-news	Events are promoted through social media, marquee, and newsletter. PE department will send out wellness information through the school E-News monthly.	Marquee, eNews, and teacher emails were used to promote school events throughout the year leading to higher participation.

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	Warm-Ups practicing movements to reinforce fitness test components	Post assessment given in March. Results were shared with parents.
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	At the end of the second semester	Practice skills throughout the year with warm-ups (including rock wall, jogging, stretching, etc.)	Fitness gram report cards were sent home to all parents.

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	Schedule created before school started	Master schedule was created to ensure that all students have 3 PE classes per week. Weekly PE lessons include 50% of physical activity	Students received 150 minutes MVPA per week.

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Weekly physical education instruction	Random students are selected to use pedometers during PE class and compare grade levels Use "Rock My Run" app to monitor and track activity.	Pedometers and heart rate monitors were used in physical education 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	Weekly lesson plans	PE staff utilizes PISD physical education Google drive to access activities and lessons that are developmentally appropriate.	Lesson plans meeting TEKS and NASPE standards are prepared and delivered to students.
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Lesson Plans Visible During Class Time	Daily recess time	All students receive 30 minutes of recess time/day.	Students receive 30 minutes of recess daily.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Observation	Daily classroom and specials instruction	Classroom teachers and specials teachers utilize brain breaks	Brain breaks were incorporated in all classes.

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
					through movement throughout the day.	

ATTENDANCE

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Weekly attendance communications (email and letter)	Deliver information to parents about attendance in various forms, including newsletter, email, Meet the Teacher, and at drop-off. Notify parents about attendance concerns bi-weekly, beginning August 2018.	Attendance was monitored by assistant principal throughout the school year. Parents were contacted as needed. Intervention measures were put in place as 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	Monthly team leader meetings, monthly SEL collaborative team meetings	SEL team created behavior matrix for high risk areas. School-wide systems were created to reinforce behavior expectations (ex: hallway stop signs, 1-2-3 reinforcement code)	SEL practices are implemented in all classrooms.
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	Daily	Duty schedule was created and adjusted based on needs from last year (more staff in cafeteria and gym in the morning, more staff at carpool in the afternoon)	High Risk areas were monitored throughout the year.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				Teachers and team leaders reviewed supervision expectations for lunch/ recess.	
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Daily lessons	SEL team created R-time lessons to reinforce positive behavior supports Stop and Thinks will be utilized	R time lessons were delivered throughout the year. Campus expectations were reviewed regularly.

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	Completed August 2018		Staff training completed August 2018. Principal, assistant principal, and counselor followed up throughout the year as needed.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Review referral process.	Principal or designee	Campus referral plan	Monthly SEL team meetings		Referral process was reviewed throughout the year.

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	Created at the beginning of the year, reviewed monthly by SEL team		Intervention strategies were reviewed throughout the year.
Implement campus referral plan.	Principal or designee	Campus Referral Plan	As the need arises, reviewed monthly by SEL team		Referral process was reviewed throughout the year.
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Daily, as the need arises		Discipline Management strategies, including Zones of Development, were reviewed and addressed throughout the 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	Daily, as the need arises		Code of conduct is posted for students to view. Expectations were reviewed daily.
Monitor high risk areas.	All staff	Schedule (if necessary)	Daily		High risk areas were monitored daily.

STUDENT EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan	SEL updates delivered to staff before school started, reviewed in monthly team leader meetings		SEL information reviewed throughout the year.

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	All staff/ R-time lessons, SEL lessons, Stop and Think Forms, brain breaks, cool downs	Daily		Interventions used daily.
Employ discipline interventions.	Designated staff	All staff/ Stop and Think Forms, Office Intervention Form, SEL	Daily, as needed		Discipline interventions were used daily.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
		team updates and curriculum			
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	All staff	Daily, as needed		Other interventions were used as needed.
Conference with parents/students.	Teachers or other staff	Teachers, administration, counselors	Once per nine weeks, as needed		Conferences were held as needed throughout the school year.

Parent Involvement

The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local	Principal, office manager, secretary	E-news	Completed at the beginning of the school year		Parents registered in Parent Portal at the beginning of the school year and continued to use Parent Portal throughout the year.
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	Team leaders, CTA	Printed materials, Student Information Sheets	Beginning of the school year and as new students enroll		Completed throughout the year as needed
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	CTA, AP	CTA, calendars, updates from teams			CTA maintained campus website.
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Principal, AP, CTA	Paper copies of E-News S'more	Monthly E-News blasts		Information was delivered to parents in a variety of methods. Parents completed

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					communication survey, indicating the preferred method of communication is teacher email.
Utilize social media to keep parents and community informed. Funding source: State and Local	AP, CTA	Facebook page	Monthly updates, special event updates		Updated as needed
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	Principal	Calendar, agendas			Met as needed throughout the year
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local	Principal				Programs offered throughout the 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	Guidance counselors	Guidance lessons and materials	Bi-weekly throughout the year		Guidance lesson delivered twice a month to all students.
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	Kindergarten team leader, Special Education team leader	Kindergarten team leader, Round-Up materials	August 2018 and May 2019		Kindergarten team leader and special education team leader will work with Pre-K staff to plan instruction for incoming students. In May 2019, they will work with Pre-K staff again to prepare for the next school year.
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, AP, team leaders	Completed summer 2018, as needed throughout the year		Completed as needed